CONTENTS OF TEACHING ENGLISH WRITTEN COMMUNICATIVE COMPETENCE OF FUTURE TEACHERS OF ENGLISH WITH THE USE OF PROJECT TECHNOLOGIES

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The article is devoted to the issues of developing communicative competence in English writing of students at linguistic higher educational institutions who study English as their specialty. The necessity and topicality of the research done is due to the fact that teaching English communicative competence in writing has become one of the principal tasks in training future teachers of English. Especially important in this respect is to teach academic writing to would-be English teachers. For creating an efficient and intensive technology of such teaching learning projects were selected.

In the course of research, it was proven that the implementation of a learning project in the English teaching/learning process is students` experiential-interactive learning activity which is long-term, fully autonomous, and divided into stages. It is a group approach in its character with individual tasks for every participant. The selection of learning contents for implementing learning projects in teaching writing has its own specifics and is conducted in the "bottom-up" way, beginning with genres for writing; a part of the contents is selected by the teacher and another part by the students themselves in their project work. The content includes six components: 1) speaking and writing skills; 2) language material; 3) socio-cultural, pragmatic, formal-logical and paralinguistic knowledge; 4) speech material, i.e. samples of texts of selected genres; 5) subjects of texts of certain genres, which students should learn to write, and 6) genres of written documents, which were received as targeted.

In the research we have proven that the effectiveness and efficiency of developing communicative competence in English writing by would-be English teachers (demonstrated by their ability to adequately write English academic essays) will significantly accelerate and increase if not all the content of teaching English through project activity is presented by a teacher, but much of this content is selected by the students themselves during their project work.

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