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INTEGRATION OF PROJECT-BASED LEARNING INTO THE EDUCATIONAL PROCESS OF TEACHER TRAINING UNIVERSITIES: CHALLENGES AND PROSPECTS

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Abstract
The article presents a comprehensive analysis of the challenges and prospects related to the integration of project-based learning (PBL) into the educational process of teacher training universities. Project-based learning is considered one of the key forms of implementing the competency-based approach, contributing to the development of students' holistic professional skills, pedagogical thinking, communicative flexibility, critical and research activity. The author emphasizes that the project methodology not only activates students' learning engagement, but also ensures the integration of theoretical knowledge with the practice of their future profession.
The analysis identifies major obstacles that hinder the full-scale implementation of the project-based approach: fragmented application, insufficient methodological support, overloaded curricula, weak digital infrastructure, and low student motivation for independent work. At the same time, development prospects are outlined: the formation of professional and transversal competencies, increased learner agency, digitalization of project activities, and the enhancement of interdisciplinary connections.
The article provides practical recommendations for the systematic implementation of project-based learning in the training of future teachers and outlines directions for further research in the field of educational design. The work is intended for university lecturers, methodologists, and researchers interested in issues of pedagogical innovation and project-based teaching technologies.

Keywords: Project-based learning, teacher training university, professional training, educational technologies, challenges, prospects, student projects, digital transformation.

Introduction

The modern system of higher teacher education is undergoing a large-scale transformation driven by the need to meet new demands from society, the state, and a rapidly changing digital environment. In the context of a shift toward a competency-based model of specialist training,

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particular emphasis is placed on forms of organizing the educational process that not only transmit knowledge but also develop students' ability to act in practice, independently solve professional tasks, think flexibly, and adopt innovative approaches to teaching. One such form is **project-based learning**, which is now regarded not as an auxiliary method, but as a full-fledged pedagogical technology that fosters the development of key competencies essential for future educators.

The integration of project-based learning into the educational process of teacher training universities serves a number of strategic goals: the development of professional thinking, the strengthening of students' learner agency, the stimulation of research activity, and the establishment of strong connections between theory and practice. Project-based activities immerse students in real pedagogical situations and require them to engage in planning, teamwork, argumentation, critical reflection, and analysis—precisely the skills that are essential for the modern educator.

However, in practice, the implementation of the project-based approach faces a number of objective and subjective difficulties: insufficient methodological preparedness of instructors, underdeveloped project skills among students, misalignment between the content of academic programs and the organization of project activities, as well as limited time and resources. In addition, the project-based format of learning requires a restructuring of the educational environment, digital infrastructure, flexible curricula, and strong support from university administration.

Despite these challenges, the relevance of project-based learning continues to grow. This is due to the ongoing digitalization of education, the need for teachers to adapt to uncertain and rapidly changing conditions, and the growing demand for innovative teaching methods. In this regard, the scientific understanding of effective mechanisms for integrating the project-based approach into the educational process of teacher training universities becomes particularly important, as does the identification of conditions under which it becomes not a formal requirement, but an organic and integral part of professional training.

The aim of this article is to analyze the challenges and prospects associated with the implementation of project-based learning in the training of future educators, as well as to formulate methodological and organizational recommendations that support the successful integration of this approach into educational practice.

1. Project-Based Learning as a Relevant Pedagogical Technology in the System of Future Teacher Training

In the context of updated educational standards, project-based learning is gaining the status of a system-forming technology that enables the development of not only subject-specific knowledge, but also universal professional competencies. The essence of the project-based approach lies in organizing students' learning activities around problem-based thinking, independent information gathering, goal setting, solution development, and the presentation of results. This model of learning stimulates cognitive processes, encourages reflection, and fosters the development of communication and organizational skills.

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Project-based learning makes it possible to address the following tasks:

- to foster a stable motivation for learning and the future profession;
- to develop the ability for self-directed learning and self-organization;
- to integrate interdisciplinary knowledge;
- to cultivate a culture of teamwork;
- to ensure a personal and meaningful engagement in the learning process.

For students of teacher training universities, participation in project-based activities is especially important, as it builds their readiness to solve practice-oriented professional tasks, simulates real pedagogical situations, and develops pedagogical reflection and the ability to engage in educational design.

2. Challenges and Barriers to the Integration of Project-Based Learning in Teacher Training Universities: A Critical Analysis

Despite regulatory support and growing recognition of the value of the project-based approach, its widespread implementation in the educational process of teacher training institutions faces a number of persistent and systemic challenges:

2.1. Theoretical and Methodological Deficit

Many universities lack scientifically grounded and tested models for implementing project-based learning that are adapted to the specifics of pedagogical disciplines. Instructors are often forced to act intuitively, without clear methodological guidelines or standard project scenarios. As a result, the quality of implementation varies, projects tend to be superficial, and their connection to professional training remains weak.

2.2. Limited Resources and Time

Tight course schedules, overloaded curricula, and the absence of dedicated time for project work lead to hastily executed student projects with little guidance or reflection. This often results in the formalization of the project-based approach, where students complete assignments simply for credit, without understanding their practical value.

2.3. Resistance Within the Educational Environment

Institutional inertia, established teaching traditions, and a strong focus on conventional forms of knowledge assessment (tests, credits, exams) often contradict the logic of project-based learning. Projects require flexibility, openness, interdisciplinarity, and trust in the student as an active subject in the learning process—conditions that are not always in place.

2.4. Insufficient Digital Transformation of the Pedagogical Process

Although project-based learning is closely linked to the use of digital technologies, pedagogical universities do not always demonstrate a sufficient level of digitalization. This is reflected in the lack of access to modern platforms, limited digital competence among both students and teachers, and underdeveloped ICT infrastructure.

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2.5. Motivational and Psychological Barriers

Many students are not yet ready for the high level of independence required by project work. Their internal motivation and sense of responsibility for outcomes often need to be purposefully developed. Without effective tutoring and guidance, project activities are perceived as an additional burden rather than as a tool for professional growth.

3. Prospects for the Systematic Integration of Project-Based Learning in the Training of Future Educators

Despite the existing challenges, modern educational policy, teaching practice, and academic research confirm the significant potential of the project-based approach in the training of future teachers.

3.1. The Project as a Tool for Developing Professional Thinking

Participation in project-based activities enables students to assume professional roles (teacher, organizer, methodologist, analyst), develop the ability to model educational situations, and assess the effectiveness of pedagogical decisions. This is especially important in the context of current educational priorities such as inclusion, digitalization, and the individualization of learning.

3.2. Integration of Digital Pedagogical Tools

Project-based learning can be effectively implemented using digital tools: collaborative boards (Padlet, Jamboard), planners (Trello, Notion), visual design platforms (Canva, Miro), and cloud storage systems (Google Workspace). These tools enhance the quality of communication, visualization, teamwork, and storage of project outcomes.

3.3. Development of Educational Entrepreneurship and Project-Based Thinking

Project work in teacher education is not only a part of the academic process but also a form of professional self-expression. It provides students with the opportunity to design their own educational ideas, concepts, methods, and even startups. This is particularly promising in the context of developing pedagogical incubators, innovation labs, and student research communities.

3.4. Transformation of the Teacher's Role

In the context of project-based learning, the university instructor takes on new roles—as mentor, facilitator, and tutor. This requires professional flexibility, digital and communicative competence, and a willingness to engage in co-learning with students. At the same time, it contributes to the renewal of the very culture of university-level teaching.

3.5. Implementation of Flexible Modular Learning Models

The project-based format aligns well with modular systems, where each thematic block of a course may culminate in a project. This not only deepens understanding of the content but also makes learning more meaningful, contextualized, and outcome-oriented.

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Results and Discussion

The implementation of project-based learning in the system of teacher education demonstrates its high methodological and practical effectiveness, particularly in terms of developing students' professional agency, their reflective thinking, and their active approach to learning. Based on a comprehensive analysis of educational practices in several teacher training universities, as well as a synthesis of the experiences of instructors working with elements of project methodology, key outcomes of implementation have been identified and interpreted in the context of their impact on preparing future teachers.

1. Changing the Nature of Students' Learning Activities

Project-based learning radically transforms the role of the learner — from a passive recipient of knowledge to an active agent in the educational process. This is reflected in:

- increased initiative when choosing project topics;
- greater awareness in setting goals and objectives;
- improved ability to develop individual strategies for solving academic and professional tasks.

Participation in project activities encourages students to independently search for information, critically evaluate sources, plan their work, and assess outcomes. As a result, the learning process takes on an exploratory, creative nature, which promotes deeper knowledge acquisition and the development of transversal competencies.

2. Development of Professional Thinking and Pedagogical Reflection

Within the framework of project-based learning, philology students are confronted with the need to solve pedagogically meaningful tasks that closely resemble their future professional practice. This contributes to:

- the development of pedagogical thinking — the ability to identify problems in educational situations and analyze them from multiple perspectives;
- the application and contextualization of theoretical knowledge;
- the formation of skills in self-analysis and pedagogical reflection.

Project work typically concludes with a public presentation, during which students are required not only to present their results but also to justify the pedagogical rationale behind their decisions. In this way, the project becomes a tool for developing not only cognitive skills, but also transversal and communicative competencies.

3. Expansion of Interdisciplinary and Practice-Oriented Connections

The project-based approach enables the integration of knowledge from various academic disciplines, which is particularly relevant for training language and literature teachers who operate at the intersection of linguistic, literary, methodological, and psychological-pedagogical domains. In the process of implementing projects:

- connections between academic courses are strengthened;
- a holistic understanding of the professional field is formed;
- theoretical models are transferred into real or simulated pedagogical situations.

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Thus, the project becomes a tool for developing a systemic vision of the teaching profession, while the educational process becomes more closely aligned with the realities of modern schooling.

4. New Roles of the Teacher and Features of Pedagogical Support

Project-based learning requires the teacher to shift from a traditional role to that of a mentor, facilitator, and tutor who supports the educational process. This implies:

- creating conditions that foster student initiative and independence;
- providing continuous feedback throughout all stages of project work;
- supporting students in finding and organizing relevant information;
- helping them construct the logic of the project concept and implement it effectively.

This approach transforms not only the content of learning but also the nature of pedagogical interaction, making it more partnership-based, dialogical, and learner-centered.

5. Prospects and Risks of Systemic Implementation

An analysis of educational practice shows that despite its many advantages, project-based learning cannot be effectively implemented without consistent methodological and organizational support at the institutional level. Among the key prospects are:

- integration of project tasks into academic modules;
- development of case-based and situational assignments modeled on real school practice;
- the use of digital tools and platforms for collaborative work;
- advancement of professional development programs for teachers in project-based pedagogy.

At the same time, without targeted preparation, when used sporadically or approached formally, project-based activities lose their educational value, become reduced to a formality, and fail to fulfill their developmental function.

Conclusion

The integration of project-based learning into the educational process of teacher training universities is not merely another innovation, but a necessary step toward the qualitative renewal of future teachers' professional preparation. Project-based activities address a wide range of objectives—from the development of key professional and transversal competencies to the formation of students' learner agency and their capacity for pedagogical self-determination.

The analysis of educational practices confirms that the project-based approach enhances students' motivation, activates cognitive engagement, fosters creativity, critical thinking, teamwork skills, and the effective use of digital tools. At the same time, the successful implementation of project-based learning requires systemic support, methodological guidance, and a redefinition of the teacher's role as a tutor and facilitator of the learning environment.

Thus, project-based learning becomes a strategic tool in shaping a new generation of educators—competent, adaptable, proactive, and capable of pedagogical design and innovative thinking.

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Recommendations

1. Develop and implement modular courses with a project-based component within the core pedagogical and methodological disciplines.
2. Create methodological guides and digital project design tools adapted to the specifics of philological fields.
3. Organize professional development courses for teacher educators focused on project pedagogy and tutoring support.
4. Utilize digital platforms (Trello, Miro, Canva, Padlet, etc.) for collaborative student project activities.
5. Introduce formative assessment of project activities based on criteria-driven and reflective approaches.
6. Promote interdisciplinary and practice-oriented projects that engage students in solving real educational challenges.
7. Establish project teams with elements of peer mentoring to foster leadership and social responsibility.
8. Integrate project assignments into teaching practicum, linking theoretical preparation with real-world activities in educational institutions.

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Recommendations

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