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FORMATION OF RESEARCH COMPETENCE OF THE STUDENT

Abstract

В статье рассматривается компетентностный подход, показаны три основных компонентов и этапов исследовательской компетентности студентов в условиях вуза.

Keywords: *research competence, independent work of student, training specialist.*

Ключевые слова: *исследовательская компетентность, самостоятельная работа студента, подготовку специалиста.*

In the conditions of the market relation the global purpose of education - to make the person not "knowing", and understanding, feeling, cultural, i.e. to prepare for real life in the difficult contradictory world, to provide its development. From the doctrine society should pass with a trial and error method to training anticipatory within which not only young learn from old, but also old learn from young, and also it is important! – Society in general studies, studies constantly is formed continuously. [1, 6]

Realization of modern state educational policy demands revision of the content of education and methodical system of training according to the state general education standards. [2, 3]

Change of a social and state situation in our country caused the necessity of search of reliable and effective ways of teaching and educational activity.

We agree with A. M. Novikov's opinion that "… independent work of the student, self-organization of his educational activity is regarded as of paramount importance". Teaching and educational process radically changes: the "teacher ahead of the student" position has to exchange on a "student ahead" position. The teacher has to orient, direct the student introduction survey lectures, and then "to

pass it forward" and from time to time to advise, correct in his independent activity, etc. [3, 9]

We got into such gear at Zhetysu state university named after I. Zhansugurov. In the practical activities we proceed from understanding that it is impossible to provide full training of the expert without formation at it to research competence.

In implementation of this process we adhere to integrative and component approach. Considering research competence as the system having a certain structure we allocate the following components:

1. Gnostic (cognitive), i.e. providing special tasks with base about ways and sources of obtaining scientific information, technology of search and creative activity, techniques of scientific and pedagogical research;

2. Motivational, i.e. readiness and aspiration of students for independent research activity;

3. Practical – mastering future experts research skills that would provide rational and effective implementation of educational process.

The university named after I. Zhansugurov trains future teachers and masters of a vocational education for primary and secondary professional education. Therefore in the course of formation of research competence of students of university, in our opinion, it is possible to allocate three main stages conditionally.

1. Preparatory which is carried out on the first year of training. At this stage students study understanding of a problem, ability to make a hypothesis, to form research problems, independently to work with scientific literature; deepen skills of making an abstract, make reports at lessons, write papers in separate subjects, speak at scientific conferences and the Olympic Games.
2. The main, or skilled and diagnostic. Students of average courses gain knowledge in the field of methodology of scientific research, learn to model informative and professional pedagogical tasks, to analyze the received results; seize abilities to carry out the description of experience, accumulate diagnostic

techniques during passing of student teaching, on occupations of subject circles, sections of students' scientific society.

3. Finishing. In a last year students write course papers, show rather finished results of the research activity, act on scientific and practical conferences. This stage provides practical realization of research problems of independent pedagogical activity, the analysis of the received results, conclusions, recommendations.

Final year students represent and defend the final qualifying work, demonstrate the ability to promote and defend their ideas and know how to solve problems, solutions, arguments to prove their own research position.

From teachers it is required disclosure of governance mechanisms student activities aimed at the self-realization of their personality. In our opinion, the great importance to the effective development of this problem belongs to the subjects of psycho-pedagogical cycle that we read for four years. Items psycho-pedagogical cycle are closely related, there is continuity between them.

To train and educate students at the appropriate level, the teacher enough to know his subject. He must be fluent in the methods of teaching, to be able in the course of the learning process to develop an interest in students to the subject, creative thinking, develop the skills of independent research competence.

Own observations, interviews and questionnaires graduates independently engaged in teaching activities, beckons us to continue this trend by the formation of an independent research student. This direction helps to improve the professional competence of the future master of vocational training, contributes to the creation of theoretical knowledge and practical skills, and allows forming attitudes toward science as an important means of diagnosis, planning, forecasting and improving teaching practice.

We pay special attention to the teaching practice, as it has a crucial function in the teacher’s vocational training system: train, develop, educate, diagnostic. It is in the process of teaching practice research project is being implemented.

As the experience of our university, teaching practice - is enormous scope for the development of creative potential of students. In the process of teaching practice synthesized theoretical knowledge and skills acquired in the course of theoretical training on psychological-pedagogical and subject unit discipline. Students are introduced into the circle of the real problems of professional work Professional skills; master the real meaning of his work.

During the passage of student teaching on the subject «The organization and methods of teaching special subjects and industrial training" since 1996 in college practiced conducting trial lessons, according to our methodology.

The first area is characterized by tracking professiongram, which defines the content and the system of theoretical knowledge of the future specialist, teaching complex skills required for the realization of educational functions.

The second area is characterized by the investigation of the structure of pedagogical activity. Managers teaching practice based on the general theory of activity, identify the following components of the work of the future masters of in-service training: a constructive organizational, communicative, Gnostic, Engineering.

The third area of research is characterized by the content, forms and methods of formation of theoretical knowledge and pedagogical skills for certain types of work of the future masters of practical training.

The study of different approaches promotes deeper and diverse study of the content and methods is general training of future masters of in-service training, identify ways to improve it.

System of training of future masters of in-service training in college and study provides a number of components of pedagogical activity (criterial functions), reflecting the structure of the professional activity of the master of in-service training: analysis (diagnostics) the conditions of pedagogical interaction, planning (design), implementation (implementation) of pedagogical interaction, teaching

self-examination aimed at professional self-education of the future masters of industrial training.

According to the results of student teaching graduates are invited to do self-examination, answering questions: the level of preparedness of the class; difficulties encountered in the preparation and carrying out of employment; what methods and techniques most often used to enhance the students; How it is implemented a differentiated approach in the learning process (work with poor and gifted children); How is the idea of cooperation in the classroom and outside school hours; what technologies are used active learning in the classroom; what lessons were conducted interesting and why; the most interesting creative works; anything new learned in practice; difficulties in preparing and conducting educational activities and others.

Thus, the future specialist learns reflection professional activities, difficulties encountered graduates are landmarks in the planning of the educational process for the new school year.

Thus, conducted estimate refers to the actual manifestation of effective pedagogical knowledge of the student, testify to what extent they were his personal property, the basis of his intellectual and pedagogical skills.

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