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### ФОРМИРОВАНИЕ ИССЛЕДОВАТЕЛЬСКОЙ КОМПЕТЕНЦИИ: СОСТАВ И КРИТЕРИИ (НА ПРИМЕРЕ: ПРЕПОДАВАТЕЛЕЙ ИНОСТРАННОГО ЯЗЫКА)

*Аннотация.* Статья посвящена актуальной проблеме формированию исследовательской компетентности и ее место в общей структуре профессиональной компетентности. Авторы подчеркивают важность развития исследовательской компетентности, прежде всего для будущих преподавателей иностранного языка. Целью данной статьи является изучение методологических вопросов, связанных с процессом формирования исследовательской компетентности. В связи с этим представлено и проанализировано определение «формирования исследовательской компетентности преподавателей иностранных языков». Авторы указали на важность использования как междисциплинарного подхода, так и необходимость внедрения профессионально-ориентированного контента. Авторы дают описательный анализ возможности реализации модели формирования исследовательской компетентности. Данное исследование будет иметь большое значение для преподавателей вузов, занимающихся подготовкой бакалавров и магистров, то есть будущих преподавателей иностранных языков.

*Ключевые слова:* профессиональная компетентность, исследовательская компетентность, компетентность, профессиональный рост, исследовательская деятельность, научная и исследовательская деятельность, научная и исследовательская компетентность, профессионально-ориентированные задания, междисциплинарные связи, иноязычная компетентность.

*Annotation.* The article is devoted to the currently relevant problem of research competence development and its place in the overall structure of professional competence. The authors emphasise the importance of the research competence development, primarily for the future ESL teachers. To confirm the need to incorporate research competence into professional competence FSES HE (Federal State Educational Standard of Higher Education) analysis is presented. The purpose of the research article is to study the methodological issues related to the process of research competence development. In this regard, the definition of the ESL teacher research competence development is presented and analysed. The authors specified the importance of using both the interdisciplinary communication and the introduction of professionally-oriented content. Therefore, the authors provide a descriptive analysis of the possibility of implementing the model for research competence development. The presented research would be of great importance for the university teachers involved in the preparation of bachelors and masters, i.e. future teachers of a foreign language.

*Keywords:* professional competence, research competence, competence, professional growth, research activities, scientific and research activities, scientific and research competence, professionally oriented tasks, interdisciplinary communication, foreign language competence.

**Introduction.** Changes in the socio-economic conditions place high demands on the quality of professional training. The orientations have changed, and the "free, developed person who can live and create in a constantly changing world" [6] is recognised as the most valuable. Following the new social economic needs, it became necessary to search for new ways to develop the creative personality. The concept of higher pedagogical (teacher-training) education defines as the ultimate goal the educator preparation who owns of creative activity and the methodology of scientific knowledge, can update their knowledge independently, broaden their horizons and improve their methodological skills. Thus, the vocational education system should be focused on the preparation of the educator-researcher.

However, the new education paradigm proclaims the knowledge-centric rejection and the transition to the competency-based model. Changes were taking place, and it is necessary to advance the issue for providing the most complete, personal, and socially integrated results [8]. The concept of "competence" instead of the long-term paradigm "ЗУН (ZUN)" (i.e. knowledge, ability, skills) came out as the general definition of education in the motivational-value, cognitive components.

Research competence is the essential component. Despite the problem of organising the research activities, there are some unresolved issues related to the definition of the research competence in general, i.e. composition, the criteria and levels of the research competence formation, as well as, the complex of educational tools to increase motivation for research activities.

In the pedagogical process we can distinguish the following contradictions:

1. between the traditional approach and the initiative, the substantive and social sense;
2. between the objective need for the research competence formation and the lack of the of research competence structure among the foreign language teachers.

The research aspect consists in substantiating the process of research competence, i.e. both theoretically and practically to develop and implement the functional model for research competence in ESL-teachers. The research competence of ESL-teachers would be sufficient if:

- research competence as one of the specific goals, which needs special substantive and procedural support;
- a structural-functional model applies systematically imitative and non-imitative methods of sign-context learning.

The purpose: to study the methodological issues related to the process of the research competence development of the ESL teachers. Therefore the following methods were used: the study and analysis of theoretical and practical work in the field of pedagogy and linguistics, pedagogy and methods of teaching foreign languages, analysis of existing administrative documents, standards, observation of the educational process.

**Literature review.** Vocational training in higher education was the research object of such scholars as S.I. Arkhangelsky, V.P. Bepalko, A.A. Verbitsky, N.V. Kuzmina, P.I. Pidkasty, V.A. Slastenin, G.S. Suhobskaya, Ji. K. Geihman and others. They note that with the traditional approach of vocational training, most lose interest in the profession since they do not realise the importance of academic, scientific work for professional development. This is because the research activity is "cut out of the context of life and activity" (A.A. Verbitsky), scientific knowledge is transmitted in a frozen and finished model, and the only ability is to learn to "copycat". However, the finished /frozen model cannot be implemented due to the considerable variability of the existing models. Therefore, another task is to teach how to build the foreign language learning system close to

the optimal and “live” learning system taking into account the variable conditions (V.M. Zheleznyak). Hence the need to train an educator who can work creatively is of greater importance nowadays.

The literature review shows the sufficient number of publications is devoted to the problem of creativity like the works of Yu.P. Azarova, D.B. Epiphany, V.A. Kan-Kalika, V.A. Levina, Ya.A. Ponomareva and others. It is known that the knowledge and skills are necessary for the educator as the tool for his/her creative work, they help him/her to move forward, not to get entangled in innovative proposals, not to apply them without taking into account the conditions and his/her personality, not to follow the instructions of various methodological manuals blindly.

The content problem is reflected in the works of V.I. Andreeva, S.I. Arkhangelsky, I.L. Belenok, V.I. Zagvyazinsky, I.A. Winter, O.V. Ibryanova, N.V. Kuzmina, I.R. Maximova, T.V. Samodurovoy, and others.

The psychological and pedagogical foundations are considered in the works of V.I. Andreeva, I.A. Winter, A.M. Novikova, E.A. Shashenkova, N.M. Yakovleva, N.V. Language and others.

The professional competence is considered by I.A. Winter, O.M. Krasnoryditseva, N.V. Kuzmina, A.A. Mayer, A.K. Markova, L.M. Mitina, L.A. Petrovsky, V.A. Slastenina, E.E. Smirnova, E.B. Solovyova and others.

In a generalised form, the competence is a set of abilities, qualities and personality traits necessary for successful professional activity in one area or another (V.A. Slastenin, A.K. Markova, N.V. Kuzmina and others.). For example, in the study of V.A. Adolf's professional pedagogical competence is presented as “generalised personal education, including a high level of its theoretical, methodological, psychological, pedagogical, methodological and practical training” [Adolf, 1998].

**Main part.** At present, society needs not just an educated specialist, but the educator who is capable of self-education and has a high thinking culture. The system of higher education provides the training for ESL-teachers when research skills are the basis, the basis of professional training. Research skills permeate and enrich all other skills of his/her activities, without these skills, there is no creative educator. The merger of scientific and educational work has many difficulties, and overcoming of these requires efforts. If you do not pay enough attention to this, it will end up in losing activity and independence research activities, as well as the need for professional creativity.

Competence has two components: theoretical and practical, based on the unity of knowledge and experience in their implementation. In other words, the presence of the personal knowledge system determines the success of the professional functions.

In our article, a research ESL teacher is considered as an expert engaged in research activities and organising the pedagogical process based on the research results. As readiness for such action, we single out a new phenomenon of educational science -research competence.

The need to introduce the term “research competence” is dictated by the need to characterise the personality of a modern ESL teacher, professional subculture from the modern perspective, to focus on the action direction which potentially leads to continuous improvement, the professional growth.

Thus, the emergence of the phenomenon in Russian pedagogical science and practice “research competence” is associated with the introduction of the terms “professional competence” and “professionalism”.

Ye.M. Murav'yev notes the dependence of the level of professionalism in the research position as well as the formation of research skills. Ye.M. Murav'yev gave the analysis of the research influence on the development of professional and personal qualities as the ability to “life-creating” and self-development. Participation in the research process allows, on the one hand, to change the conditions of activity, and change yourself from “building” personality through clarifying and deepening the expansion of the knowledge boundaries, experience and claims, developing a reflexive-critical attitude toward yourself, on the other hand, to provide psychological comfort, awareness of the importance, and a sense of confidence.

Researchers have examined various types of professional competence:

- soft skills competence “a professionally significant, integrative quality, ensuring the unity of pedagogical culture and combining motivational, intellectual, activity, emotional and evaluative components” [Yezhova, 2002];
- psychological and pedagogical competence “a set of certain qualities (properties) with a high level of professional readiness for pedagogical activity and effective interaction in the educational process” [Shein, 1991];
- psychological competence “one of the main components of which is the ability to form a classroom climate” [Yazykova, 2000];
- social-pedagogical and psychological competence as “a set of personal qualities, allowing to navigate freely in a dynamically changing society, in the environment of the professional activity, making maximum use of capabilities, adapting to the needs of society” [Klimenko, 2003];
- legal competence “an integral part of the managerial activities, considered as one of the reserves, allowing for advancing the quality of education to a higher level” [Pogrebnyak, 2002];
- the professional competence of young offender institution, as “knowledge of the social and psychological characteristics of adolescent delinquents and possession of methods for their study, availability of creative abilities, highly developed organizational skills, proficiency in methods of organizing creative activity, high professionalism in the field of analytical activity” [Koroleva, 2002].

The problem of preparing future ESL teachers for research activities is very relevant. The study of educators' preparedness for the implementation of the research activities reveals significant shortcomings: insufficient knowledge of the methodology of research activities, the role of research work in the process of becoming an educator. The predominant use of information-receptive and creative methods in working and the insufficient use of activity leads to the fact that educators cannot apply knowledge in an unfamiliar situation when solving research-related tasks that require a non-standard approach. Cognitive interests and motives of research activity are also not purposefully formed.

The transition to the competency-based model of education allows us to speak of a more complete, personal and socially integrated result of education. A set of specific competencies that make up an educators' professional competence can serve as clear criteria for assessing their professional training and activities. We have defined research competence as an essential component of the professional competence of the ESL teacher. To increase the efficiency, it is necessary to develop and introduce into the educational process a structural-functional model for research competence as the set of goals, principles, content, technology.

Facts of highlighting research activities as a leading, independent component in the overall multicomponent structure of pedagogical activity, substantiating this type of action as a professional growth factor, and introducing the term “professional competence” into pedagogical science served as prerequisites for distinguishing a new phenomenon in Russian educational science and practice - research competence of the ESL teacher. For the first time, the term research competence was introduced in 1999. [Nabiyeva, 1999, p. 13].

In the same year, I.O. Kotlyarova, considering the structure of professional and pedagogical competence, identifies as its substructural links two interrelated components - expertise in the field of theory and practice of pedagogical research and ability

in the field of educational innovations. These links are the part of the proper pedagogical competence (awareness in those areas that are necessary to perform professional functions). The author includes the following required knowledge:

- "information about innovation, innovation signs;
- ideas about the innovation components;
- understanding the employee's functions in education regarding innovation, understanding its relationship with the professional and pedagogical qualifications;
- information about the research characteristics (problem, topic, scientific major, object, subject, goal, hypothesis, task, method, stage, result);
- information on the methods of psychological and pedagogical research (system analysis, observation, modelling, the documentation study, advanced pedagogical experience, literature analysis/review, sociological and psychological methods, pedagogical experiment, etc.);
- information on the methodological basis for the pedagogical research implementation (systems approach, activity, personal, holistic approach, etc., the fundamental theories of didactics and the theory of education);
- information about the technologies of innovation processes;
- knowledge in pedagogy, psychology, methodology, management theory;
- information on the means (including equipment) used in scientific research on pedagogy and the discipline taught;
- implementation experience in the comprehensive study" [Kotlyarova, 1999, pp. 1668-169].

In connection with the last points mentioned, the author notes that "only a knowledge fusion and experience, manifested in the ability to integrate, synthesize acquired knowledge, to organize them with the aim of comprehensive application in practice, and, with ever-increasing adequacy of the situation, allows the teacher to become competent" [Ibid., With. 168-169].

They determine the pace of research activity in the general system of professional and pedagogical competence. So, Litsman G.N. indicates that research activities assess the professional development and perform the development function; is a link between theory and practice, the loss of which destroys the whole system, hinders the development of both theory and practice; may exist as an independent activity (and function), and may manifest itself as a particular aspect of all other activities and services; there is a recognized form of creativity realization [Litsman, 2000, p.15].

The lack of purposeful preparation of the future ESL teachers for research activities leads to the spontaneous formation of research skills and habits, which are often unsystematic and superficial. Therefore, it is considered necessary to introduce the seminar "Content of research activities for ESL educators" into the educational system for research activities. The special seminar gives the opportunity to understand the logic and dynamics of scientific knowledge fully, summarise and systematise the accumulated research skills, prepare for writing research/academic papers and dissertations.

**Conclusions.** We believe that research competence "permeates" all other types of activities, is end-to-end for them, because without a constant, prolonged and momentary situational analysis (phenomena, facts); the literature review and analysis; making hypotheses and making forecasts; results evaluation of their activities is impossible to implement any of the activities.

The formation of the research competence of ESL teachers is possible when its model is developing and introducing into the educational process, which is a set of goals, principles, content, technology and results. The model implementation program assumes that all types and forms of educational activities that make up the system of professional preparation of ESL teacher - lectures, seminars, extracurricular work, teaching, coursework and dissertations - should include the formation of the research competence. Formation of research competence is based on the optimally acceptable levels of formation of all components of research competence: motivational; theoretical; technological.

Research competence is at the same time both the primary task of the professional and methodological expertise development and the means of forming other professional, soft skills and professional competencies of ESL teachers. It is necessary to pay more attention to the research activities, and if required to supplement the educational process with research activities to increase the level of professionalism of future graduates.

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