

FORMATION OF RESEARCH SKILLS OF MASTERS OF VOCATIONAL EDUCATION IN THE PROCESS OF PROFESSIONAL TRAINING

Larisa Vasylivna Tkachenko,
candidate of philological sciences, Assoc. Prof.,
„Grigory Skovoroda” University in Pereyaslav, Ukraine

FORMAREA ABILITĂȚILOR DE CERCETARE A MAESTRILOR ÎNVĂȚĂMÂNTULUI PROFESIONAL ÎN PROCESUL DE PREGĂTIRE PROFESIONALĂ

Larisa Vasylivna Tkachenko, conf. univ., dr.,
Universitatea „Grigory Skovoroda” din Pereyaslav, Ucraina
ORCID ID: 0000-0001-6972-6350

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Abstract. The article considers the problem of formation of research skills of masters of professional education in the process of professional training. It has been found that the professional training of masters of professional education as researchers is possible under the conditions of formation of research skills in them even during their studies in institutions of higher education.

It is noted that research activity is aimed at obtaining new knowledge about certain objects, processes or phenomena and has certain stages in its process. A number of components that are used in the process of research activities of future specialists are also defined. The research skills of future specialists are revealed in the independent organization of search work, in the ability to forecast, plan, and organize one's own work. The professional and pedagogical skills of future vocational education specialists, which ensure their successful research activity, as well as the basic requirements for the organization of research activities of future vocational education specialists in a higher education institution, are considered. The process of forming the research competence of future specialists in a higher education institution includes the completion and protection by the student of a qualification work, as well as the passing of scientific research practice, which is part of a complex multi-component system of forming the research competence of future specialists of professional education.

It was found that the research skills of the future professional education specialist are such skills that are formed in the process of learning about research activity and represent a cumulative sequence of actions that allow: to analyze the situation; to detect contradictions; define goals; formulate tasks in accordance with the goals; analyze the results; formulate conclusions. Research skills are skills that are aimed at solving various problems in various fields of activity.

Keywords: research skills, research activity, research competence, future specialists of professional education, professional training.

In the conditions of reform and modernization of the higher education system, it is necessary to carry out professional training of masters of professional education as researchers, which will ensure the focus of the educational process on the creative development of the master's personality, satisfaction of their interests and educational needs.

Pedagogical activity of a future specialist of a higher education institution has a pronounced research character. Therefore, the professional training of masters of vocational education as researchers is possible under the conditions of formation of research skills in them even during their studies in institutions of higher education.

The problem of formation of research skills was investigated by a number of scientists N. Amelin, E. Pozdniakov, M. Belyalov, P. Romanov, I. Vladykin, M. Kozhukhov, M. Oleinikov,

N. Syzhkov, and others. The works of A. Bulatbayeva, E. Haydamak, E. Zair-Bek, Yu. Minyazhova, Ye. Muratova, C. Osykova, Yu. Solyanikova, and others are devoted to the study of the specifics of the research activity of master's students.

Research activity is a purposeful creative process determined by the search activity of an individual in accordance with his intellectual and cognitive needs. This process is aimed at obtaining new knowledge, at clarifying the essential characteristics of the phenomena of the surrounding world.

Research activity is always connected with solving a creative, research task, obtaining new knowledge. It is aimed at obtaining socially significant new knowledge about certain objects, processes or phenomena and has certain stages (stages) in its process:

- the stage of planning (design) research;
- the stage of applying the methods to the research object in order to obtain the required results;
- the stage of formulation and interpretation of research results.

Research activity includes a number of components:

- *projective* – involves the ability, skills and abilities to identify and formulate problems, define the subject and object of research, formulate the purpose of research and define basic concepts;
- *informative* – involves mastering data collection methods, processing various sources of information, etc.;
- *analytical* – involves the selection and use of universal and special research methods, developed logical thinking, creative abilities;
- *practical* – involves the creation, transfer and implementation of research results into practice.

Based on the considered components of research activity, we can conclude that the basis of the research activity of future professional education specialists is the ability to identify a problem, to select and analyze all the necessary data for conducting research, to select methods of conducting research and data processing, to specify intermediate and final research results, discuss research results and apply them in practice.

Research skills are related to the system of intellectual and practical skills of an individual, necessary for independent research. The center of research skills is intellectual skills, and practical skills are a mechanism for mastering certain methods of search activity, which, in turn, gives practical results - new knowledge, facts, patterns.

As for practical skills, they ensure the study of literary sources, the organization and conduct of an experiment, the observation of phenomena and processes, the study and application of the obtained results, etc.

The research skills of future specialists are revealed in the independent organization of search work, in the ability to forecast, plan, and organize one's own work.

So, research skills are a set of intellectual, practical and organizational skills aimed at performing research activities.

In the process of research activity, research skills, knowledge and qualities of future specialists in professional education are formed.

Different approaches lead to different classification regarding the formation of research skills: analytical-synthetic, communicative, prognostic, creative, reflective, informational, special (V. Bazelyuk); cognitive, diagnostic, prognostic, constructive (L. Gorbunova); methodical, operational-logical, perspective-cognitive, instrumental-applied (I. Katashynska); informational, operational-gnostic, diagnostic, communicative (O. Chugaynova) [3].

The professional and pedagogical skills of future vocational education specialists, which ensure their successful research activity, include the following skills:

- *gnostic*: to study and analyze psychological and pedagogical literature, various pedagogical concepts, approaches to the education process; analyze the individual and age characteristics of their pupils; analyze pedagogical situations and the conditions that cause them; compile psychological and pedagogical characteristics of students and student groups; analyze and evaluate the results of their activities;
- *design*: project the goal, the main tasks of pedagogical research; to model separate methods of diagnosing the student body and the student's personality; design diagnostic methods in accordance with the goal of education, individual and age characteristics of students; simulate educational situations;
- *constructive*: plan educational work, select appropriate types of activities; to plan a system of promising lines in the development of the team and individual; carry out an individual education program for each student; to carry out a program for the development of the student body, taking into account individual characteristics;
- *communicative*: establish friendly relations with students during pedagogical research; to navigate in pedagogical situations, distinguish and correctly analyze the circumstances, purpose, reason of individual actions, deeds and in general the behavior of their pupils; teach your pupils to explain their behavior and that of other people, stimulate their interest in pedagogical research;
- *organizational*: organize experimental work with students; use various scientific methods in the process of researching pedagogical phenomena; teach students to master diagnostic methods and apply them for the purpose of self-education, self-development of the individual [4].

The main requirements for the organization of research activities of future professional education specialists in a higher education institution include:

- the use of various forms and methods of organizing educational activities to actualize the subjective experience of future professional education specialists;
- motivating masters to research activities;
- stimulation to analysis and discussion of problems, application and selection of various ways of solving them;
- evaluation of future specialists not only by the final result, but also by the process of its achievement;
- taking into account the life experience of future vocational education specialists, highlighting positive and negative impressions from personal observations and own experience;
- creation of such situations in classes that will contribute to the creative self-expression of future specialists.

Among the ways of developing research skills in future professionals of professional education, we can include:

- increasing the interest of education seekers in pedagogical activity, forming professional values, ideals and beliefs in them, developing pedagogical abilities;
- development and support of students' cognitive interests, creation of an atmosphere of collective responsibility and joint creativity in classes;
- creating conditions for students to acquire a system of knowledge aimed at the formation of individual creative experience, as well as the formation of primary skills of professional pedagogical activity through involvement in pedagogical practice;

- determination of pedagogical goals, the achievement of which requires maximum expression of creative abilities;
- involvement of future specialists in research and experimental activities, performance of independent search research and tasks of a creative nature.

The process of forming the research competence of master's students in a higher education institution includes the completion and defense of the qualification work by the student, the study of special educational components and programs of a scientific and research nature, and the acceptance by the future specialist of the norms and ethics of scientific activity.

A special place in the curricula of master's educational programs is given to this type of work as research practice. It is part of a complex multi-component system of formation of research competence of master's students.

The purpose of research practice in the master's degree is to develop the research competence of the student by mastering the skills of practical application of knowledge in the pedagogical field and methods of searching, processing, and using scientific information.

The following can be identified as the main tasks of research practice of master's students:

- mastering the skills of independent research activity in the field of higher education;
- formation of the ability to use various methods of scientific knowledge in independent research activities;
- formation of the ability to solve scientific and research tasks using modern methods of psychological and pedagogical research;
- mastering modern methods of collecting, processing and using scientific information on the researched problem with the help of modern technologies;
- formation of skills in using the achievements of related sciences in pedagogical research on the problem of higher pedagogical education;
- formation of the skills of creating a scientific text taking into account its formal and substantive characteristics based on the results of an independent study of the problems of higher education [2, p. 199].

Research practices are organized according to the profile of the master's program and are aimed at forming the necessary competencies of master's students. When conducting practice, the individual educational trajectory, the subject of master's research, as well as the type of professional activity chosen by the master's student are taken into account.

Practice includes the master's student completing a list of tasks according to the profile of his future activity. It is aimed at the study, collection, processing and systematization of materials for writing a master's research. In this regard, a specific work program for the internship must be drawn up individually by each master's student together with the supervisor of the internship, taking into account the research topic, the internship base, and the given program.

The task performed by a master's student is individual in nature, as it depends directly on the topic of master's research. The activities of a master's student during the course of scientific research practice include:

- implementation of the scientific research program from the research work plan; preparation of a bibliography on the problem investigated in the master's study;
- preparation of a report based on the results of scientific research practice, reports for presentation at scientific and practical conferences and articles for publication in scientific and pedagogical publications;
- speech at the final conference based on practice results [1, p. 132].

In the process of research practice, future specialists of professional education get acquainted with the basic concepts of research work, study the problems of modern education, using various empirical methods (interviews, questionnaires, surveys, reflection), create a bank of problems.

In the course of practice, students clarify the topic of their own research, identify contradictions, to solve which the research is directed. A special place is occupied by the study of the organization of bibliographic search of literary sources on the researched problem: work with catalogs, acquaintance with bibliographic, informational, abstract publications; retrospective bibliography, dissertation studies.

For a master's student, it is important to determine the stages of work on a research manuscript, which include: determining the relevance, novelty, practical significance of the research, clarifying the formulation of the goal, tasks, object, subject, building the research itself, and formulating the research conclusions.

In the course of such work, the future specialist gets acquainted with the methods of presentation of scientific materials: sequential, integral method, selective method; language and style of research work; formal and logical method of presentation of material, use of scientific terminology, phraseology of scientific research, grammatical features of scientific speech.

A future specialist in professional education must master the techniques of organizing scientific research, familiarize himself with the methods of processing research material, learn to analyze the obtained results and present them at scientific and practical conferences. An important place in the formation of a researcher is his familiarization with the subjects of the scientific school of the graduate department.

The qualification work in accordance with the master's program is carried out in the form of a qualification study and is an independent and logically completed qualification work related to the solution of the tasks of the type of activity for which the master's student is preparing (research-research, project-economic, analytical, organizational-management, pedagogical). When performing qualification work, future specialists must demonstrate their ability and skills, relying on the acquired in-depth knowledge, skills and professional competences, independently solve the tasks of their professional activity at the modern level, professionally present the collected information, scientifically argue and defend their point of view.

As noted by O.V. Rogozin, research skills are a complex and multidimensional concept that develops in stages. The development of research skills is a single process of formation of inextricably linked parties. Like research activity, research competence develops on the basis of an innate quality, the so-called research behavior, as well as a whole set of elements that are part of various key educational competencies [5, p. 12].

Therefore, the research skills of a future professional education specialist are such skills that are formed in the process of learning about research activities and represent a cumulative sequence of actions that allow: to analyze the situation; to detect contradictions; define goals; formulate tasks in accordance with the goals; analyze the results; formulate conclusions. Research skills are skills that are aimed at solving various problems in various fields of activity.

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