**Anna Faiuk.**

**PROJECT CULTURE OF THE TEACHER: THE PLACE OF DEFINITION IN THE TERMINOLOGICAL FIELD OF MODERN SCIENCE**

In this article it is proved that the multiplicity of semantics and ambiguity of their interpretation to a certain extent form a negative background for the study of the process of teacher training in the project activity ant the formation of project culture that encourages us to integrate this phenomenon into a single conceptual vision.

In the process of disclosure of project culture and its main definitions, we have analyzed the related concepts of the category «project culture»: «project», «project method» and «technology of project training».

It is mentioned that in the context of the study the most exact definition belongs to E.S. Polat, in which the project is presented as the ideal variant of proposed or possible object, condition, in some cases, plan or idea of some action. Based on the implication of existing ideas about the project method we have concluded that the project method intends the achievement of the didactic goals through a detailed solution, which should have a real practical result.

Based on the analysis of the structure of technology of project training we have described the stages of the project: preparation, planning, research, conclusions, presentation or report, evaluation of result and process. Through the study of the content of components of project activity, it is proved that the technology of project training provides a transition from the traditional educational technologies to a new type of learning.

We have proved the rate of formation of the project activity of the teacher as a measure of development of creative activity and selected the components of teacher’s preparedness for the project activity: motivational orientation, meaningful, operational and technological, and reflexive and prognostic.

It is proved that the result of purposeful project activity in the technology of project training is the formation of project competence and its characteristics.

Based on the study of scientific sources, in which project culture is regarded as the highest level of professional competence development, and analyses of its characteristics, we have described the stages of formation of project culture.

According to the research results of the terminological field of the concept «project culture» and its formation, we have allocated the prerequisites of the formation of project culture of the teacher and prospects of further developments.