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ACADEMIC TEACHERS' RESEARCH COMPETENCY MODEL
IN A MODERN MULTICULTURAL EDUCATIONAL ENVIRONMENT

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Abstract

By the end of the 20th century, Russian higher education oriented professors towards the methods and technologies transition, keeping the research activity out of focus. The professional and pedagogical endeavor is based on teaching and educational work. To a lesser extent (in terms of requirements), attention is paid to scientific and research activities. This research paper describes the problem of the relevance of a holistic and consistent process of the professors' research competency development in a modern multicultural educational environment. The modernization of higher education in Russia implies a high professional level of teaching, and, consequently, a high level of the research competency development, especially in the area of research. The aim is to review options for the professors' competency models, compiled by scientists and reflected in the presented research papers. At the same time, the authors of the presented research paper offer their model of a competencies system that accompany analysis.

Keywords

Research activity – Professional competency – Research competence – Pedagogical technologies

Introduction

The question of the competencies of the higher-education teaching personnel, helping to provide students with the necessary competencies, is relevant. A whole complex of value-semantic self-determination of the higher education teacher is determined by the need to comprehend the modern trends of the European higher education zone. "Comprehending the very possibility of megaproject implementing, the teacher must decide what she/he considers to be the leading value of higher education"[1]. The harmonious trinity model of research, educational and cultural functions should be the reference for the university education in Russia.

Thus, the success in introducing a competency-based approach, its positive impact on increasing the readiness level oft he university graduates to professional activity is associated with the attitude of the educational activity to the necessary changes. If an adaptive environment is created, if the external requirements, laid down in regulatory documents, go into the internal motivation of teachers and students, if each participant in the process is aware of the tasks and acceptable ways to solve them, the new approach introduction can be of actual benefit. If the educational innovations in the system of university professional training takes place without taking into account its social, cultural, psychological and technical capabilities and the needs of the university environment in general and higher-education teaching personnel in particular, the results may be the opposite: formalism, conflicts, decreased interest in higher education, the quality training deterioration.

Arrangement of new requirements for the quality of professional training in a multicultural educational environment contributes to the continuous socio-economic development of Russia and the change in value orientations, where "a free, developed personality capable of living and creating in an ever-changing world" is recognized as the greatest value[2]. Thus, there is a need to search for new ways to develop the creative personality of the academic teacher. The concept of Higher Teacher Education defines as the ultimate goal for the teacher training, who owns experience in creative activity and the research methodology, the availability of further self-education, expansion of the multicultural horizons and the methodological skills improvement[3].

In accordance with the Law of the Russian Federation[4] "About Education", the Federal Law "Higher and Postgraduate Professional Education" and the National Doctrine of Education of the Russian Federation until 2025, the Concept of Modernization of Russian Education have been developed by scientists and approved by the Government of the Russian Federation in order to improve the quality of the specialists training. The main trajectory of the vocational education has been identified[5]:

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[1] O. Shafranova, "Modern teacher: the task of the value self-determination", Higher education in Russia, num 7 (2007): 127-131.

[2] I. L. Bim, "Personality-oriented approach, the main strategy for updating the school", Foreign languages at school, num 2 (2002): 11-14.

[3] Actual issues of modern university education: materials of VIII Russian-American scientific-practical conference (May 17-19, 2005)

[4] The Law of the Russian Federation "About Education", Education in documents and comments (Moscow: Astrel, 2003)

[5] M. V. Druzhinina, The formation of the language educational policy of the university as a factor in ensuring the quality of professional training of modern specialists: a monograph (Arkhangelsk: Pomorsky University, 2007)

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− to create a flexible, dynamic system of the vocational education based on the diversification of educational programs, management procedures and training technologies;

− to change the purpose of the vocational education by altering the professional knowledge provision and the students' proficient skills advance, the single-discipline specialist training and the professional training with social, communicative, informational, cognitive and special competencies;

− to ensure the advancing nature of vocational education which is based on the idea of professional development, shaping its professional mobility and willingness to master new promising technologies and professions;

− to expand the international cooperation in the vocational education integrating it into the global educational environment.

A significant alteration of the modern education values requires the new educational product, which foundation will be a competency-based approach, where the priority is not the students' awareness, not the educational material assimilation and reproduction, but an independent motivated search for information, its interpretation, processing and analysis in order to obtain new knowledge, i.e., the research activity[6]. The competency-based approach addresses two categories: "competency" and "competence".

Tangible issue: "What aspects of the university educational process are affected by the professor's research competency?" In this regard, the following thought is relevant: "Professors, being Candidates of Sciences, should have exceptional consideration to increase the objectivity in assessing their own scientific and pedagogical activity, aiming it to the professional and personal reflections"[7].

Materials and methods

The objective of the research paper is to review the competency models of the higher-education teaching personnel, as well as the research competency compiled by academics and university professors, reflected in their research works.

At the same time, the authors of the research paper offer the competencies system model that supplements scientific and research activities. The main competency groups, proposed by the authors, lack the main component: competencies in the field of research methodology.

Is it possible to talk about the professors' research competency, who demands from the beginning researcher the orientation on the already studied, well-known teaching and upbringing methods, which content is regulated by the programs, keeping in mind that this material destroys the ideas, for example, about the personality-activity approach in education? The literature review and research work on the personality-activity approach in education and a generalization of our pedagogical experience allowed us to state that the scientific and research competencies of a university teacher is the main factor in strengthening the need for the students' professional competence.

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[6] A. R. Nurutdinova; Z. R. Zakieva; A. E. Astafeva; E. I. Galiullina and E. V. Dmitrieva, "Awareness in acquisitive understanding of second language oral aspect: intercultural, socio-cultural and cross-cultural reflections", Xlinguae, num 10(4) (2017): 69-83.

[7] N. P. Anisimova and O. V. Rakitina, "Research competencies as new formations of the teacher's personality at a pedagogical university", Yaroslavl Teacher Vestnik, Vol: 2 num 4 (2010): 138-142.

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It is the professors' involvement in the scientific and research activities that won't allow doubting the paramount importance of the students' professional competence - the future teachers to be.

The profession of "academic teacher" is at the intersection of the systems "man-science" and "man-man", therefore, professionalism or relatively poly professionalism is demonstrated by how harmoniously research, pedagogical and methodological activities are connected, which are reciprocally enriching in the mentioned activities[8].

Research competence is the condition for the professionalism and teachers' consciousness in the willingness to work[9]. Despite close attention to the issue, a number of unresolved issues remain, which are related to the determination of the research competence essence and its component composition. In addition, the criteria and levels of the research competence formation are not well developed and a set of didactic tools is not presented between:

– the traditional approach to learning, and an activity approach in the subject and social sense;

– the need to form research competence and the insufficient development of a holistic view on the process of the research competence formation of the linguistics teacher in a modern multicultural educational environment.

The main research methods:

– monographic (analysis of philosophical, psychological, pedagogical, methodical literature on the research topic);

– theoretical (analytical-synthesizing, inductive-deductive, comparison and collation, modeling method);

– diagnostic (questionnaires, ranking, testing, interview, auto-evaluation, expert assessment, generalization of independent characteristics);

– empirical (direct, indirect, overt observation);

– praximetric (analysis of the products made by the teaching staff);

– statistical method and mathematical data processing.

[8] M. Larionova, "University teacher is the subject of education modernization", Higher education in Russia, num 12 (2007): 30-33.
[9] V. I. Bidenko; N. A. Selezneva and E. N. Karacharova, The concept of Russian monitoring of the Bologna process (Moscow: Research Center for Quality Problems of the Specialists Training, 2004).

Literature review

Scientists S.I. Arkhangelsky[10], V.P. Bespalko[11], A.A. Verbitsky[12], N.V. Kuzmina[13], P.I. Pidkasisty[14], V.A. Slastenin[15] and others note that, whencombining the vocational training with the traditional practice, many students lose interest in the profession, due to the lack of academic awareness, scientific work and practice for professional development at school, since the student's activity is "cut out of the life context and activities" (A.A.Verbitsky[16]). Vocational training demonstrates the completed model, and the student learns to copy it, the academic teacher should have another task - to teach them how to build a system of teaching a foreign language that is close to the best option, based on knowledge, governing the construction of a learning system, taking into account the variability (V.M. Zheleznyak).

Such scientists as D.B. Bogoyavlenskaya[17], V.A. Kan-Kalik[18], V.A. Levin[19] and others consider knowledge and skills as an instrument of creative work that help to move forward to innovative proposals, and apply them according to conditions, but not to follow the instructions of various methodological manuals. In the works of such scientists as V.I. Andreeva[20], S.I. Arkhangelsky[21], V.I. Zagvyazinsky[22], I.A. Zimnyaya[23], O.V. Ibryanova[24], N.V. Kuzmina[25], I.R. Maximova[26], T.V. Samodurova[27] and others, the content and organization problems in thestudents'research activitiesare considered.

[10] S. I. Arkhangelsky, The educational process in higher education, its regular principles and methods. Textbook (Moscow: VisshayaShkola, 1980).

[11] V. P. Bespalko, Components of educational technology (Moscow: Pedagogy, 1989).

[12] A. A. Verbitsky and N. V. Borisov, The technology of contextual education in the continuing educational system (Moscow, 1989).

[13] N. V. Kuzmina, Professionalism of the activities of the teacher and of the master of technological training at technological vocational schools (Moscow: VisshayaShkola, 1990).

[14] P. I. Pidkasisty, Problems of teaching methods in a modern comprehensive school (Moscow, 1980).

[15] V. A. Slastenin, "The question of the professiogram of a teacher of a comprehensive school", Soviet Pedagogy, num 5 (1973): 72-80.

[16] A. A. Verbitsky, A new educational paradigm and contextual learning: monograph (Moscow: Research Center for the Problems of Quality of the Specialists Training, 1999).

[17] D. B. Bogoyavlenskaya, Intellectual activity as a problem of creativity (Rostov-on-Don: Rostov University Press, 1983).

[18] V. A. Kan-Kalik, Fundamentals of professional and pedagogical communication (Grozny, 1979).

[19] M. M. Levina, Problem education in a pedagogical university (Moscow, 1986).

[20] V. I. Andreev, "Pedagogical assessment of research skills of senior pupils and university students in the conditions of heuristic programmed instruction", Modern Higher School, num 1 (1978): 25-27.

[21] S. I. Arkhangelsky, The educational process in higher education, its regular principles and methods (Moscow: VisshayaShkola, 1980).

[22] V. I. Zagvyazinsky, Methodology and methods of didactic research (Moscow: Pedagogy, 1982).

[23] I. A. Zimnyaya, Materials for the workshop "Competency-based approach in modern education" (Perm: PSTU, 2004).

[24] O. V. Ibryanova, "Preparation of pedagogical students for research activities in a multi-level system of higher education". Dissertation for the Candidate of pedagogical Sciences (Barnaul, 2003).

[25] N. V. Kuzmina, Professionalism of the personality of the teacher and of the master of technical training (Moscow: VisshayaShkola, 1990).

[26] I. R. Maksimova, "Formation of teaching and research activities of the future foreign language teachers (during the period of pedagogical practice)". Dissertation for the Candidate of Pedagogical Sciences (Tambov, 2002).

[27] T. V. Samodurova, Pedagogical conditions for the development of creativity of future teachers in the process of scientific research. Dissertation abstract for the Candidate of Pedagogical Sciences (Komsomolsk-on-Amur, 2000).

In thestudies of V.I. Andreeva[28], I. A. Zimnyaya[29], E.A. Shashenkova[30], N.V. Yazykovaya[31] and others, the psychological and pedagogical foundations of the formation of research abilities and skills of future teachers are presented.

However, the new paradigm of modern education makes it necessary to raise the issue of providing education with a complete, personal and socially integrated result[32] and, as the main postulate, proclaims the transition to the competency-based model of education. The concept of "competency" was used as a general definition of such a result, instead of the long-existing paradigm "Knowledge-Skills-Abilities".

To date, there is no unity in definition approaches of these concepts in the scientific literature. Based on the approaches of Khutorskoy A.V., Sotnik V.G., Stepanova T.A. to the concepts' definition of "competence" and "competency", we tend to understand *competency* as a set of interrelated personality traits (knowledge, skills, abilities, methods of activity) necessary for high-quality, productive interaction with a certain range of objects or processes. *Competence* is the knowledge in action, it can be standardized, demanded and implemented at the appropriate competency level[33].

In there search studies of N.V. Kuzmina[34], A.A. Mayer[35], A.K. Markova[36] , L.A. Petrovskaya[37], V.A. Slastenin[38], E.B. Solovieva[39] and others, the professional competency of the higher education teacher is considered.

Analysis of the modern researches made by L.F. Avdeeva, N.S. Amelina, S.P. Arseneva, N.M. Yakovleva, etc., showed that specially organized means of preparing students for research are important in the formation of the research activities competence. Among the means of forming research competence, an effective system of special courses is proposed, involving the sequential passage of the independent pedagogical scientific research stages, which should contribute to the activation of students' cognitive activity, the formation of creative thinking, research abilities and skills, independently analyzing and

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[28] V. P. Bespalko, Components of educational technology (Moscow: Pedagogy, 1989).

[29] P. I. Pidkasisty, Problems of teaching methods in a modern comprehensive school (Moscow, 1980).

[30] E. A. Shashenkova, "The problem as a means of teaching research activities of college students". Dissertation for the Candidate of Pedagogical Sciences (Moscow, 2001).

[31] N. V. Yazykova, Formation of professional and methodological activity of students of pedagogical faculties of foreign languages: monograph (Ulan-Ude, 1994).

[32] O. G. Morozova; V. A. Slastenin and Y. V. Senko, Theoretical and methodological foundations of the teacher's professional activities development: monograph (Barnaul: Publishing House of BSU, 2004).

[33] A. V. Khutorskoy, Definition of general subject content and key competencies as a characteristic of a new approach to the construction of educational standards, 2002. Retrieved from: http://www.eidos.ru/journal/2002/0423.htm

[34] A. A. Verbitsky, A new educational paradigm and contextual learning: monograph (Moscow: Research Center for the Problems of Quality of the Specialists Training, 1999).

[35] A. A. Mayer, "Reflexive monitoring of the professional competence formationof a preschool teacher" Dissertation abstract for the Candidate of Pedagogical Sciences (Barnaul, 2002).

[36] A. K. Markova, The psychology of professionalism (Moscow, 1996).

[37] L. A. Petrovskaya, Competence in communication. Socio-psychological workshop (Moscow, 1989).

[38] V. A. Slastenin, "Subject-activity approach in general professional education. Education strategy in the educational system of Russia", Moscow: Agency "Izdatelsky Service" (2004): 155-161.

[39] E. B. Solovieva, "Formation of professional communicative competence of the future foreign language teacher". Dissertation for the Candidate of Pedagogical Sciences (Magnitogorsk, 2001).

finding the right scientifically based solution in specific pedagogical situations, arising during the pedagogical practice[40].

The theoretical and methodological basis was:

– at the philosophical level: the dialectic requirements of the consciousness unity and activity, on the personality formation in activity and communication;
– at the general scientific level: the necessities of the general theory of activity (L.S. Vygotsky, P.Y. Halperin, A.N. Leontyev, C. Rubinstein, etc.); ideas of a systematic approach (N.V. Kuzmina, E.T. Yudin and others); principles and methods of a systematic approach (V.P. Bespalko, Y.A. Konarzhevsky, N.V. Kuzmina, G.N. Serikova and others); culturological approach (M.M.Bakhtin, V.S. Bibler, Y.M. Lotman, P.A. Sorokin and others); the personal-activity approach (K.A. Abdulkhanova-Slavskaya, L.S. Vygotsky, I.A. Zimnyaya, A.N. Leontyev, S.L. Rubinshtein, V.A.Slastenin and others); competency-based approach (V.V. Davydov, P.Y. Halperin, E.F. Zeer, A.K. Markov, A.I. Pavlova, E.E.Symanyuk, A.V. Khutorsky, V.D. Shadrikov, P.M. Erdniev, I.S. Yakimanskaya and others);
– at a specific-scientific level: the ideas of problem-based learning (E.V. Kovalevskaya, M.M. Levina, A.M. Matyushkin, M.I. Makhmutov and others); competency-based approach in education (I.A. Zimnyaya, N.V. Kuzmina, A.K. Markova, V.A. Slastenin, V.D. Shadrikov and others); psychological foundations of the personal-activity approach to teaching foreign languages (I.A. Zimnyaya); the main provisions of person-oriented learning (D.G. Levites, E.S. Polat, I.S. Yakimanskaya and others); theories of the education content(V.V. Kraevsky, I.Y. Lerner, M.N.Skatkin and others); the concept of managing educational systems and intensive personnel training(P.K. Odintsov, A.N. Orlov, M.M. Potashnik, I.K. Shalaev, T.I. Shamova and others); general provisions of the communicativetheory (G.M. Andreeva, A.A. Bodalyov, L.P. Bueva, V.A. Kan-Kalik, A.V. Mudrik, B.D. Parygin and others); concepts of values, motives, orientation of professional activity (E.N. Shiyanov, V.I. Zalessky, A.K. Markov, etc.);intercultural communication theories and foreign language communication (V.M. Vereshchagin, N.D. Galskova, V.G. Kostomarov, E.I. Passov, V.V.Safonova, I.I. Khaleeva and others); methods of teaching foreign languages (L.S. Andrievskaya-Levenstern, I.L. Bim, I.A. Zimnyaya, G.A. Kitaygorodskaya, K. Lomb, A.A. Mirolyubov, D.L. Spivak, A.S.Starostin and others); theories and methods of pedagogical research (Y.K. Babansky, V.I. Zhuravlev, V.I. Zagvyazinsky, V.V. Kraevsky, V.M. Polonsky and others).

Results

Researchers agree that the teachers' research competency formation is carried out through a systematic and continuous educational process (E.N. Gusinsky, M.V. Klarin, G.P. Shchedrovitsky, etc.), focusing on the individual potential of each student (V.K. Dyachenko, D.A. Danilov, E.S. Nikitina, etc.), technology (N.V. Kuzmina, M.V. Klarin, L.M. Mitina, etc.) and predictability of the learning outcome (N.A. Aminov, B.S. Gershunsky, V.A. Semichenko and others). This problem is considered in the aspect of various theoretical approaches to the general (E.F. Seer, V.F. Kovalevsky, A.I. Turchinov, V.D. Shadrikov and others) and pedagogical profession (V.I. Zagvyazinsky, V. V. Kraevsky, N.V. Kuzmina, I.P. Pastukhova and others), to the development of the students' professionally significant qualities(N.A. Aminov, L.I. Fedorova, N.V. Fomin and others), the student's motivational sphere, intellectual

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[40] Y. N. Ganiyeva and A. R. Nurutdinova, "Cross-cultural communication in the system of the higher language education at the professional focused training (the analysis of factors)", Social Sciences, num 2 (2016).

abilities (J. Piaget, J. Gilford, H. Heckhausen, P.G. Kabanov, V.I. Kovalev, V.A. Krutetskiy, etc.),focus on self-development (K.Y. Vazina, V.V. Guzeev, L.N. Kulikova, A.Y. Nain, G.A. Zuckerman and others).

Structuring the "Model of competencies of the university teacher" Dulzon A.A. and Vasilyeva O.M. represent it in the form of a competencies tree (Table 1)[41].

Competencies characterizing a human as a person, subject of activity and communication	Competencies ensuring the social interaction of human and the social sphere	Competencies ensuring human activity
Health competence	Communication competencies	Cognitive competencies
Competencies of value - semantic orientation in the world	Competences of social interaction in the field of personal life	Activity competencies in a general sense
Integration competencies	Competences of social interaction with society	Professional competencies.
Self-regulation competencies of, self-improvement, personality self-development of and subject reflection	Competences of social interaction with the team	Information management competencies
Competencies in the social and civil sphere		

Table 1
Competencies of the academic teacher[42]

In this table, there is no place for the concept of "research competence", but a systematic approach allowed the authors to reach elementary concepts by decomposing the competencies of the upper and subsequent levels.

Today, the scientific and research work of a university teacher performs the following tasks:

1. raising the status of science and involvement in research activities;
2. raising the status of a specific higher educational institution in the vocational training system;
3. the formation and development of research teams, scientific schools, providing a link between research activities and the needs and problems of practical professional activities;
4. teachers' and students' cooperation in scientific research, stimulating personal and professional development.

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[41] A. A. Dulzon and O. M. Vasilyeva, Model of the competencies of a university teacher. Tomsk Polytechnic University, 2009. Retrieved from: ТПУ.2009.do.gendocs.ru›docs/index-241075.html
[42] Y. N. Ganiyeva and A. R. Nurutdinova, "Cross-cultural communication in the system of the higher language education at the professional focused training (the analysis of factors)", Social Sciences, num 2 (2016).

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Lobova G.N. identifies two levels of research competence: educational-research and scientific-research. Lobova G.N. believes that the students' research competence should imply the ability to solve a problem, the available information pre-analyze, conditions, methods, planning a pedagogical experiment[43]. And also, research competence involves vigorous activity that ensures the acquisition of the necessary skills for creative research activity, which ends with an independent solution of problems already developed in science.

The research competence formation is a necessary basis for there search competency development. The formation indicators of scientific-research competence are formed by research knowledge, skills and abilities, which are presented in Table 2[44].

Type of research competence	Research knowledge, skills and abilities
Work with primary sources	Bibliographic skills; Knowledge of the directories types and the ability to work with them; Skills in working with reference books; Orientation skills in professional periodicals; Ability to keep records as read; Ability to see the structure of the presented material; Ability to organize material.
Observation of phenomena and facts	Ability and skills to choose the observation object of; Ability and skill to determine the purpose and tasks of observation; Ability and skills to conduct observation; Ability to accurately and fully record observed phenomena; Ability to analyze observation data; The ability to conduct self-control and self-evaluation.
Analysis of phenomena and facts	The ability to divide the studied phenomenon into its constituent elements; Ability to compare; Ability and skills to mentally connect parts of phenomena and establish their interconnections.
Identification of the problem (tasks) and its solution	Ability to analyze the pedagogical situation; Ability to see and formulate the problem; The ability to find ways to solve a problem; Ability to verify the solution for the problem.

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[43] G. N. Lobova, Fundamentals of preparing students for research activities (Moscow, 2006).

[44] Y. A. Komarova, "The research competence of specialists: a functional and meaningful description", Bulletin of the Russian State Pedagogical University named after A.I. Herzen, num 11(68) (September 2008): 69-77.

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Hypothesis formulation	The ability to select and verify the data on which the hypothesis is based; Ability to conduct a search experiment; Ability to formulate a hypothesis; Ability to refine the hypothesis.
Experiment design and conduct (calculations, theoretical research), Processing and results generalization	Ability to analyze source data; Ability to develop the idea of an experiment (research); Ability to develop technology and experimental techniques; Ability to conduct an experiment; Ability to summarize the experiments' results; The ability to exercise self-control and self-evaluation.
Research results generalization and general conclusions' formulation	Ability to analyze the done work in order to identify its most significant results; The ability to formulate generalized conclusions in accordance with the goals and objectives and the implementation results; The ability to evaluate the results in terms of their reliability and practical significance.
Using the related sciences achievements	Ability to use research methods from related science; The ability to refract, justify key and particular ideas of the related science in the ongoing research.

Table 2
Type of research competence

The teacher's research competency is not static, it is not a professional-personal education, unmoving in its development, but it is a dynamic component in the personality structure. Ideally, competency is improved as the teacher becomes more professional. When knowledge and skills are being built up, the meanings of pedagogical work are more deeply recognized. However, the reverse process may also be observed, when the teacher "gets stuck" at the already mastered level and, not taking into account the changing requirements of the educational situation, continues to act in accordance with previously acquired patterns and stereotypes. Unfortunately, not all teachers reach the highest levels of the pedagogical mastery, some remain in the position of "average", and with age, acquiring habits and stereotypes, even lose their accumulated knowledge.

According to the observed results of the teachers' activities of Kazan universities:

– 65%are constantly engaged in scientific and research work;
– 31% don't characterize this process as permanent and conduct research from time to time;
– 4%are not involved in scientific research are from a group of young teachers with experience of up to 5 years.

In the first three years of pedagogical and teaching activity, those who don't have basic pedagogical education usually experience more difficulties than those who underwent psychological and pedagogical training. Nevertheless, the young teacher begins either

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cautiously or with excessive courage to actively develop a new environment for himself. The young specialist development at this stage is largely stimulated by the need to prove his/her professional competency, therefore, the active development of the necessary knowledge and skills as well as the training for professionally important qualities begins. It is at this stage that the young teacher encounters the greatest number of difficulties. Problems arise in almost all areas of professional activity, but they are especially evident in the mastering of the pedagogical technologies.

The analysis of the difficulties in professional formation of young teachers showed that their special knowledge is mainly of a general theoretical nature, separated from practice. They have no practical skills in pedagogical work with students, including building skills, choosing the best forms and teaching methods. They also have difficulties in selecting and structuring the educational content.

In the first years of work, the young teacher pays primary attention to subject matter rather than to psychological and pedagogical training. That's why 60% of the surveyed teachers characterized the subject training level as high.

If in the first years of work the teacher pays attention only to the external side of the pedagogical process, then with experience he/she will be better aware of the pedagogical goals, trying to take into account the "feedback" in interaction with students. More than 90% of teachers with experience from 6 to 15 years don't have difficulty in determining current goals and educational process objectives.

The success of there search competency development at this stage largely depends on the teacher's further education (for example, graduate school, doctoral studies), as well as on his/her pedagogical self-education. The teachers' preferences in choosing the forms of the professional and pedagogical skills development were distributed as follows:

 − teachers see greater efficiency in internships with other universities (61%), which ensures a productive experience exchange and pedagogical technologies assimilation;
 − teachers' internship at the enterprise (32%) enriches the professional training of students;
 − self-education importance as the advanced training form is preferred by 32% of all respondents and more than 40% of respondents have more than20 years of experience.

The flexible use of existing knowledge and skills to solve complex pedagogical problems, innovative activity, the use of new pedagogical technologies, the related sciences study and innovative experience contribute to the teachers' constant professional enrichment, the professional and personal self-realization. And vice versa, when a teacher stops learning new things, actively defending what is familiar, begins to resist innovation, the patterns and stereotypes are increasingly accumulating in his/her pedagogical activities.

In general, the following conclusions can be drawn about the research competencies development of higher-education teaching personnel:

 − university teachers evaluate the subject training level much higher, but methodological training and knowledge of pedagogical technologies are at an average level;
 − professors state a low level of their knowledge on the psychology of student age;

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− as a negative fact, it was revealed that about 70% of academic teachers don't associate the success of their professional activities with the level of professional competency;

− more than 50% of academic teachers experience difficulties in defining the current goals and the educational process objectives, as well as in choosing the effective teaching tools;

− the majority of professors after completing the dissertation thesis continue to undertake the research activity (66%);

− 30% of them only sometimes conduct scientific work;

− 4% noted that they don't undertake the research activity;

− the teachers consider internships in other universities to be the most effective forms of advanced training and the professional competencies development (61.1%);

− internships at enterprises (32%) and self-education (32%).

During the questioning, it evicted that in the last 10 years, only 24.7% of academic teachers had internships at another university; 20.2% had internships at enterprises. Most teachers are forced to combine 2-3 jobs in order to have a living wage. There is no time and money for studying new pedagogical technologies, or for educational trips to other cities. Such options like advanced training institutions and universities internships are poorly used.

Discussion

The modern transition to an integrated European education system stance the challenge for pedagogical science in the formation and personality development and a competent teacher-researcher who owns the technology for setting up a scientific and pedagogical experiment within the educational process[45]. In this regard, the absolute requirements for the future teachers' training are to equip with academic disciplines knowledge, form research activities skills, develop their professional qualities, searching and then planning the new approaches to teaching students.

The academic teachers' professional competence is formed and manifested in the activity and is an integral part of the professional competency, ensuring its effectiveness. *The research competence* is a characteristic of the teacher's personality, which means the possession of the skills and research methods at the technology level in order to search for knowledge, solving educational problems, building the educational process in accordance with the values and goals of modern-day education, the educational institution's mission, and the desired educational result.

In the Russian education system, the key list of research competence components is adopted, based on the activity model developed by A. Leontyev. Four groups are distinguished: cognitive, motivational, orientational, operational.

The cognitive component is considered as the knowledge and concepts combination that a teacher needs in order to set and solve research problems in the professional activity.

The motivational component is the meaning of the research activity, not in general, but for a specific person.

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[45] G. A. Lukichev, International legal acts and documents on the development of European integration in education and research: the European educational space: from the Lisbon Recognition Convention to the Bologna Process (Moscow: Gotika, 2004).

The orientational component is the skills combination that ensures the detection of the need in knowledge, forming the way for obtaining it in the current conditions.

The operational (technological) component, or the research competency component is a set of the subject's abilities to carry out research actions, necessary to solve research problems in pedagogical activity[46].

The high level of the research competency formation, as a special knowledge form, skills and education in general, allows the teacher to transfer the principles of the research approach to other areas of his/her activity, to apply them in various pedagogical situations. In particular, in the practice of managing the students' scientific work, most teachers note a fairly good level of their proficiency in the teaching methods.

The seminars (or workshops), self-education programs, the teaching tools development and the conditions for scientific and research activities both for teachers and students in individual and group versions (an example of the support methods) are needed. During the study period in university, each student independently performs a number of different works (reports, essays, term papers and final qualification works) and they should differ from the previous one in an increasing degree of difficulty and volume. Some works contain only a review and critical assessment of existing scientific works, while others are the result of the students' research activities. All these research works help students to master modern searching methods, processing and using information, as well as master some scientific research methods, determine their pedagogical position, the ability to uphold and defend it, which ultimately helps to develop specialists' abilities and creative attitude to the profession.

Sample plan for the subject "Fundamentals of the students' research activities of"

Introduction
Topic 1. Science and scientific knowledge
Topic 2. Methodological foundations of psychological and pedagogical research
Topic 3. Research methods of psychological and pedagogical problems
Topic 4. Work skill with information sources
Topic 5. Categorical-conceptual apparatus and research structure
Topic 6. Organization of research experimental students' work
Topic 7. Requirements for the term and graduate qualification work

The Federal State Educational Standard for the Higher Education contains the possibilities of combining teaching and research activities through independent set of the studied subjects and the special competencies formulation that would correspond to there search work or a methodical formation.

Research activity is accompanied by interest, doubling the intellectual tension effectiveness in information and scientific-experimental search, while choosing priorities the teacher should put scientific research activity on the first place.

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[46] V. S. Lazarev and N. V. Konoplina, "An active approach to the formation of the pedagogical educational content", Pedagogy, num 3 (2000): 27-34.

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The fact that almost all researchers, working with the problems of academic teachers' competencies formation that we have studied, either neglect scientific-research competencies or allocate them on the last place, should be the subject for the detailed study and public discussion.

Conclusion

Currently, an intelligent expert who is capable for self-education with a critical thinking is needed. The university education system includes the training of a teacher-researcher, when research competencies serve as the basis for professional training. The transition to a competency-based model of education allows us to speak about a personal and socially integrated education result. Thus, a set of specific competencies that make up the teacher's professional competency acts as clear criteria for assessing his/her professional training.

The problem of preparing future teachers for research activity is relevant and reveals significant shortcomings, like insufficient knowledge of the research activities methodology and the research role in the process of becoming a teacher [43]. The information-receptive use alongside with the reproductive methods and the insufficient use of active ones leads to the fact that students cannot apply knowledge in an unfamiliar situation, like solving research tasks that require a non-standard approach. Cognitive interests and motives of research activity are not formed either.

The lack of targeted training leads to the unsystematic and superficial chaotic research competencies formation, therefore it is necessary to introduce a special course, which makes it possible to understand the logic and dynamics of the scientific knowledge, generalize and systematize knowledge and research skills, which further will prepare students for writing a final qualification work.

This article doesn't claim to be complete, since the didactic technologies conception for the research competencies development among future specialists in a particular field, as well as the training continuity at different levels of research activity can become promising areas for future scientific research.

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