

The activity approach to building research competences among prospective teachers

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ABSTRACT: This article considers the activity approach to building research competencies among prospective teachers of foreign languages. The author analyzes the opportunities of using the methodology of station training, teaching by doing, learning through training, research method in training prospective teachers of foreign languages. The author thinks that the use of these methods should promote the formation of research competencies of prospective teachers of foreign languages.

INTRODUCTION

World changes such as globalization, accelerating the pace of information flow, the entry of Russia into the European educational space, rightly demand from the education system change of the course towards the formation of a mobile, creative and independent individual. In the current circumstances, special attention is paid to the training of future teachers becoming professional as a subject of research, competitive professional owning the experience of scientific activity. Thus, the formation of research skills among future teachers is one of the main tasks of the modern education system. Currently, there are different approaches to the formation of the research competencies of future teachers of foreign languages. One of the important and interesting approaches, in our opinion, is the activity approach. It was used for the first time in the late 20th century by German didactics, teachers, methodologists and teachers-practitioners. This approach is widely used in Germany beginning from the early stages of education to higher education. The activity approach, based on the work of Vygotsky, Galperin, Leontiev and others is a complete theory of the world accepted doctrine. It is particularly relevant not from the point of view of having skills and abilities but having some special competencies.

ACTIVITY APPROACH TO BUILDING RESEARCH COMPETENCE

The activity component of the content of education includes: the experience of creativity, the experience of cognitive activity, the experience of

the action on the model, the experience of the emotional value relations (Khutorskoy, 2002). The majority of researchers studying the problem of the competence approach to education also emphasize that competency is based on knowledge and experience, which have been acquired during training and socialization, and self-dependent and successful participation in the activity [4, p.139].

It should be noted that the competence-based approach provides for two categories - "competency", "competence". Today in the scientific literature there is no unity in the approaches to identifying these concepts. Based on the approaches of the authors such as Khutorskoy, A.V., Sotnik, V.G., Stepanova, T.A. to the definition of the terms "competence" and

"competence", we tend to understand competence as a set of interrelated abilities (knowledge, skills, ways of life) required for high-quality, productive interaction with a certain range of objects or processes. Some scholars see "competence" as a combination of knowledge, skills and behavior used to improve performance; or as the state or quality of being adequately or well qualified, having the ability to perform a specific role (White, 1959).

Lobova, G.N. distinguishes two levels of research competency: educational-research, and research. She believes that educational-research competency of students must assume the student's ability to pre-analyze the available information, the conditions, methods and design of experiments. Research competency involves students' activity providing the acquisition of skills of creative research activities (Lobova, 2000).

Activity approach to the formation of research competencies in teaching foreign languages is one of the main one, from our point of view, as it is based on the concept of "teaching by doing." That is to say, the learning process, the process of formation of research competencies among prospective teachers is carried out by means of activities. The activity, in this case is characterized by creativity and search, which allows the student to acquire knowledge not as a ready product but search their own.

METHODS OF BUILDING RESEARCH COMPETENCES AMONG PROSPECTIVE TEACHERS OF FOREIGN LANGUAGES

Using activity approach to the formation of research competencies among prospective teachers of foreign languages, we are particularly interested in its methods in teaching foreign languages.

The idea of station training assumes that student perform assignments on a selected topic at different stations. Methodology of station training is effective in preparing and conducting lessons of consolidating the material, workshops, and lessons of control (Wittwer, 1996). This method allows you to teach students how to differentiate the learning process. The use of this technique teaches future teachers how to raise pupils' interest and motivation in learning a foreign language, creates the conditions for self-development and self-realization of students, which should eventually lead to the assimilation of a strong and profound knowledge, therefore, this method contributes to the formation of research competencies among prospective teacher of foreign languages.

The method of "learning through training" (Lernen durch Lehren) - was first developed in the early 80's by a didactic, teacher and instructor, professor of Ayshtett University, Dr. Jean -Paul Martin. Jean -Paul Martin, who believes that if the student develops its own training material, and then presents it to their group mates and wondered whether the information is perceived and understood by them or not, if he finds a suitable exercise for learning the topic, then all of these actions, develop a method of " learning through training " " (Mishina, 2004).

One effective way of the formation of research competency among future teachers in the activity approach is the systematic application of research methods of training. Stangor, C. believes that this method promotes creative application of learned knowledge by solving the problem-based tasks, mastering the techniques of scientific cognition, the development of skills of creative activity and interest in it. But the application of this method requires some preliminary work (Stangor, 2007). For example, we can define the following sequence of methods that contribute to the preparation of research methods in its full sense:

1) problem statement. If the teacher does not present the ready scientific truth (the theorems and their proofs, etc.), but to some extent reproduces the way of discovery of this knowledge such a method is called problem statement. In fact, the teacher shows the students the way of search and discovery of new knowledge, thus preparing them for independent search in the future.

The problematic statement as a research method makes high demands on the scientific

training of the teacher. He must not only be fluent in teaching material, but also know the ways how scientific truths were discovered. Problem statement prepares the basis for the use of the partially research method.

It should be noted that the methods of problem statement form and develop creative cognitive activity of students. (Hmelo-Silver, 2004).

2) partially-research methods gradually bring students to independent problem solving; teach the implementation of individual solution steps. In one case, the students are taught how to see the problems, in the other case they are required to build a self-discovered evidence, and in the third case - to draw conclusions from the facts presented etc.;

3) research methods involve the construction of the learning process in the way of scientific research, the implementation of the basic stages of the research process, of course, in a simplified form accessible to students: identification of unknown facts to be investigated (the core of the problem), refinement and formulation of the problem, hypotheses, planning research, a research plan, the investigation of unknown facts and their relationships with others, testing hypotheses, formulation of the result, evaluation of significance of the new knowledge, the possibilities of its application.

The research method reminds of the process of scientific research. Educational research is different from a scientific one (Keeves, 1988).

CONCLUSIONS

In conclusion we must say that all the methods of the activity approach described above are well established in teaching foreign languages, and they are suitable for the formation of research competencies among prospective teachers of foreign languages. In fact, by means of activity approach to the formation of research competencies the students are actively involved into the process of learning and they not only get the ready knowledge but also try to search it themselves, independently. The research competences help to develop the cognitive abilities of the students make them more creative, teach the prospective teachers to be independent and make their activity more productive.

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