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## CONTENT AND SPECIFICITY OF RESEARCH ACTIVITY OF FUTURE TEACHER OF PHILOLOGY: RESULTS OF THE EXPERIMENTAL TRAINING

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*У статті зроблено спробу визначити психолого-педагогічні механізми впливу на продуктивну дослідницьку діяльність майбутнього вчителя-філолога в контексті компетентнісного підходу. Наголошено на пріоритетності та значущості професійно спрямованої науково-дослідної роботи в процесі фахової підготовки майбутніх вчителів-філологів. Розкрито систему пошуково-дослідницьких завдань, яка заснована на сучасних вимогах до майбутніх педагогів, що висуваються до їх підготовки*

**Ключові слова:** психолого-педагогічні механізми впливу, продуктивна дослідницька діяльність, професійна підготовка, майбутній вчитель-філолог

### 1. Introduction

The third millennium is the era of the construction of a new type of civilization, requires innovative approaches and technologies of training a new generation of teachers with research competencies and special willingness to use the pedagogical research technologies in their activities.

Priority role in addressing these pressing problems is entrusted to professional pedagogy called upon to determine the content of the new training and a new type of teacher-professional educational sphere. In this context, the exceptional importance is gotten by questions focused to attract future teacher of philology to scientific research work, to a deep and critical thinking of a new pedagogical reality and objective necessity of performing their professional mission in compliance with the requirements of time.

### 2. Literature review

Analysis, generalization, ordering, comparing and contrasting the different views on the investigated issue; forecasting and modeling to determine the nature of the research activity of the future teacher of philology, substantiation of its content and structure, the development of the basic ideas and concepts of the above-mentioned activities.

The absolute base became generalizations made by the analysis of professional achievements of famous theorists and practitioners in the area of pedagogy and psychology: [1–7].

[1] stresses that the fact that Ukrainian universities have entered into the European university space demands significant strengthening of their scientific segment, creating the appropriate research base, preparing of the scientists of new generation, who would be able to compete with the prominent scientists of Europe and the world.

Ukrainian researcher [2] considers that scientific and research work is one of the factors, which contributes to the creative potential of a personality and is characterized by high motivation to active cognitive activity, development of creative skills, practice of creative activity, personality traits.

According to the theory of [3], a modern teacher has to be not only a knowledge translator, but also an integrated personality, who meets the high demands of

preparation of highly educated and harmoniously developed personalities.

Equally important is a research position of [4], who claims that when students take part in the scientific and research activity, this contributes to the increase of their education level, namely gives the opportunity to acquire skills of independent cognitive activity, develops thinking, forms skills to logical argumentation, contributes to mastering of different learning methods, activates and deepens a learning process of the students.

Analyzing the creative achievements of [5], we have come to the conclusion that the main feature of the process of professional training of students is its specific focus on professionalization. That is why scientific and research work acquires the sense of professional characteristic of future specialist, which expands the opportunities for his fulfillment, mobilizes personal potential, provides future professionals not only with knowledge but also with certain place in the social and economic system, that is in science, industry, entrepreneurship and other spheres.

According to [6] the task of research work of future teachers in universities is to develop the inclination to research activity, to creative solution of educational objectives and also to formation of the skills to apply methods of scientific researches, to solve practical issues of learning and upbringing.

[7] has formed interesting teaching observations and conclusions. He considers that the main task of scientific and research activity is to master scientific method of knowledge, to deepen and creatively learn the material, to form learning and research skills and abilities both to profiling disciplines and others, to learn methods and tools to independent solution of teaching tasks.

The analysis of wide range of sources and scientific works on this issue shows that a number of problems remain less researched. They concern the definition of psychological and pedagogical mechanisms of influence on productive research activity of the future teacher-philologist in the context of competent, personal and culture-based approaches, the content and the features of professionally directed research during their professional training.

### 3. Aim and research problems

**Aim** – identify and give grounds for psychological and pedagogical mechanisms of effects on productive

research activity of the future teacher of philology in the context of the personal approach.

Research problems:

1. To define the influence of the developmental environment in universities as a factor of formation of intellectual and creative initiative of future teachers-philologists.

2. To reveal the features of application of methodological tools of formation of professional competence of future teachers in the process of their research activity.

3. To characterize the nature and main features of the organization of research work of students within copyright experiential learning.

#### **4. Logical-conceptual aspects of the development of a research position at the universities of the future teachers-philologists**

The priority aim has been chosen in the search of such means which would contribute to the increase of successes of future teachers-philologists to maximize the disclosure of their own forces and such success would turn their needs to carry out the research approach to their professional activity as their life value.

It was proved the importance of research work for the future teacher. Such research work can be most effectively organized in universities, where there is creative collaboration of scientists, who work in certain fields of science and are united by common approaches to solve problems, scientific thinking, ideas and methods of their realization and who, as a rule, have significant scientific and teaching experience to organize and conduct such research work.

Almost at every practice deepening strategy was used (additional literature selection, the ability to observe and analyze the phenomenon, summarizing the results of observations form the most important, etc.); intellectual enrichment (integration of acquired knowledge and skills, the use of interdisciplinary connections with psychology, sociology, philosophy, cultural studies, based on the joy of cooperative training and communication), multilevel approach ("step by step" complications content search of future teachers by narrowing or expanding "information field" research tasks).

Thus, it was attempted to use an innovative approach to create educational environment, actively searching character, which should help to fully activate theoretical considerations in future professional-pedagogical activity; contribute to the consolidation of stable motives to introduce the basics of research activities; help to achieve the psychological freedom of students in carrying out scientific research work; facilitate the search activity of a student as the main driving force for personal and professional development and self-development.

#### **5. Results and Discussions**

Successful use of pedagogical possibilities scientific research work under certain conditions, contributes to updating the mechanisms of formation of axiological potential of the future teacher's person as the basis of his subjective position, critical thinking, gives the start to the independent participation in scientific work, it stimulates the growth of personal, social and professional status during his student years.

The identified features were the basis of students' research work and acmeological activities and researches related to the development of teacher-researcher and "flash" of his interest to scientific research work.

Speaking about the positive changes that have occurred with the subjects of pedagogical experiment in previous kinds of work, it should be noted that one of the most effective means of working with future teachers is role-playing method. Its feature is the reproduction of the objective social content and professional activity, which is achieved through playing imitation modeling and solution of professionally oriented situations with the combination of individual and group participation. It becomes possible to form role behavior skills related to the performance of certain professional duties in such situations.

In addition to lectures, laboratory and practical seminars with students of the third course the business game "I am a researcher" was held. Its main purpose is to master the method of analysis of information, to provide it's an assessment; to establish causation. The tasks of the game are:

1) to develop students' practical skills to work with scientific text;

2) to form the ability of specific situations' scientific analysis and decision-making;

3) to check up the qualifications of students by algorithmic actions.

Business, educational games used in the experimental study, aimed primarily at professional disclosure of significant opportunities search and research activity of the teacher.

Such real business games continued throughout the training process. These educational steps needed to create favorable conditions for creative impact, maximize the use of the research potential of members of the business game. Let us note that the training business game is a reproduction of the context of future specialty in its objective and social aspects. This game is the development of specific skills to analyze practical situations and make decisions, not simply reproducing acquired knowledge, but also using them in practically oriented activity. Students are involved into the solution of the problems maximally close to a professional, in the high school audience [8, 9].

Experimental study was based on predefined organizational and methodological foundations to provide incentives of teacher of philology to future search and research activity.

Arrangements conducted both within the university and in the national scope, allow to accurately assess the level of scientific and research work of students as well as qualitative indicators of that work. According to the results of this study, for the purpose of mass involvement of students in research activities and disseminate best practices of student groups for the development of scientific creation, a competition-review of training groups for better organization of students' scientific research work was held. It is a major part of the competition intrahigh student groups and it synthesizes scientific work of students, carried out in institutes (departments). The competition-review was conducted during the academic year for differentiated rates. The level of students' scientific research work was defined by the following parameters:

- performance of students as group commitment and personal comprehensive plans of professional and personal growth, which is a must-research work;

- the number of student publications, recommended for publication and implementation of the research theme, which develops the chair;

- participation of academic group in the International, National, inter-university scientific conferences and seminars, contests and subject competitions and exhibitions of scientific works.

The final review of the scientific achievements of university students is "Days of scientific creativity". During the annual conference "Science Days" results of their own activity bring each student who participates in various forms of student scientific work then student's scientific societies, groups, clubs, scientific departments (sectors) of university, institutions (faculties) to the assessment of the results of such activities.

At this stage, methodologists and teachers in institutes held students' scientific theoretical conferences, exhibitions of the best student works, organized club meetings, meetings with leading scientists of the University, therefore the booths and special editions of intrahigh newspapers that reflect the scientific work of the future teachers for the year was arranged. The special events for junior students such as introductory lectures, talks, excursions were in the program of "Days of scientific creativity" too.

These organizational and pedagogical actions are needed to direct the efforts of teachers to support research and development of young scientists and university students. A practical activity was built to establish creative contacts and expand international scientific relations between young people of regions of Ukraine and other countries; to stimulate student's interest in social activities; to create conditions for the acquisition and implementation of the scientific potential of future teachers. According to the collective creativity the future teacher of philology acquired skills of scientific communication, public speaking, skills to argue their position. The result of this co-creation has become not only a scientific result, but also the enhancing prestige of scientific research work among students.

Considering these assumptions, the organizational components, which determine the effective progress of the organization of students' research work were identified.

Dwell upon such association, as a Council of young researchers. It manages the research work of young scientists in the University, and its aims to create conditions for young researchers to promote and support research activities, creative search. The main objectives of a Council are to unite young scientists to involve them in fundamental and applied research, formation of methodological culture and methods of scientific research, increasing the level of professionalism, formation of readiness for perception of new scientific ideas, theories and their further development. Council pays special attention to the participation of young researchers in scientific schools, laboratories, problem groups, cooperation with the Student Scientific Society of the University. An important aspect is the participation of young scientists in the scientific conferences and in various competitions,

grants, exhibitions, research projects. In this regard, the Council facilitates the timely dissemination of relevant information among young researchers of the University (the university established a special department for the protection of intellectual property and the searching for international grants).

That's why research professional education and practice of teaching "through the science" does not envisage the existence of a separate study and research. In modern education research is shaping the educational structure as a search process of learning research type.

These problems are directly related to the conceptual justification for an integrated system of phased research activity of the future teacher of philology to be implemented in an experimental study.

The mentor teacher (facilitator) plays significant helping role in the development of future teachers as researchers philologists, his main task is to develop a scientific view of students; to develop their interest and inclination to independent research; to disclosure practical importance of scientific research in the future professional activity; to explore current issues of science, new achievements; to provide support for students in achieving professionalism; to expand their theoretical horizons and scientific erudition [10].

In general, support means to provide direct or indirect assistance, educational, psychological, individual or group. In the context of this study support is an interaction between teacher and student, aimed at creating optimal conditions for self-development and self-realization of future teachers, encouraging their personal and spiritual reconstruction, identification of active efforts for opening students' own internal potential for the successful solution of professional tasks by means of scientific research work.

The most effective means to support independent search and research activity of future teachers of philology were:

- the authority of the teacher's personality;
- assistance in determining the course topics (thesis) work, selection of literature on the chosen direction;
- applying of group discussions with the use of electronic communications;
- systematic feedback between teachers and students in the research work of professional orientation;
- studying students skills needed to perform productive research activities and preparation of results for their implementation (publications, speeches, etc.);
- organizing differentiated help for each stage of the executable research task, not just differentiation of tasks;
- provide objective analysis with a detailed discussion of the results of students' research;
- searching the optimal ratio of control and self-control functions, which in terms of research activity have changed significantly with the development of skills of students, and depending on the phase of the research objectives;

- perceptive ability empathic penetration into the inner world of the future teachers (teacher subtly and tactfully can influence the emotions of the student and his empathic properties are the ability to emotional empathy, sympathy and response to mental states signifi-

cantly affecting the quality of the educational process at the university).

It should be noted that the basis of the above mentioned means is the use of information technology. The modern level of information and communication technologies allows you to upgrade, significantly enhance, automate intrahigh effectiveness of the learning process. Due to the integration of information and communication technologies in all areas of human activity the distance education technologies are also actively developing in educational institutions that allow to acquire knowledge in any field without permanent attendance.

Therefore, in the experimental study the main task was to create information-educational environment as one of the effective mechanisms of communication between teachers and students during their productive independent research.

Among the available free software Skype, a program that provides encrypted voice communication over the Internet between computers (VoIP), was chosen. In addition to voice communication Skype has allowed participants of experiment to conduct personal correspondence, exchange messages in real time; phone subscribers in every country (calls between Skype users are free); video conferencing, Skype-consultations, which could provide interactive real-time contact between students and teachers in the course of on-line lectures, seminars, webinars, discussions and more. Of course, this approach can be considered as educational support for students.

Fairly popular among the participants of the experimental program has become such an interactive form of cooperation in information and communications environment as interpersonal communication network of teachers with students.

In this connection it is necessary to closely examine the possibility of using various means of communication network for the purpose of interpersonal interaction such as, e-mail and Internet-communities, where an intensive exchange of text messages takes place. Methodical feature of using this type of IT technology were already established in social networks such as "My World» ([www.mail.ru](http://www.mail.ru)) and popular youth site "Vkontakte» ([www.vkontakte.ru](http://www.vkontakte.ru)).

Define the features of the application of resources developed network environment, characterized by the influence of the optimization:

1) by e-mail were organized not only the study of theoretical materials, teacher consultation and sending completed research tasks, but also workshops - using the mode "mailing list" in which the server software has been installed and enabled joint communication of a group of users;

2) an effective system of information was created that's provided methodical process of experiential learning;

3) built democratized education and the future teacher got the opportunity to distribute their own self time, choose those information resources that meet most of his needs;

4) given the opportunity to share operational experiences (both between students and between teachers); use of information systems allowed to freely share in-

formation online, use high-quality teaching development of leading scientific schools, concentrate their own intellectual potential;

5) the feasibility of individual approach to each student significantly increased that's ultramodern equipment made extensive individualization of the educational process, during which the teacher is able to cooperate effectively with each participant;

6) the psychological barriers in the process of network's interpersonal communication of teachers with students were removed;

7) use of resources and opportunities provided to each participant of network communities an opportunity to choose their own path of personal growth.

Given the above mentioned results of an experimental training using the resources created by the network environment, it is possible to draw conclusions about its effectiveness as a teacher regulative influence aimed at accelerating the development of the student as a researcher. It is obvious that in a coherent accumulation of the whole arsenal of forms of network communication it is possible gradual transition from management from the teacher to the student's self-government.

Thus, the network communication the best fits to the model of the information or technotronic society because tendencies of awareness of leading role of information in the processes of evolution and life in general are observed in society so the recognition of information became one of the main categories of creation. Internet and other forms of network communication are better than traditional media compatible with the culture of a new era – the culture of the moment, because they have a discrete nature.

## 6. Conclusions

So it was experimentally established that defined and justified psychological and pedagogical mechanisms of action have prompted a search for a scientific way of identifying factors that facilitate and accelerate the process of gaining future teachers-philologists' experience of innovative behavior, research conduct using methods of cooperation, mutual assistance, mutual control in the process of research activities.

1. It was defined the influence of developing environment in universities as a factor in development of intellectual and creative initiative of future teachers-philologists. The process of creation of productive environment demands joint efforts and involvement of the teaching staff of the university, its administration (heads of educational institutions and their structural units) and other specialists, who implement the effective professional training of future teachers. The productive development environment is defined by quality characteristics of the teaching staff, who determines the implementation of the scientific guidelines, who sets the vector of cooperation of all the members of the educational process.

2. There were revealed the features of implementation of methodological instruments in the formation of professional competence of future teachers in the process of their research work. The research work of such sense reveals the deepest abilities and skills of each individual, creates the conditions for the creativity and individuality in scientific activities. It is also a complicated and versa-

tile process, which has both educational (enlightenment) and research elements. When one of these is absent the teaching process is incomplete. That is why scientific and research work of students in universities in the one educational and research sector has become an integral part of the training of qualified professionals who are capable to solve professional scientific and social problems independently and creatively, to apply the scientific and technological progress in practice and to analyze difficult situations quickly.

3. The nature and features of the organization of research work of students within copyright experiential

learning have been characterized. Scientific and research work of students is considered from the perspective of updating the mechanisms of forming their axiological potential as the basis of subjective position, rational thinking and cognitive independence. The environment of innovation and psychological character have been built to form the needs of future teachers-philologists in realization of the research work in professional activity, formation and consolidation of knowledge about pedagogical science, awareness of the professional importance of research, understanding of the role and importance of solving research tasks in professional activity of a teacher.

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