

**FORMATION OF TECHNOLOGY TEACHERS' METHODOLOGICAL  
READINESS FOR PROJECT ACTIVITY ORGANIZATION BY USING THE  
INTERNSHIP PLATFORM RESOURCES**

**FORMAÇÃO DE PREPARAÇÃO METODOLÓGICA DOS PROFESSORES DE  
TECNOLOGIA PARA A ORGANIZAÇÃO DA ATIVIDADE DO PROJETO USANDO OS  
RECURSOS DA PLATAFORMA DE ESTÁGIO**

**FORMACIÓN DE LA PREPARACIÓN METODOLÓGICA DE LOS PROFESORES DE  
TECNOLOGÍA PARA LA ORGANIZACIÓN DE ACTIVIDADES DE PROYECTOS  
MEDIANTE EL USO DE LOS RECURSOS DE LA PLATAFORMA DE PASANTÍAS**

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**ABSTRACT:** Regarding the general education system's intensive changes, great attention is paid to the technological modernization of school education. The emergence of the new technological design directions for students have made it mandatory for the teachers to improve their methodological readiness. This article aims to determine the effectiveness of the formation of the technology teachers' methodological readiness to develop the students's project activity using the internship platform resources. We used the following research methods: filling of the diagnostic card 'Assessment of the teacher's readiness to participate in innovative activities' (according to the methodology of V. A. Slastenin, L. S. Podymova); conducting the questionnaire 'Assessment of the teacher's readiness for professional development (according to the methodology of V. I. Zvereva, N. V. Nemova); carrying out the test 'Modern educational technologies' (according to the methodology of O. A. Ivanova); using the method of evaluation of the teachers' activity products. These methods made it possible to determine the level of motivational, cognitive, and activity criteria of the teachers' readiness to organize students' project activity. To implement the internship, we have developed: the program; the structural and content model of the teachers' activity; the educational and didactic manual; the method for estimating the level of the universal educational actions' formation at students during the design of activities based on the concept of the universal educational actions' development by A. G. Asmolov.

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**KEYWORDS:** Internship platform. Professional development. Methodological readiness. Project method.

**RESUMO:** *Em relação às intensas mudanças no sistema de ensino geral, grande atenção é dada à modernização tecnológica da educação escolar. O surgimento de novas direções de design tecnológico para os alunos tornou obrigatório para os professores melhorar sua prontidão metodológica. Este artigo tem como objetivo determinar a eficácia da formação da prontidão metodológica dos professores de tecnologia para desenvolver a atividade de projeto de escolares utilizando os recursos da plataforma de estágio. Foram utilizados os seguintes métodos de investigação: preenchimento da ficha de diagnóstico 'Avaliação da disponibilidade do professor para participar em atividades inovadoras' (de acordo com a metodologia de V. A. Slastenin, L. S. Podymova); realização do questionário 'Avaliação da prontidão do professor para o desenvolvimento profissional (de acordo com a metodologia de V. I. Zvereva, N. V. Nemova); realização do teste 'Tecnologias educacionais modernas' (de acordo com a metodologia de O. A. Ivanova); utilizando o método de avaliação dos produtos da atividade docente. Esses métodos tornaram possível determinar o nível de critérios motivacionais, cognitivos e de atividade da prontidão dos professores para organizar a atividade do projeto dos alunos. Para implementar o estágio, desenvolvemos: o programa; o modelo estrutural e de conteúdo da atividade docente; o manual educacional e didático; o método para estimar o nível de formação de ações educacionais universais em crianças em idade escolar durante a atividade de design com base no conceito de desenvolvimento de ações educacionais universais de A. G. Asmolov.*

**PALAVRAS-CHAVE:** *Plataforma de estágio. Desenvolvimento profissional. Prontidão metodológica. Método de projeto.*

**RESUMEN:** *En cuanto a los intensos cambios del sistema de educación general, se presta gran atención a la modernización de la educación tecnológica escolar. La aparición de las nuevas orientaciones de diseño tecnológico para los escolares ha obligado a los profesores a mejorar su preparación metodológica. Este artículo tiene como objetivo determinar la efectividad de la formación de la preparación metodológica de los profesores de tecnología para desarrollar la actividad del proyecto de los escolares utilizando los recursos de la plataforma de pasantías. Utilizamos los siguientes métodos de investigación: llenado de la ficha de diagnóstico "Evaluación de la disposición del docente para participar en actividades innovadoras" (según la metodología de V.A. Slastenin, L.S. Podymova); realización del cuestionario 'Evaluación de la preparación del docente para el desarrollo profesional (según la metodología de V.I. Zvereva, N.V. Nemova); realización de la prueba "Tecnologías educativas modernas" (según la metodología de O.A. Ivanova); utilizando el método de evaluación de los productos de la actividad de los profesores. Estos métodos permitieron determinar el nivel de criterios motivacionales, cognitivos y de actividad de la disposición de los docentes para organizar la actividad del proyecto de los escolares. Para implementar la pasantía, hemos desarrollado: el programa; el modelo estructural y de contenidos de la actividad docente; el manual educativo y didáctico; el método para estimar el nivel de formación de las acciones educativas universales en los escolares durante la actividad de diseño basado en el concepto de desarrollo de las acciones educativas universales de A.G. Asmolov.*

**PALABRAS CLAVE:** *Plataforma de practices. Desarrollo profesional. Preparación metodológica. Método de proyecto.*

## Introduction

Modern school education in different countries is undergoing a dynamic update, which is aimed at transforming the content, methods, and means of teaching to ensure its variability, meta-subject, flexibility, and compliance with the socio-political, economic changes, and the needs of society. One of the urgent tasks of the society's transition to a new qualitative state in the world practice is to improve the technology training system for schoolchildren (IMPEDOVO; GINESTIER; WILLIAMS, 2017; SEREBRENNIKOV; MEYER, 2014).

Currently, in our country, special attention is paid to the systematic application of project methods into the educational process. The corresponding requirements are indicated by the Concept of teaching the subject area «Technology». Despite the traditionality and validity of the project method application in schoolchildren's technological education, today, we see a problem field of organizing their project activity (RETIVYKH; MATYASH; VORONIN, 2017). The study and analysis of some domestic and foreign teachers, researchers papers (KONYUSHNI, 2014), and the analysis of the teachers' professional difficulties allow us to identify some of the key challenges while applying the project method into practice:

- the insufficient level of development of the teachers' methods for organizing the pupils' project activity, and using inefficient methods of teaching design;
- the insufficient level of the teachers' competence in the new areas of technological design (robotics, digital technologies);
- the insufficient value attitude to the project method and poor motivation for the project activities' organization;
- limiting the design environment up to the technology lesson;
- the insufficient development of mechanisms for evaluating the pupils' achievements during design based on the planned results.

The issue of the teachers' professional innovative development in the context of education updating is relevant (ANISIMOVA *et al.*, 2018). Most of the researchers note that there is a direct correlation between the changes in the education system and the necessity to form the teacher's methodological readiness (VASILCHUK; JONAS, 2017). The effectiveness of the modern teaching methods' application by teachers into their practice is a consequence of

their readiness to do this, including the methodological aspect (KOPOTEVA; LOGVINOVA, 2011). The results of research and surveys carried out by scientists and technology teachers have shown that the successful implementation of the teachers' practical experience transformation requires certain pedagogical conditions for providing a comfortable environment and possibility for achieving a creative level of activity (BELKINA, 2009).

The internship platform organized based on some progressive educational institutions is an actual form for broadcasting some innovative pedagogical experience (PANFILOVA; SHILOVA, 2015). The results of our research have proved the effectiveness of the teachers' training process implementation in the field of internship platform and allowed us to determine the number of advantages and features of such type of activity.

Organizing a continuous (professional) training of teachers based on the advanced secondary schools leads to the social order's implementation, allows them to make an efficient communication with a prospective labor market, which helps any member of society to adapt to the modern world (KAMALEEVA, 2015).

The internship site, a creative workshop, and a school-laboratory are the forms of the interactive mechanism since their work is based on the interaction of the subjects for joint participation (DEMIDENKO, 2015). Indeed, in our opinion, the organization of the internship activity participants' interaction can promote their activity; allows to change the activity's vector from getting the new knowledge to practicing the transformation based on the new requirements; removes the barriers for the perception of the new information; develops the teachers' independence and initiative and promotes their personal growth.

Another advantage of the internship platform is the interaction of the participants who have a positive practical innovative experience, who want to evaluate it in a new way and exchange practical skills with other participants. This, in turn, allows us to get a unique innovative product.

In foreign practice, the experience of the teachers' professional development in the framework of the internship platform is also being used. For example, let's take the CPDP program (Continuous Professional Development Program). The purpose of this program is to update the modern trends in education and spread successful training practices (SERGIENKO, 2015).

A special feature of the practical teachers' training in Finland is a mandatory alternation of the theoretical and practical classes. While studying at the university, the future teachers are observing the professional teachers' work and participating in the process of the schoolchildren

activity's organization under the guidance of the teachers-mentors from the teachers' training schools (Teacher Training Schools) (ORLOVA; PECHINKINA, 2015).

## **Methodology**

The experimental work has been carried out for four years based on the municipal autonomous institution 'Information and Methodological Center' and the municipal budget educational institution – secondary school n. 8 named after A. N. Sibirtsev – within the framework of the internship events for the teachers from the city of Surgut and Surgut district. So far, 129 technology teachers attended the internship platform.

All the teachers involved in the given research had previously taken part in the advanced training courses. However, 25 (19.8%) of them were trained at the advanced training courses more than 5 years ago, 53 teachers (42.1%) – within the last 3 years.

It is important to note, that the subjects of the advanced training courses taken by the teachers – participants of our research, were mainly related to the general pedagogical issues (79%), and only 21% of the teachers attended the technology-oriented courses.

We studied the motivation and value components based on the motivational criterion, identified in the Program, which was developed to research the technology teachers' methodological readiness to organize the schoolchildren's project activity. At the same time, the method of V. A. Slastenin and the diagnostic card "Assessment of the Teacher's Readiness to Participate in the Innovative Activities" by L. S. Podymova were also used. During the research, it was determined that only 19 teachers (15.1%) had a high level of readiness to participate in the innovation activity, 38 teachers (30.1%) – an average level, and 69 teachers (54.8%) – a low level of awareness about the reasoning for participation in the innovative activity. Some teachers, commenting on the diagnostics' results, noted that they did not fully understand the meaning of the changes; did not have sufficient information about the innovations' content; and did not have sufficient methodological support in their teams. Further on, according to the Program, we investigated the cognitive component of the teachers' methodological readiness formation (mastering theoretical knowledge). For making diagnostics, we used the test 'Modern Educational Technologies' by O. A. Ivanova. Having analyzed the test data, we obtained the following results: 11 teachers (8.6%) demonstrated a high level of methodological knowledge on modern pedagogical technologies; 29 teachers (22.6%) demonstrated an average level, and 86 teachers (68.8%) showed a low level. It is worth noting that the items from the questionnaire about the general ideas on pedagogical technologies

did not cause difficulties. Most of the erroneous answers concerned questions which required the knowledge of the specific modern learning technologies' features.

Further on, according to the Program developed for studying the technology teachers' methodological readiness, we considered the formation of the practical component. For diagnostics, we used the method of evaluating the products of the teachers' activities (work programs, lesson notes, project work), developed by our team. A high level of ability to apply knowledge in practice was recorded in 11 teachers (9%); an average level – in 40 teachers (31.6%), a low level – in 75 teachers (59.3%). The analysis of the evaluation results of the teachers' projects allowed us to note that many of the submitted projects didn't have a clear, logical structure, and their content was more like the abstract work.

The results of the ascertaining experiment for determining the level of formation of the technology teachers' methodological readiness to organize the schoolchildren's project activity – as a percentage, by the groups – are presented in Table 1.

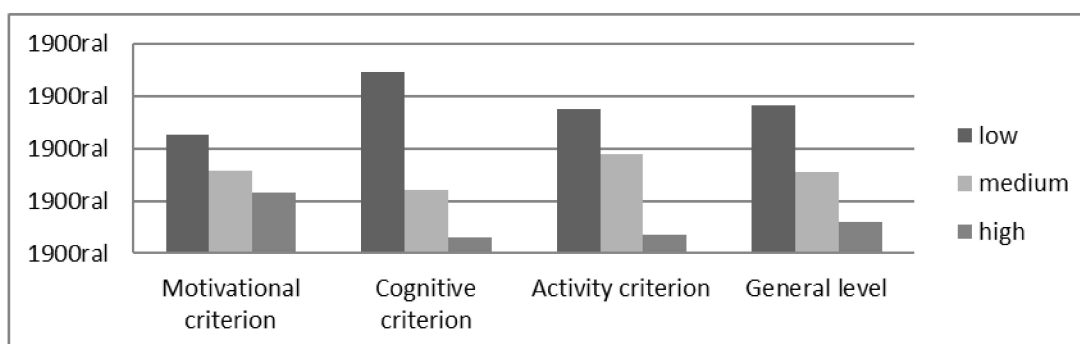
**Table 1** – Distribution of the teachers by levels in the control and experimental groups, %

Criteria levels/ groups	Motivational			Cognitive			Activity		
	low	medium	high	low	medium	high	low	medium	high
K	44,1	32,4	23,5	61,8	29,4	8,8	47,1	44,1	8,8
Э1	41,9	32,3	25,8	71,0	25,8	3,2	58,1	38,7	3,2
Э2	48,3	31,0	20,7	72,4	20,7	6,9	55,2	34,5	10,3
Э3	46,9	31,3	21,9	71,9	21,9	6,3	59,4	34,4	6,3
<b>Average</b>	<b>45,3</b>	<b>31,7</b>	<b>23,0</b>	<b>69,3</b>	<b>24,4</b>	<b>6,3</b>	<b>54,9</b>	<b>37,9</b>	<b>7,2</b>

Source: Prepared by the authors

For clarity, the data of the ascertaining experiment's results are presented in Figure 1.

**Figure 1** – Levels of formation of the teachers' methodological readiness, %



Source: Prepared by the authors

The results of the ascertaining stage of the experimental work confirmed the necessity in the technology teachers' methodological readiness formation for organizing the schoolchildren's project activity, since more than half of the teachers showed a low level of readiness (56.5%) to do that.

Formation of the methodological readiness for organizing the schoolchildren's project activity based on the internship platform under conditions of education renewal had to solve many problems:

- to promote the formation of the teachers' knowledge on the legal, scientific and methodological support of the technological education renewal regarding the design organization;

- to ensure the active interaction of the training participants for their practical experience transformation;

- to promote the formation of the teachers' skills for the reasonable selection and effective implementation of the educational and methodological materials for organizing the schoolchildren's project activity;

- to train the teachers to use the modern methods of assessing the levels of meta subject design results of schoolchildren;

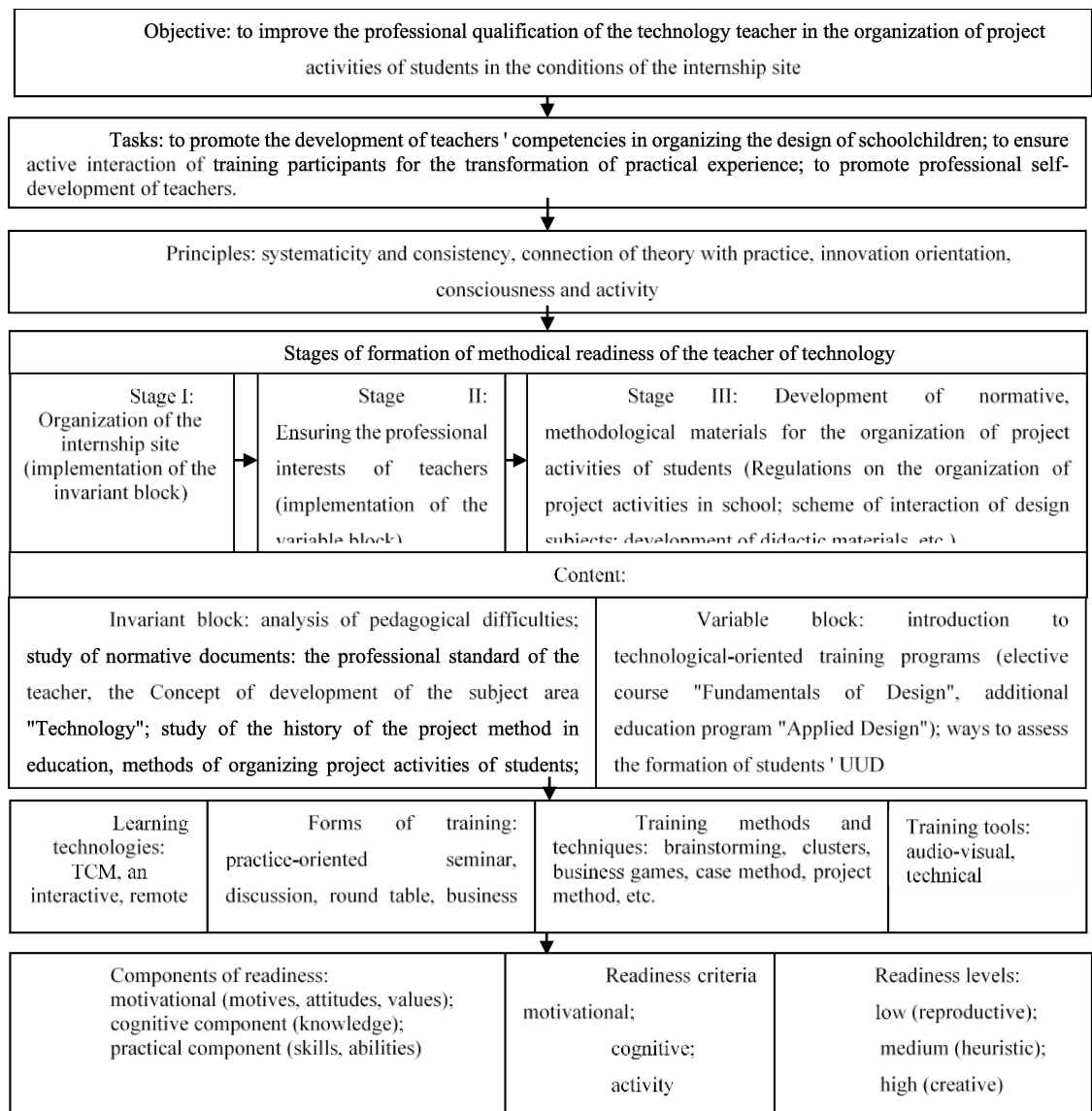
- to promote the teachers' professional self-development.

## **Results**

The conducted experimental work allows us to state the following results of the study:

- 1) Formation of the methodological readiness of the technology teacher for organizing the schoolchildren's project activities involves the pedagogical design. To systematize this process and improve its effectiveness, we proposed a structural-content model of the teachers' activity (Figure 2).

**Figure 2** – Structural-content model of the teachers' activity by using the internship platform resources



Source: Prepared by the authors

2) The internship platforms are a source of advanced ideas, technologies, practices, and creative activities. Creating the experimental platform for the legal, scientific-methodical, information-technology support for applying the project method provided the teachers with a great opportunity for their professional development, the formation of their methodical readiness for project method implementation in practice, and the transformation of their teaching experience. During the internship events, special attention was paid to the actualization of the teachers' understanding of the changes taking place in the educational system, and the increasing role of the project method in the development of the schoolchildren's technological education. The given activities helped to increase the teachers' motivation to transform their



teaching experience following the modern requirements. The control section of the study showed that according to the motivational criterion, the percentage of teachers with a low level of methodological readiness decreased by 32.1%, and with a high level increased by 13%. For organizing the internship, we used the experience of implementing the program (Continuing Professional Development Program) at the National University of Singapore, which provides teachers with the opportunity to transform their teaching experience. The content of the Program involved the participants' communication on certain topics and taking part in the workshops. The possible categories of the topics for discussion related to such current issues as school practice, teaching and evaluation tools, teaching methods, teaching at the creative level, issues of educational psychology, and the theory of pedagogy.

3) During the internship, the technology teachers' knowledge about the didactic features of the project activity implementation was enriched through the targeted scientific and methodological support for the teachers' professional development. At the first stage of the internship events, the participants were immersed in the information field of the internship topics. It was identified the individual professional problem field of the participants. The teachers studied the provided information and built an individual route ('Road Map') to eliminate the field of their professional problems.

The development of 'Road Map' by the internship events' participants made it possible to carry out activities for eliminating some professional difficulties effectively and, besides it, provided an opportunity for identifying and presenting the teachers' personal experience in project method use in their teaching practice.

Analyzing the world experience, it can be noted that work with the individual trajectory of the teacher's development is widespread in New Zealand, Korea, France and other countries (ZHEGIN, 2011).

In the course of internship activities, the participants were developing the regulatory and legal documents to support the project activity of schoolchildren at educational institutions; training the complex, developed by us, to organize the schoolchildren's project activity, which included the methodological, program, and educational-didactic materials; developing the materials for design organization; mastering the methods for assessing the formation of the schoolchildren's universal educational actions during design activity (NASYROVA; VASENINA, 2017). Presenting the teachers with elective courses' programs, additional education courses, involving the schoolchildren's project activity, allowed us to expand the idea about the possibility of the project method's use. The given practices positively influenced the cognitive component's formation of the technology teachers' methodological readiness. This is

confirmed by the results of the control cross-section of our study: the proportion of teachers with a high level of methodological readiness according to the cognitive criterion has significantly increased from 6.3% at the ascertaining stage to 32.1% at the control stage of the experimental work.

4) The work of the internship platform has got a developing effect since it is based on the joint participation of the interaction subjects: the authors of scientific research, and the practices of the interested teachers.

During the internship events (the practice-oriented seminar, the methodological consultations, round tables, discussions), it was organized the active interaction of teachers, during which they jointly solved the pedagogical problems, while providing an opportunity to determine the personally significant goal of participation in the internship, present their own experience and adjust it, thereby developing their professional competence and methodological readiness to apply the project method for their professional activity.

The internship platform became the joint work center for the methodologists from the municipal autonomous institution ‘Information and Methodological Center’ and the experienced teachers from school No. 8 named after A. N. Sibirtsev, aimed at mastering and sharing experience for application of the effective techniques and methods of organizing the schoolchildren’s project activities. A similar practice of organizing the teachers’ training courses exists at the National University of Singapore (SINGAPORE, 2015), where the project ‘Technology in Pedagogy’ was developed, within the framework of which the joint work on the problems of innovative teaching methods for the university specialists and the teachers-practitioners was organized. The structure of the internship events’ content included both theoretical issues of organizing the schoolchildren’s design, and their practical application under the guidance of the internship leader. The same approach is used in Finnish teacher training programs. First, teachers study the theoretical material, and then, under the guidance of a mentor, they get acquainted with the work of practicing teachers.

The activities carried out by us within the framework of the internship platform significantly influenced the formation of the practical component of the technology teachers’ methodological readiness. The results of the control cross-section of the study on the activity criterion show a positive trend since the share of teachers with a low level of methodological readiness significantly decreased, when the difference was 43.4 %, and the share of teachers with a high level increased by 25.8 %.

5) After carrying out the planned activities – at the control stage of the study – it became obvious that there were positive changes in all components of the methodological readiness of

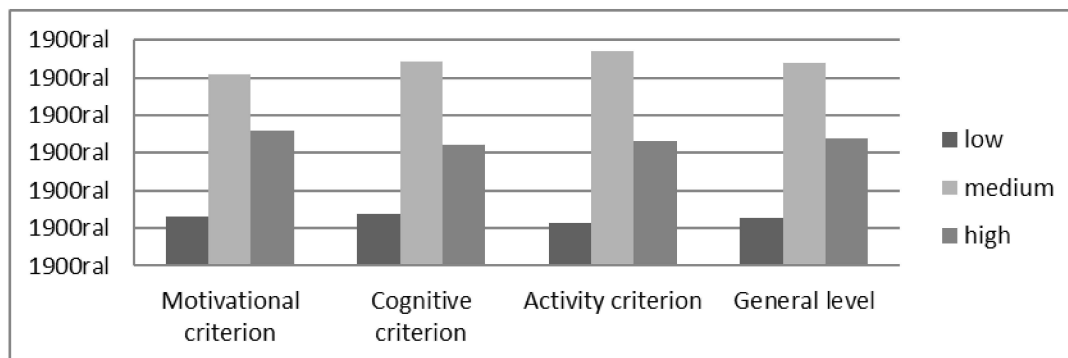
the technology teacher for organizing the schoolchildren's project activity. This is confirmed by the research data on the level of methodological readiness, presented in Table 2, Figure 3.

**Table 2** – Distribution of teachers by levels of the components' formation in control and experimental groups, at the control stage, %

Criteria levels/ groups	Motivational			Cognitive			Activity		
	low	medium	high	low	medium	high	low	medium	high
K	26,5	50,0	23,5	32,4	52,9	14,7	29,4	55,9	14,7
∅1	9,7	51,6	38,7	9,7	51,6	38,7	6,5	58,1	35,5
∅2	10,3	51,7	37,9	6,9	58,6	34,5	6,9	55,2	37,9
∅3	6,3	50,0	43,8	6,3	53,1	40,6	3,1	59,4	43,8
<b>Average</b>	13,2	50,8	36,0	13,8	54,1	32,1	11,5	57,1	33,0

Source: Prepared by the authors

**Figure 3** – Levels of formation of methodological readiness of teachers, the general level at the control stage, %



Source: Prepared by the authors

### Conclusions

The teachers' activities within the internship platform yielded the following results: the development and implementation of the teachers' 'Road Maps' for resolving the professional difficulties; creating the didactic materials for organizing the schoolchildren's design activity, allowing to systematize the design process and improve the project works' quality; working out the interaction schemes for all participants of the project activity in educational institutions so that to improve the design process results. Our work on the development of the technology teachers' methodological readiness allowed us: to activate the teachers' professional interaction; to increase their value attitude to the processes of updating education; to expand

the cognitive field for understanding the normative documents, regulating the technological education's transformation; as well as to improve the skills of organizing the schoolchildren's project activity from the position the schoolchildren's universal educational actions' formation.

Thus, it can be concluded that the inclusion of teachers into the internship platform's activities, aimed at the exchange and qualitative transformation of the professional experience has a positive impact on the teachers' professional development for organizing the schoolchildren's project activity.

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