INTERNATIONAL JOURNAL OF TECHNOLOGY AND ACADEMIC RESEARCH

ISSN: 2224-6878 | Pakistan Volume 6, No. 10.

IF: 14.91 | 2026 http://waerasia.org/index.php/ijtar

THE ROLE OF PROJECT COMPETENCE IN THE SYSTEM OF PROFESSIONAL COMPETENCIES OF AN ENGLISH LANGUAGE TEACHER

Erkinova Lutfiya Qudratovna,
Assistant-teacher at the English philology department
of UrSU named after Abu Rayhon Beruniy
doi:https://doi.org/10.5281/zenodo.23229304

Abstract: This article examines the role of project competence within the professional competencies of an English language teacher. Project competence is analyzed as an integrative, multi-dimensional component connected with methodological, communicative, digital, research, organizational, and reflective competencies. The article focuses on the teacher's ability to plan, organize, support, and assess project-based learning (PBL) within modern foreign language classrooms. The systematic development of project competence contributes to improving English language teaching methodologies and directly supports learners' communication, collaboration, creativity, and independent learning.

Keywords: English language teacher, professional competence, project competence, project-based learning, methodological competence, digital competence.

Introduction

Modern education has profoundly changed the professional role of the English language teacher. The contemporary teacher is no longer viewed only as a static source of linguistic knowledge or an authoritarian transmitter of vocabulary and grammar rules. Instead, the modern educational landscape demands that the instructor act as a facilitator, organizer, consultant, and evaluator. In foreign language education, students need continuous, authentic opportunities to use English for real communication, active cooperation, critical problem-solving, and practical everyday purposes. Traditional teacher-centered methodologies, which rely on mechanical repetition and rote memorization, often fail to prepare students for real-world linguistic interactions outside the classroom environment.

Project-Based Learning (PBL) provides an exceptional framework for these practical opportunities. Through carefully designed project activities, learners actively search for information, discuss complex ideas, cooperate with peers, solve contextualized real-world problems, create tangible products, and present their results to an authentic audience. Therefore, project work bridges the gap between abstract grammar structures and meaningful real-world use, combining language learning with cognitive, social, and creative activity [1, pp. 515–516]. When students work together to design a digital magazine, record a podcast series, or analyze local environmental issues in English, they use the target language naturally to accomplish a shared communicative goal.

However, the effective execution of project-based learning depends heavily on the teacher's professional preparation and methodological background. Simply assigning a project to a group of students and giving them a deadline is not sufficient to ensure language acquisition. Without

ISSN: 2224-6878 | Pakistan Volume 6, No. 10.

IF: 14.91 | 2026 http://waerasia.org/index.php/ijtar

clear structure and active teacher guidance, project work can quickly decline into chaos, causing frustration among students and leading to minimal language practice. The teacher must possess the skills to select an appropriate and engaging topic, formulate clear measurable objectives, organize the progressive stages of work, support struggling students, monitor group dynamics, and evaluate the final results fairly. For this reason, project competence should be considered an important, separate component of a teacher's professional competence.

Kizrina identifies project competence as an important professional characteristic of future foreign language teachers, noting that it defines their readiness to implement modern educational technologies. Ustymenko connects it directly with the specific ability to plan, organize, coordinate, implement, and analyze students' foreign-language project activities within diverse institutional contexts [3, pp. 29–30]. Without this core competence, language teachers cannot fully utilize the advantages of student-centered learning. The purpose of this article is to examine the precise role of project competence in the system of professional competencies of an English language teacher and map out its relationship with other professional competencies.

Project Competence as an Integrative Component. Professional competence is defined as an integrated, dynamic ability to apply specialized knowledge, practical skills, classroom experience, and personal qualities in real educational situations. For an English language teacher, this system includes linguistic, pedagogical, methodological, communicative, digital, organizational, research, assessment, and reflective competencies. Each of these competencies serves a specific purpose in daily teaching, but they often operate in isolation during traditional grammar-focused lessons.

Project competence holds a special, central position within this system because project-based learning requires several of these individual abilities simultaneously. A teacher organizing a project cannot rely on a single skill; they need subject and methodological knowledge to align the project with the curriculum, communication skills to manage student groups, organizational abilities to meet deadlines, digital tools to facilitate remote work, and assessment strategies to evaluate both the process and the final product fairly.

Project competence should not be understood simply as the basic ability to give students a project assignment or evaluate a final poster board. It involves managing the entire lifecycle of the project process from conception to completion. Ustymenko emphasizes such professional actions as planning, organizing, implementing, coordinating, and analyzing project activity [3, pp. 29–30]. The teacher must proactively predict potential learning obstacles and establish clear benchmarks to keep students moving forward.

The main components of project competence include motivational, cognitive, design, organizational, communicative, digital, and reflective components. Together, these elements form a unified system that enables the teacher to design meaningful projects, organize student cooperation, provide real-time linguistic support, use appropriate technologies, and evaluate learning outcomes. When a teacher possesses a well-developed project competence, they can transform a standard classroom into a creative laboratory where language learning happens naturally through targeted social action.

Project Competence and Methodological Competence. Project competence is closely related to a teacher's overarching methodological competence. A teacher must determine whether

ISSN: 2224-6878 | Pakistan Volume 6, No. 10.

IF: 14.91 | 2026 http://waerasia.org/index.php/ijtar

project-based learning is appropriate for a particular vocabulary topic and student group, or if a different instructional approach is needed. They must formulate learning objectives, select a project type (such as research-based, creative, or practical), determine the level of student autonomy based on their current language proficiency, and prepare supporting materials.

Ustymenko emphasizes the importance of preparing future English teachers to use different approaches, methods, techniques, and forms of instruction, including project-based learning [3, p. 29]. Therefore, project competence can be considered a specialized, highly practical part of methodological competence. It applies general pedagogical theories directly to the unique demands of a communicative language project.

Project Stage	**Required Methodological Sub-Skill**	**Teacher Action**
Diagnostics	Learner Profile Analysis	Evaluates student language levels to determine the required amount of scaffolding [3, p. 29].
Scaffolding	Materials Adaptation	Creates structural worksheets and vocabulary sheets for the project [p. 19].
Coordination	Process Monitoring	Breaks down a large project into smaller, manageable weekly steps [3, p. 30].
Evaluation	Rubric Calibration	Designs clear, descriptive criteria to grade both group work and individual effort [p. 22].

At the same time, project competence requires the teacher to manage several interconnected stages, from identifying a core problem to presenting and evaluating the final product [p. 19]. This demands high instructional flexibility. The teacher must know when to step forward with direct language instruction and when to step back to give students space to problem-solve independently.

Project Competence and Communicative Competence.Communication is the central objective of foreign language education. Project-based learning creates meaningful situations in which students use English naturally to exchange information, express opinions, cooperate, and present results. In a project classroom, language is no longer an abstract subject to be analyzed; it becomes an active tool used to negotiate meaning and complete real tasks.

The teacher must provide clear instructions, ask guiding questions, encourage student interaction, and support students experiencing linguistic difficulties. During this process, students read authentic sources, conduct interviews, write reports, discuss ideas, and prepare presentations. Thus, project competence helps transform language learning into purposeful, live communication. The teacher's own communicative competence allows them to act as a linguistic model during group consultations, guiding students to use appropriate social and academic registers during their project work.

ISSN: 2224-6878 | Pakistan Volume 6, No. 10.

IF: 14.91 | 2026 http://waerasia.org/index.php/ijtar

Project Competence and Digital and Research Competence.Digital technologies have greatly expanded the possibilities of project-based learning. Students are no longer limited to physical textbooks and poster boards; they can search for information globally, work collaboratively online, create presentations, record videos and podcasts, and design complex digital products. Therefore, digital competence has become an important, non-negotiable element of project competence.

The teacher should select appropriate digital resources and teach students to use information responsibly. This includes instructing students on how to use online tools safely, verify internet search results, and respect digital copyright laws. At the same time, project activities often involve authentic research. Students identify a problem, formulate questions, collect information, analyze sources, and formulate conclusions. The teacher's research competence allows students to receive appropriate guidance during these processes, ensuring they learn how to separate credible facts from misinformation.

For example, instead of simply asking students to prepare a presentation about tourism, the teacher can ask them to investigate how their city could become more attractive to international visitors. Such a task encourages students to search for real information, communicate with local businesses, analyze data, and formulate practical recommendations. To guide this project, the teacher must draw on their own research competence to teach students how to design surveys, interview participants, and summarize qualitative data in clear English.

Organizational and Reflective Dimensions.Project-based learning requires effective organization because students work in different groups and perform different roles simultaneously. The teacher cannot easily monitor every conversation at once; therefore, they must establish clear deadlines, distribute group responsibilities fairly, monitor progress, and provide structured consultations.

Research shows that insufficient methodological guidance can create major difficulties in project implementation, especially when students and teachers do not have clear information about project stages and interaction rules [pp. 516–517]. This demonstrates the high importance of organizational competence. If a teacher cannot manage classroom time, distribute resources, or resolve group arguments, even a well-planned project will fail to meet its language learning goals.

Reflection is also essential for professional growth. After completing a project, the teacher should consider whether the learning objectives were achieved, whether students participated actively, and what could be improved in the future. Reflection allows teachers to use the results of one project to improve future teaching, turning every classroom challenge into a valuable professional development opportunity.

Formation of Project Competence in Teacher Education.Project competence should be developed systematically during pre-service and in-service teacher education. Theoretical knowledge alone is completely insufficient; future teachers cannot learn how to manage project work simply by reading about it in a textbook. They need practical opportunities to design and implement projects themselves during their university studies.

ISSN: 2224-6878 | Pakistan Volume 6, No. 10.

IF: 14.91 | 2026 http://waerasia.org/index.php/ijtar

Teacher education programs can develop project competence through lesson planning, analysis of model projects, creation of assessment criteria, microteaching, peer assessment, digital project creation, and reflection. By working through projects as learners first, future teachers develop a deep empathy for the student experience and learn how to anticipate common project obstacles.

Ustymenko emphasizes the importance of professional methodological activities aimed at developing future English teachers' project competence [3, pp. 29–30]. Gradually, future teachers should move from simple projects with considerable teacher support to more complex projects involving independent research, collaboration, digital tools, and public presentation [pp. 22–24]. This scaffolded training model ensures that when teachers enter real classrooms, they have the confidence and skills to implement project-based learning successfully.

Conclusion

Project competence has an important and integrative role in the professional competence system of an English language teacher. It enables teachers to design, organize, coordinate, assess, and reflect on project-based learning. The analysis shows that project competence is closely connected with methodological, communicative, digital, research, organizational, and reflective competencies, binding them together into a unified pedagogical tool. Its development therefore contributes directly to the professional preparation of English language teachers.

Project-based learning creates opportunities for students to use English for meaningful communication, cooperation, research, creativity, and problem-solving. Therefore, teacher education institutions should provide systematic opportunities for future teachers to develop project competence through practical and reflective activities. A professionally competent English language teacher should be able not only to teach linguistic material but also to create situations in which students use English to investigate problems, cooperate, create products, and communicate their ideas. Project competence provides an important foundation for achieving this goal.

References

1. Boboyorov, S. O. (2021). Definition of the essence and content of the project competence of foreign language learners. Research Journal in Advanced Education, Vol. 2, Issue 5, pp. 515–519.
2. Kizrina, N. G. (2019). Formation of future foreign language teachers' project competence (by the example of Mordovian State Pedagogical Institute named after M. E. Evseviev). Pedagogy. Theory & Practice, Vol. 4, Issue 3.
3. Ustymenko, O. M. (2023). Professional methodological training activities for developing pre-service English teachers' project competency. Foreign Languages, No. 1, pp. 29–49.
4. Ustymenko, O. M. (2022). Professional-methodological tasks for the formation of project competence of future English teachers. Foreign Languages, No. 3–4, pp. 19–38.