

METHODOLOGICAL FOUNDATIONS OF THE FORMATION OF RESEARCH COMPETENCE AMONG HISTORY TEACHERS

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Abstract

The education system, which provides for the development of the personal potential of future specialists as a special goal, needs a teacher with a high level of high-quality professional training. This is primarily due to the fact that the spiritual and personal potential of the teacher cannot otherwise fulfill the competence of the personal development of the educational process. Thus, the result of the process of preparing teachers for research activities can be defined as the personal and professional development of the student, which is formed in the existing system of knowledge about research professional and pedagogical activities, personal and professional and professional pedagogical development. Pedagogical activity is reflected in practical preparation for research activities.

The principle of humanization means that the system of postgraduate training of teachers should be aimed at meeting the needs of the individual in professional development.

The idea of recognizing a person as a person in the education system, his right to freedom and equality; the idea of observing the principles of justice and goodness, the norms of human relations; the idea of creating conditions for the free development of creative abilities and human abilities.

Key words

The education system, professional development, human relations, conditions, formation, methodological foundations, research competence

Introduction

The principle of consistency can be described in such a way that the studied objects and phenomena are considered as parts or elements of certain holistic knowledge. Elements are characterized by various interactions and connections within the object and in the external environment. A systematic approach to pedagogy is developed in the works of I. V. Blauberg et al. The implementation of a systematic approach is to preserve the integrity and structure of the object, taking into account the totality of its internal and external relations and considering the development of the object of study as a relationship of quantitative and qualitative changes.

From the point of view of this approach, the preparation of future teachers for research activities is studied and implemented as an integral process in the unity of all its components and taking into account the impact of all possible factors. Professional training is based on the requirements of professional-pedagogical, industrial, organizational-managerial, research, experimental,

expert-consulting, implementation, and interaction of commercial activities of the teacher.

The integrative approach is aimed at creating more favorable conditions for learning and personal development by ensuring the flexibility of the training content, individualization of the educational program by adapting the didactic system to the needs of the individual and the level of its basic training, integration of various factors affecting personal and professional development. This method was considered in the studies of P.A. Yutsevichene, S.Y. Batyshev, G.K. Selevko and others [Romanov P.Yu.].

The principle of continuity means consistency in the acquisition of knowledge, business and activity skills, skills, the formation of a subjective position in the development of a student's personality during the transition from one level of education to another, as well as continuity between levels. (V.A. Bolotov, V.A., Slastenin, A.M., Novikov, M.M., Levina, L.L., Redko, etc.).

Prognostic position - makes it possible to identify the problems of research, on the one hand, with the structural and functional parameters of scientific activity and the amount of knowledge (system). On the other hand, problem thinking, ideas, strategies and research tools.

It is based on the principles of the formation of the research competence of future teachers, the basic theoretical rules, guiding ideas and requirements for the design of the object, arising from the prevailing psychological and pedagogical patterns and implemented in the goals, content, technology, activities of teachers and students. Interacts with the leading ideas of behavior or action.

Among the principles of training future teachers to perform research competencies, it is possible to reflect on the specifics of the research competence of teachers of the basic and their influence on the process of vocational training, which characterizes the content and organization of all vocational training.

The principle of freedom of choice makes it possible to realize the individual needs and capabilities of the teacher in case of "exceeding the established". This principle is very important in modern pedagogy, it underlies the formation of such a direction of pedagogy as "pedagogy of freedom" (E. P. Belozertsev, B. S. Gershunsky, E. A. Kryukova, M. Lizinsky, E. M. Safronova, E. N. Shiyanov, etc.).

Studying a person as a subject of choice is the optimal solution, which means that a person makes this choice in relation to himself. That is, freedom is impossible without self-knowledge. This is the most effective way to achieve your goal quickly and efficiently, spending energy and money [Kraevsky V.V., Berezhneva E.V.].

Currently, freedom of choice is interpreted as an objective socio-moral connection of human activity, which ends with a decision aimed at finding a way of acting that meets human needs and generally accepted norms of communication.

Personal-oriented learning

The main methodological guidelines for achieving the goal of mastering the research skills of a teacher are the ideas of a unified approach to the process of its formation, the development of the concept of personality-oriented education.

The principle of personality-oriented learning is a system of pedagogical ideas about the goals, content and technology of the pedagogical system that ensures the needs, functioning and personal development of students (E. V. Bondarevskaya, E. N. Shiyanov, etc.).

In the context of the development of personal meaning, it is important to understand the potential of a person as a full and comprehensive manifestation of his important personal competencies (choice of value orientations, creative self-expression and responsibility for his actions).

In addition, E.P. Belozertsev emphasizes the need to take into account the specifics of the personal and professional development of future teachers, focusing on solving the issue of creating conditions for the development of research competencies of future teachers of higher education, and formulates its conditions as follows:

- organization of the environment as a collective of teachers and students;
- thoughtful content of educational material;
- to identify and organize the possibilities of self-realization of the teacher-listener in the educational space.

The internal prerequisites for the professional development of a teacher are dynamism, readiness for self-development (self-confidence, self-confidence, aspiration to the future), the presence of professional difficulties and experience in solving them [Berezhneva E.V. Methodological conditions for the transition of science to practice in the structure of applied pedagogical research: Abstract. ... Doc. ped. science].

The external prerequisites for the professional development of a future teacher include meetings with interesting and important people who help to understand professional difficulties and find ways to solve them.

Based on the analysis of theoretical studies, we have identified two groups of factors affecting the professional level of a teacher in the field of research. They are as follows:

- 1) external;
- 2) internal.

External factors are characterized by contradictions between the level of development of the personal and professional potential of the future teacher and the changing requirements for his personality and activities in society.

Internal factors are associated with contradictions between the level of demand and the capabilities of future teachers. This includes:

- communication problems and stresses associated with overcoming them;
- semantic and personal conflicts arising in problematic situations

- that cause internal tension in conditions of free choice;
- Contradictions between the possibilities of professional development and the desire for professional development.

N.V. Kuzmina, A.M. Saranov, V.A. According to Slastenin and other authors, research competence, is an important mechanism for the development of a future teacher.

The analysis of the positions of these scientists and the adaptation of their conclusions to the purpose of the study allows future professional training to distinguish among the important factors of professional and personal development of a teacher-researcher: the cognitive impact of the environment, the scale of social effects and the integration of the environment and personality.

However, it is worth noting the opposite trends in the development of the future teacher-researcher: often caused by changes in the environment determined by human activity and its interaction with the environment, as well as changes in the psyche (E.V. Bondarevskaya, E. A. Kryukova, V. M. Monakhov, V. V. Serikov, etc.). The presence of these opposite trends determines the development of a teacher-researcher.

Thus, the tasks and content of the conceptual principles of the development of research competencies of future teachers on the basis of personality-oriented principles allow us to reflect the essence and content of the postgraduate development of professional skills of teachers.

According to O.B. Kapichnikova, L.N. Sedova and other authors, in the current situation, the concept of higher education should be aimed at mobilizing the intellectual, scientific and cultural forces of the educational space, improving the system of advanced training of future teachers and intellectuals, scientific and cultural should focus on mobilization. They:

- implementation of advanced training of future teachers according to programs necessary for the widespread use of effective forms of integration of pedagogical universities, institutions of additional education;
- selection of programs.

The process of creating and implementing the concept is a manifestation of the social and civic initiative of the collective, scientists, and cultural figures in combination with the general ideas of the reorganization of educational activities in higher education.

Through the concept, innovative changes in the education of higher educational institutions are developed and implemented in practice, reflecting the specifics of local conditions and, at the same time, meeting the general aspirations of Kazakhstan for democratic transformations. We believe that the conceptual apparatus should include the main idea that determines the novelty of the content and structure of the solution of the problem and be represented by a number of rules that are of fundamental importance for research.

According to V. A. Bolotov, N. V. Bordovskaya, I. A. Kolesnikova, A.M. Saranova, A. P. Tryapitsyna and other authors, the tasks that the pedagogical concept should solve include:

- the creation of an educational space;
- implementation of the principle of cultural studies in personality-oriented education;
- expanding the possibilities of the educational space in the development of the research competence of the teacher;
- formation of creative, research, and design skills at all levels of the educational process;
- provision of different levels of education within the framework of the general education program;
- use the best achievements of the theory and practice of teaching and upbringing;
- development of discussion clubs, laboratories and scientific communities in educational institutions;
- at the highest level of training - analysis of profile training;
- effective use of theoretical knowledge and analysis of the experience of innovative, experimental work in the training of teachers;
- strengthening the material and pedagogical base of educational institutions;
- expansion of basic and additional services in higher education.

According to Slipchenko (2003), an important source for the creation and implementation of pedagogical concepts in higher education is the scientific, pedagogical and cultural potential of the educational space; The professional qualification of university teachers is their experience, skill, innovative activity (Akhmetovag.K., Pfeifern.E., Burdinae.I.ABC for the beginning teacher).

Thus, in our case, the main conceptual idea is the continuity of professional and personal self-development of the teacher. Professional development, which provides for the implementation of certain results of work with the above-mentioned conceptual principles, involves easy integration of knowledge from these principles, expansion of the field of thought and information, and mandatory individual assimilation of new pedagogical ideas.

The most effective system of professional development of a teacher's research competence is the study of pedagogical ideas on real experience using intensive technologies of professional self-development: small research, analysis of real experience, protection of projects and technologies, educational and business games, approbation of the author's ideas.

Thus, the educational space of the university should activate, stimulate, direct and support the teacher's research. This thesis asserts that today in pedagogical theory and practice, the relationship between professional research and professional development is established. So, Abdullina O.A.,

Bolotov V.A., Bondarevskaya E.V., Zagvyazinsky V.I., Kraevsky V.V., Venetova Z.G., Serikov V.V., Osechkina L.I., etc. The authors note that in the current situation, the creative potential of teachers needs constant improvement in order to develop professional competence.

In our proposal, the research competence of a teacher consists in understanding the main tasks, analyzing experience in this field, analyzing educational material for the purpose of teaching, upbringing and personal development, choosing means and methods of synthesis, and there is a willingness and ability to correct the shortcomings of teachers.

In addition to the above-mentioned substantive aspects of the development of the teacher's research competence, it is necessary to note the general methodological culture (V. V. Krayevsky, A. L. Nain, N. D. Nikandrov, I. D. Chechel, etc.).

According to N. P. Vasilenko, L. P. Ilyina, L. N. Sedova, N. O. Tairova and other authors, research competence as an important professional aspect of pedagogical activity must meet the following requirements:

- a clear understanding of the boundaries of your research experience;
- to use their scientific potential in experimental and innovative activities;
- mastering the methods of research activity;
- be able to interpret diagnostic research materials.

In turn, the ways of forming the research competence of future teachers are as follows:

- elective course "Research in professional education" for bachelor's. Organization and holding of various competitions and projects;
- special theoretical and analytical training at advanced training courses in professional retraining programs;
- the study of scientific and informational literature, experimental work, methods of pedagogical research of innovative activity in secondary schools;
- the study of scientific and informational literature, experimental work, methods of pedagogical research of innovation activity in higher education;
- Participation in scientific and practical conferences, project competitions, and author programs.

The analysis of the proposed approaches to the study of the development of research activities of teachers can be useful to us when considering ways to solve the issue of creating an educational space for the development of research activities of teachers, taking into account the above features.

The theoretical and methodological analysis of the problem allowed us to determine the principle of competence as the leading one in our study since it is aimed at forming a specialist with a comprehensive vision of solving professional problems based on research competencies that form the basis of research activities.

The preparation of future teachers for research activities within the competence approach is the level of formation of professional competencies in the field of research activities in the process of teaching at higher school and the level of their ability to develop in future professional activities.

Conclusion

The methodological foundations of the formation of the research competence of future teachers are determined. The general and professional competencies in the training of specialists as a key issue of improvement are clarified. Analysis of the level of research in the theory and practice of teaching and the formation of research competencies of future teachers. Professional training of teachers is independent but closely related to each other. It is a multifaceted system that unites and allows you to determine ways to improve it.

Thus, special attention was paid to the specific, social and personal types of competencies of the research competence of future teachers. Special - knowledge, qualifications, skills, independent acquisition of new knowledge and skills in accordance with their specialty, evaluation of the results of their work, and the availability of qualifications. Social knowledge of the language, communicative culture, ability to cooperate with others, readiness for the results of their actions, and environment. Personal and professional activity to improve self-knowledge skills and readiness for personal development. To do this, firstly, the activity of any specialist in the information society will be strengthened. Secondly, the change in the educational paradigm reflects the need to train specialists with professional knowledge, skills and abilities, develop a methodology of thinking, and thirdly, determines the need for the formation of research competence.

Before proceeding to the pedagogical aspects of the formation of the research competence of future teachers, its preparation for implementation should include both organized forms of training in this regard and independent work to improve knowledge, business skills and abilities. Preparation is competent participation in experimental work, research laboratories of universities, project activities.

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