

**Chzhou Tsun**  
**THE ORGANIZATION OF FUTURE PHILOLOGY TEACHERS'**  
**RESEARCH ACTIVITY IN CONDITIONS OF STUDYING FOR**  
**MASTER'S DEGREE**

Odesa, Ukraine

**Abstract.** *The article deals with the issues of the organization of future philology teachers' research activity by means of library resources and the formation of research skills during this activity. The value of problem and developing education for the efficiency of forming research skills of students. Pedagogical conditions of the formation of future philology teachers research skills by means of library resources with regard to problem and developing education are determined.*

**Keywords:** *research activity, search activity, research skills, teachers of philology.*

Training of teachers of philology implies the formation of knowledge, skills and aptitudes necessary for his future professional activity, activation of his mental and search activity, research skills, creative search. With this in mind, every future teacher of philology should understand the essence of pedagogical and philological phenomena and processes, which is impossible without search (research) activity. It is the very teacher, including linguist, should be in a creative search, explore, exploit new scientific achievements in his work. Thus, the problem of formation of research skills of teachers of philology is one of the most important tasks that high school should realize.

*The goal* of the article is the definition of peculiarities of the organization of future philology teachers' research activity in conditions of studying for master's degree.

The formation of students' research skills was studied by such scholars as V. Astakhova, N. Nychkalo, P. Oleinik, O. Piechota, V. Riabets', S. Sysoyeva, M. Soldatenko, V. Stepura and others. The issue of involving students into research activity in the process of professional training was explored by O. Abdulina, V. Bondar, L. Vygotsky, P. Halperin, I. Ziuzina, A. Linenko, S. Martynenko, L. Puhovska, O. Savchenko, S. Sysoyeva, G. Tarasenko, L. Khomych, L. Khoruzha, P. Shcherban', I. Shaposhnikova and others.

Thus, research activity is a manifestation of the formed research skills. In addition to knowledge and skills, research activity should be characterized by the following structural elements (components) as motivational, intellectual, will, purposeful, organizing. The purpose of research is to acquire research skills, besides in the course of the mentioned activity a person acquires new knowledge, skills and aptitudes. It should be noted that since the research activity is a specific way of activity, it requires a special organization of learning activities. The unique thing is that for conducting research activities cognitive, search and mental activities are realized. Achievement of the development of future philology teachers' research skills, in our view, largely depends on the formation of their information culture, as well as the ability of using library resources, the ability of independently finding, processing and using information in the process of training. But the formation of research skills of future philology teachers by means of library resources is not paid sufficient attention, mastering them has not been allocated as a separate component of training, and therefore it has not been actually neither controlled nor assessed.

We understand research skills as a set of knowledge, skills and aptitudes, and also personal property which is able to perform search and research activity. The manifestations of this activity is interest in it, purposefulness, courage, ability of correct statements formulation, the development of creative thinking and so on. Thus, the thesis about the organization of educational process in the university emphasizes that one of the main factors of qualified personnel training of the appropriate profile is the research activity [4]. Consequently, future philology teacher should have scientific outlook formed, the basics of research mastered, creative thinking developed.

Pedagogical conditions of formation of future philology teachers' research skills by means of library resources is understanding of the research activity (goal, objectives, content and methods of performance). Teacher should explain in detail the content, objectives, tasks, give examples of previously performed tasks and the best ways of their performing. So, each student should have conscious attitude, the willingness to develop research skills by means of library resources, the interest for the effective actions performance aimed at solving research problems formed. An important pedagogical condition of formation of philology teachers' research is the organization of problematic (active attitude towards acquiring knowledge, developing independent cognitive and search activity, the performance of research tasks) (Yu. Babansky, M. Danylov, I. Lerner, M. Makhmutov, A. Matiushkina, N. Menchins'ka, V. Okon', M. Skatkin, A. Furman, A. Khutorsk, et al.) and developing education (cognitive 64 activity of students, their activity aimed at observation, comparison, grouping, classification, ability of making conclusions, revealing regularities, etc. i.e. scientific activity).

It should be noted that the main method of future teachers' theoretical thinking development is search and research method, with the help of which it is necessary to form research skills. The main condition is also practical preparedness of students, their positive motivation in performing research, as well as initiative, independence. It should be noted that the set of skills and aptitudes is the basis for any activity and they are aimed at obtaining a certain result. Attributes of skills and aptitudes is a commitment to a certain activity, sufficient level of knowledge, mental activity, persistence, activity, independence, curiosity, development of thinking and so on. We consider research skills a special kind of professional skills, directly pedagogical ones. It is this knowledge and skills that the teacher (educator) should form in the educational process, because it is he who should contribute to the development and formation of the creative personality, his ability, creative thinking, talents, etc.

Thus, pedagogical skills were the object of the study in works of O. Abdulina, I. Zymniaya, N. Kuz'mina T. Myshkovs'ka, O. Ostrians'ka, V. Slastionina and others. So, scientists consider the different skills, such as: organizational (N. Kuz'mina, A. Kuznetsova), organizational and practical (D. Levites), educational and organizational, research, search, general educational (Yu. Babans'ky, I. Lerner, L. Friedman), intellectual (L. Vygots'ky, N. Loshkariova, N. Menchins'ka), organizational and practical (D. Levites,), intellectual (D. Levites), communicative (G. Adrieyeva, D. Levites, O. Leontyev, B. Lomov, V. Litovchenko, S. Michal'ska, P. Myasoyid, L. Stuhanets, N. Shumakova), speech skills (M. Pentyliuk), reflective (O. Volynets'), search (O. Volynets'), presentation (O. Volynets'), operational (V. Litovchenko), reflexive, presentation, project, general educational (narrow subject, general subject (L. Friedman) skills. Research skills were studied by A. Arnol'dov, K. Al'buhanova-Slavs'ka, V. Astakhova, V. Bazeliuk, I. Bendera, S. Bryzgalova, A. Diomin, L. Vygotsky, I. Zymnia, A. Karlaschuk, D. Levites, O. Leontyev, I. Lerner, B. Lomov, P. Luzan, N. Nedodatko, O. Nikitina, N. Nychkalo, N. Obozov, P. Oliynyk, O. Piechota, V. Riabets, S. Sysoyeva, M. Sodatenko, V. Slastenin, K. Stepaniuk, I. Chechel, V. Shchadrykova, T. Shamova, A. Shashenkova, G. Shchukina, V. Uspensky and others. Thus, V. Andreyev characterizes research skills as an ability of applying the the technique of an appropriate scientific method of cognition in conditions of solving educational problems; N. Nedodatko – as a complex mental formation (the synthesis of intellectual, practical, selforganization and self-control actions, obtained and mastered in the ways of activity), underlying cognitive readiness of students for the search); K. Stepaniuk defines the research skills of future teachers of primary school as an 65 integrative formation of mental and practical actions, providing the performance of multi-functional search activity for solving professional tasks at primary school.

Research skills are formed in the course of research activity, respectively based on activity approach.

O. Zabolotnyi defines research activity as an integration component of personality, characterized by the unity of the holistic picture of the world of knowledge, skills, aptitudes for scientific cognition,

evaluative attitude to its results and developed intelligence that provides his self-determination and selfdevelopment [1].

Research activity was studied by B. Andreyeva, T. Baybara, N. Bibik, V. Davydova, L. Zankova, O. Savenkova, Ya. Kodliuk, V. Palamarchuk, O.Savchenko, T. Chernets'ka and others.

So, immersion into research activities is a manifestation of the formed research skills. In addition to knowledge and skills, research activity should be characterized by the following structural elements (components) as motivational, intellectual, will, purposeful, organizing. The purpose of research is to acquire research skills, besides in the course of the mentioned activity a person acquires new knowledge, skills and aptitudes. It should be noted that since the research activity is a specific way of activity, it requires a special organization of learning activities. The unique thing is that for conducting research activities cognitive, search and mental activities are realized.

Research activity implies orientation in scientific information, its search, selection, processing, analysis, synthesis, grouping, comparing, awareness of informational technologies. So, we understand research activity as a set of knowledge, skills and aptitudes, which form scientific cognition, develop intellect, provide self-determination and self-development.

There are different techniques of research activity, which implement a certain method (the technique of time limitations, based on taking into account a considerable influence of time factor on mental activity; the technique of sudden bans (prohibition use any of reference books), the technique of new variations (requirement for students to perform exercise differently), the technique of insufficient information (problematic task is submitted with incomplete amount of data required for its compliance); the technique of information glut (including a covenant problematic tasks unnecessary information) [2].

To define the notion off "research skills" it is necessary to characterize the concept of "skill". Thus, skills are caused by the knowledge and aptitudes human willingness to successfully achieve the goal of activity in changing conditions of its flow [3].

We understand research skills as a property and ability of knowledge, skills and abilities aimed at search and cognitive activity.

The conditions of research skills formation is a special approach to the definition of effective technologies, techniques, forms, methods of training; realization of independent activity; timely removal of difficulties during the research activity; implementation of methods of encouraging and stimulating, work with the gifted, personality and competency-oriented approach, focus on performance, problematic education, creation of positive atmosphere.

Research skills are formed in the process of performing exercises, tasks and projects.

Special training should have a teacher (educator) who will organize research activities: high erudition, scientific and theoretical knowledge, formed research skills, scientific potential.

We determine the direct types of research activity aimed at the formation of research skills, they are the following: the process of performing such activity includes the analysis of educational situations (problems, challenges), the ability of seeing a problem, the ability of putting forward a hypothesis, observation, the prognosis of future and the analysis of the results got, modelling and implementation of educational activities, correction of research behavior, generalization, classification, systematization, acquainting with the methods of scientific research, the project activity, expression of opinions, work with various information sources, performing experiments, preparing for public speaking, having a culture of speech, the ability of using interactive technologies, improving the skills of independent work and so on.

According to scholars, research depends on the correct, targeted activity. Thus, N. Talyzina in researches in the field of psychology research characterizes research behavior as a manifestation of vital activity that performs the function of development, besides its striking manifestation is believed to be creativity. In addition, she points out the importance of research behavior for personality development and

self-development. Permanent stimulus for the development of mental abilities of younger pupils is their natural curiosity, if in the educational process there is no search activity, it can cause individual's failure in solving non-standard situations [6]. Also, researchers define research behavior as a form of behavior based on search activity and aimed at studying non-standard object or solving non-typical situations (O. Savenkov); as a search for information (O. Poddiakov).

O. Savchenko argues that the factor of stimulating research activity of junior pupils is developmental impact of the educational environment, which becomes more visible, provided the child makes an active cognitive contact with it, which gains productive interaction. Research activity in primary school is a broad in content and multilevel according to the type of cognition knowledge that is carried out practically and theoretically [5, pp. 46-47].

We believe that an important condition for research activity should be phasing: preparation for the research activity; formulation of the problem; finding solutions, selection and study of information, justification of the research topic, formulating conclusions, obtaining results.

Ways of organizing research activity can be an individual, group or collective one that helps, on one hand, to form skills of independent work, on the other hand – to feel oneself a part of the team and feel responsibility for their work, also general speech skills are developing.

As the basis of their classification I. Zymnia, O. Shashenkova consider the following aspects of research activity: 1) the intellectual and research aspect (ability of analyzing, correlating and comparing facts, events, concepts, points of view, the ability of seeing a problem, highlighting the most important; the ability of highlighting contradictions and formulating a problem; the ability of setting a goal, objectives; the ability of critically analyzing information, assessing it; giving arguments for one's own attitude towards the problem; the ability of distinguishing methodological approaches to the study); 2) information and receptive aspect (the ability of observing, collecting and processing data; the ability of organizing and classifying facts and phenomena; the ability of obtain information and making its review; the ability of interpreting the information; the ability of working with scientific information and etc.). 3) productive aspect (the ability of collecting and processing data, the ability of carrying out the experiment, carrying out the practical part of the study in a particular sequence; using the methods of theoretical and empirical research; carrying out bibliographic search, compiling information, summarizing the progress and results of research; defending the obtained results in the process of performance; making abstracts, writing an article, preparing essays, reports, messages, speaking on the results of the study, etc.).

It should be noted that along with the research skills reflective skills are formed, since in addition to skills that are characterized by research, search, mental activity, they also get some experience.

So, research skills are actions aimed and based on the system of acquired in the process of cognitive, research, science, search, mental activities knowledge, skills and aptitudes and which meet the logic of research and development activity. These skills lie in search, selection, processing, analysis, creating, projecting and preparation of the results of cognitive activity.

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