

PEDAGOGY

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THE MODEL OF RESEARCH COMPETENCE FORMATION AT FUTURE PRIMARY SCHOOL TEACHER IN THE PROCESS OF PROFESSIONAL PREPARATION

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Abstract

Structurally-functional model of research competence formation at future primary school teacher in the process of professional preparation is considered in this article. This model includes complex of interrelated and mutually conditioned structural components: objective; informative; procedural; evaluative-score. Described pedagogical conditions, ways and stages of future primary school teacher's research competence formation in the process of professional preparation.

Keywords: research competence of future primary school teacher, model of formation of research competence at future primary school teacher in the process of professional preparation.

On the modern stage of National bachelor preparation standard by specialty 5B010200 Pedagogic and methodic of initial training in the professional work of future primary school teacher appeared new trends which influence on the pedagogic of high school. Here we can include: increasing of information volume; rising and complication of objective world ; dynamism of scientific and technical progress; using of computers for solving difficult pedagogical problems; automation of training activities ; inclusion of

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modern pedagogical technologies which help to rebuild training process fast and effectively[1].

These objective changes need forming of new properties at future primary school teacher: high level of intellectual abilities, research style of thinking, creative activism, ability of responding fast to changes, which occur in pedagogical science.

Modeling the process of forming of research competence represents a specific way of cognition. The model is considered as a standard, analogue of teacher and student's activity, directed to solve common problems of formation of research competence at future primary school teacher.

N.A. Shamelkhanova allocates the requirement to the model, which must display degree of integrity of the process or phenomenon; give a description of conditions and ways of the process; build structurally. In connection with the last requirement there is a need to distinguish a components of the process, their interrelation and intersubordination[2].

The developed structural-functional model of formation of research competence at future primary school teacher connects a set of interrelated and mutually conditioned structural components: objective; pithy; procedural; assessment-score and system developing links between them (see fig. 1).

The main element of the model is social order: society's need for primary school teachers, who have a high level of research competence. Objective component of the model is like a way to control, for checking results of work which has been done with expected output.

Substantial component discloses the contents and directions of formation of research competence at future primary school teacher: formation of the system of theoretical and methodological knowledge, methodological convictions, scientific professionally important methods of learning, scientific style of thinking (theoretical and methodological component), creative and research skills (technological component), recognition of their value and meaning (evaluative component), formation of positive attitude and sustained interest to research work (motivational component), reflexive-personal way of research work (reflexive component).

Procedural component expects staged organization of academic work, selection of certain ways and means of formation of research competence at future primary school teacher.

Evaluative-score component determines an efficiency of functioning of supposed model, connected with development of levels formation of research competence, criteria and indexes.

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Criteria of formation of research competence was selected by us in accordance with the research competence components.

Diagnostics of given criteria will be realized by the following parameters: evaluative attitude to research work; ability to find something significant for yourself in research work; motivation of research competence's formation; tendency towards creative self-realization in research work; knowledge of essence and specificity of research work; knowledge of essence and purpose of research competence; methodological knowledge and methodological convictions; having research and creative skills, methods and ways of science knowledge; be able to analyze research problems, your achievements, yourself as a researcher; to analyze a reflection.

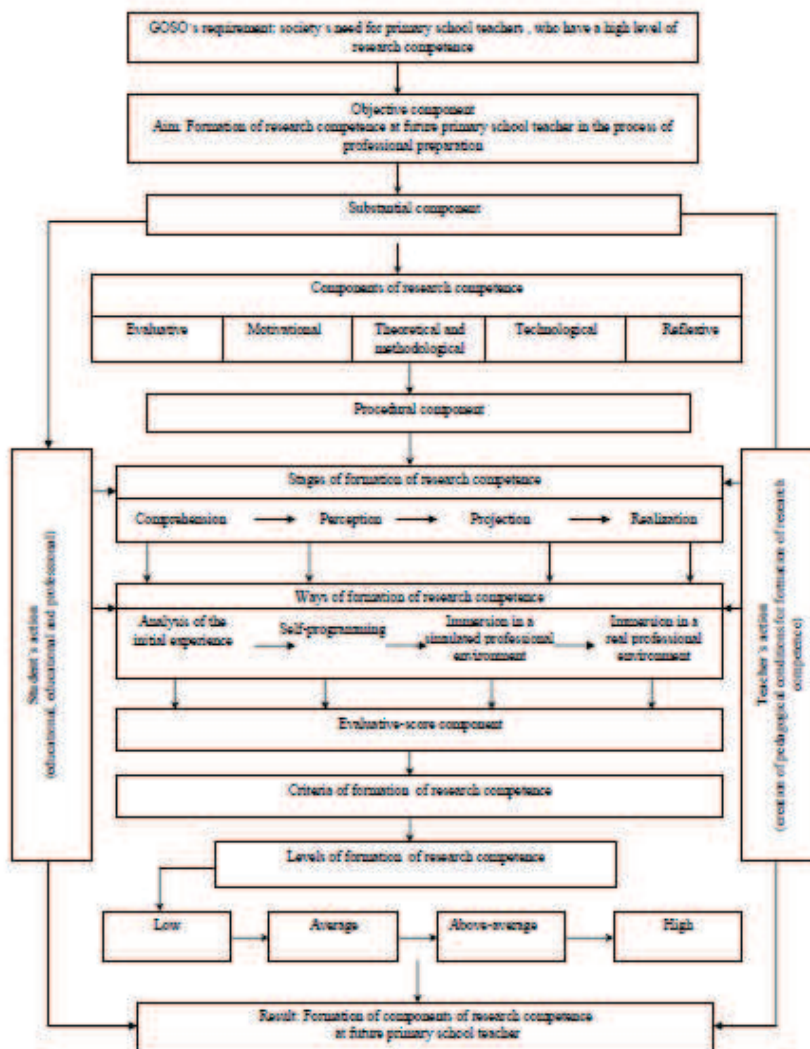


Figure 1. The model of formation of research competence at future primary school teacher in the process of professional

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preparation (creation of pedagogical conditions of formation of research competence)

Evaluation of selected criteria and rate will give a chance to determine low, average, above-average and high levels of research competence's formation.

The result of formation of research competence at future primary school teacher is formation of it's components.

Formation of research competence is not a spontaneous process, it's staged, systematic movement which expects qualitative conversion of all of the components step by step. Therefore, stages of formation of research competence at future primary school teacher were selected as the following: comprehension, understanding, planning, realization.

In the process of construction of formation stages we followed the next: formation of research competence starts from the process of future primary school teacher's comprehension of yourself as a subject of research work, it's aims and value, finding out personally-meaningful points and moving to the next stages gradually: understanding, projection, realization.

First stage-comprehension. The aim of given stage is preparation of students to analytical work and reflection of experience.

On comprehension stage educational-cognitive work will be realized through traditional forms of training: lectures and seminars, which will be transformed in problematical and practice-orientation lectures.

In the process of organization of practice lectures, different forms and methods of training have to be used, which are directed on student's united work, setting pedagogically advisable relationship between teachers and students. The main methods of training where students can reflex and think about their experience, is united reading of scientific texts and discussions between students and teacher, analysis of research situations. The given work will be hold on with second course students in lines of special course called "The basis of future primary school teacher's research competence".

Second stage-understanding. On the given stage of research competence's formation, creation of conditions for self-projection in research work becomes important. So, there are processes of self-regulation and self-organization in the base of self-projection process. From the V.I. Morosanov's point of view, phenomenon of self-regulation starts to appear, when person plans and programs reaching of aims, considers external and internal conditions; judges results and corrects activeness to reach result.

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Through self-regulation student adapts easily in difficult situations, mobilizes potential abilities, consciously manages and controls behavior and work, on the basis of personal-professional sets and positions[3].

Method of self-programming will be used on this stage, which considers materialization of the prediction about possible improvement of research competence. Building of “I am future teacher –researcher” conception is way to realize a method of self-programming. A scientific notion “Me-conception” entered into circulation in the second half of XX century, which is connected with R.Berns, A.Maslow, R.Rodgers` s names. So, from the R.Berns` s point of view, “Me-conception” determines not only what represents individ, but also what he thinks about himself, how looks on professional start and ability to improve in the future[4, 30-31 p.]

As is known, competence develops in work and can be realized only when subject is active towards work, has a motivation[5]. Using of “I am future-researcher” conception`s building method promotes to student`s inclusion into motivational “living”, which expects their building of research self-development trajectory on the base of significant motives for them. In the process of planning, regulation, directing and controlling, students take an active research position of their work subject, also research work becomes wishful, likeable and pleasant.

Building of “I am future teacher-researcher” conception is some kind of acmeological projection, which bases on the ideas of acmeologies as a science about professional-personal tops (B.G. Ananyev, Y.A. Gagin, N.V. Kuzmina, V.N. Maksimova)[6].

In the base of formation of “I am future teacher-researcher” conception was based a psychological mechanism of regular overcoming of internal contradictions between available research competence`s formation level (“Me-Real”) and some kind of imaginary state (“Me-Ideal”), the result is reaching of professional top (acme). This type of work directs students on perception of importance and significance of research competence`s formation in professional work. Formation of positive “I am future teacher-researcher” conception is transition from “Me-Real” position to “Me-Ideal” through improvement of achievements.

The important thing on this stage is modeling of research situations in the process of teacher preparing, which provides the students to understand their research position. Realization of this stage will occur in the third course.

Third stage-projection. The aim of this stage is gaining of an experience through “dipping” in simulated professional environment. The important thing on this stage is research

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projection, which directed on formation of research activeness, initiative and independence of person.

We have selected next pedagogical conditions of research competence formation at future primary school teacher:

1) motivational, which creates necessity and motivation at future primary school teacher in the process of taking over of research properties, developing of relationship to research as to preferred form of cognitive activity, formation of readiness to work on yourself. Given group of conditions includes maintaining of positive motivation of future primary school teacher towards research work; moral and material reward of students, successfully doing research work; creating educational environment, which stimulates student's research activeness.

2) content, integrant individual and technological abilities of pedagogical work and requirements to the future professional work. Using of active methods of training (discussions, managing and simulation games, research projection, modeling of research situations, training exercises); inputting of "Basis of research competence of future primary school teacher" special course; filling of pedagogical practice content with research forms of work – have been included in content conditions.

3) organizational, which determine setting up and retention of pedagogically rational relationship between teachers and students, based on cooperation and mutual interest towards research. The following has been included into this group of conditions: including of students in active and creative cooperation in different forms of research work; organization of pedagogical process, directed on formation of research competence at future primary school teachers on the base of research activeness principles, research position, meaningfulness, reflection, communicativeness.

4) regulative, which promote to analysis, accounting and correction of process and result of research competence's formation. We include the following into the regulative conditions: student's inducing towards reflective controlling with the process of research competence's formation; provision of self-monitoring of student's research competence.

These conditions are system-developing in given context, they are obligatory, but also there can be another conditions. Obviously, that in the process of transferring from one stage to another requirement in perception of own research competence at future teacher gets higher. Thereby, work of professor looks like it's directed on creation of conditions, which promotes formation of research competence at students. Student's work appears in educational and professionally-educational work, that not only

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uncontradicts stages and their content, but also supports the correctness.

Realization of developed model will be realized from 2014 to 2016 academic years on the base of Kazakh state woman pedagogical university.

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