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TYPES OF RESEARCH ACTIVITIES OF APPLICANTS OF THE FIRST AND SECOND LEVELS OF HIGHER PEDAGOGICAL EDUCATION IN THE PROCESS OF MASTERING EDUCATIONAL COMPONENTS

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Abstract. *The formation of research competence of students of the first and second levels of higher pedagogical research competence, education is carried out in compliance with the principles of continuity and consistency: from familiarization with the principles of research work of higher education students in the 1-2 years to gradual involvement in research activities through the implementation of educational components, coursework, training and industrial practices. Higher education applicants participate in the work of scientific clubs.*

Key words: *research competence, teacher, project method, research activity.*

Introduction.

The processes of reforming general secondary education institutions associated with the implementation of the New Ukrainian School Concept, attention to improving the language education of Ukrainians, also lead to the modernization of the professional training of a future teacher of Ukrainian language and literature - an elite type of linguistic personality who will successfully meet the challenges of the times, be creative, and possess all the general and professional competencies defined by the professional standard for the profession of "Teacher of a General Secondary Education Institution". An important task for such a teacher is not only the possession of general and professional (specialty) competencies, but also the ability to continuous professional growth and mobility, including in research.

Main text. The forms of scientific activity of students are diverse and are used both during classroom classes and as part of independent work.

Research activities of higher education students are carried out in the following areas: "research work, which is a part of the educational process and is mandatory for all students (writing essays, preparing for seminars, preparing and defending term papers, diploma papers, performing research tasks during internships commissioned by enterprises, etc. It provides for: participation in scientific circles, performance of self-supporting scientific works within the framework of creative cooperation of departments, faculties; work in student information and analytical, legal consultations, travel agencies, translation agencies, etc.; advertising, lecturing activities; writing abstracts of scientific reports, publications, etc." [5, p. 97].

From the general list of forms of organization of research work of higher education students, we can conditionally distinguish three groups.

The first group is research activity, which is an organic part of the educational process. It concerns the completion of assignments for practical and seminar classes, writing term papers and master's theses, and practices that contain elements of scientific research.

The second form relates to extracurricular activities and involves participation in scientific clubs, research laboratories, publication of research results in conference proceedings, preparation of reports at seminars, round tables, and conferences.

The third form of research activity of students is the participation of higher education students in the work of research laboratories funded by budgetary and extra-budgetary funds, and the implementation of research through research grants.

Students should clearly understand the process of conducting scientific research and its stages. First, a scientific idea is born, its relevance and novelty are substantiated, and then the goal and objectives of the research are formulated. The next stages are the formulation of hypotheses and generalization of scientific facts, and the conduct of an experiment (if necessary). The analysis and presentation of the research results provide grounds to confirm or disprove the hypothesis or to formulate a new scientific law or scientific theory.

Various technologies are used to develop the research competence of future teachers of Ukrainian language and literature. The most common methods are partially searching, problem-based, research, interactive (brainstorming, project method, didactic and intellectual games, case method), and portfolio method.

Depending on the educational component, the teacher independently chooses the methods and techniques of teaching in the process of forming the research competence of future teachers of the Ukrainian language and literature. These may include the teacher's scientific experience, educational and methodological support of educational components (textbooks, guidelines, sets of tasks).

International experience in the formation of research competence has shown the effectiveness of the use of "slide lecture technology, computer testing, distance learning, electronic textbooks and teaching materials, international educational programs" [2, p. 292].

The form of organization of research activities of future teachers of Ukrainian language and literature is their involvement in scientific circles and problem groups, subject Olympiads and competitions of student research papers, scientific and practical conferences at various levels and publication of research results, participation in the work of the student scientific society, scientific and educational events. Various forms of organization of research activities of students make it possible to take into account the individual abilities, inclinations and wishes of each student, facilitate the establishment of cooperation between students of different courses, create conditions for the formation of research competence.

In order to organize the research activities of higher education students of the State Institution "Luhansk Taras Shevchenko National University", the University established the Council of Young Scientists and Applicants. The priority sphere of activity of the Council of Young Scientists and Applicants is: "creating conditions for the development and realization of the scientific potential of university youth and knowledge exchange by uniting young scientists to express their interests in the professional field, involvement in national and international projects and networks of researchers, implementation of innovative research projects, solving priority scientific and technical problems, implementation of scientific achievements and their popularization" [6].

Teachers of the Faculty of Ukrainian Philology and Journalism engage students in research activities. The Department of Ukrainian Language has a research laboratory "Modern Technologies of Linguistic and Linguodidactic Text Analysis". The purpose of the laboratory is "to research topical issues in the field of Ukrainian linguistics and linguodidactics, methods of teaching the Ukrainian language in secondary and higher education institutions, to develop and implement effective practices for training specialists - teachers of the Ukrainian language and literature" [6].

Teachers of the Department of Ukrainian and Foreign Literature engage higher education students to work on the research topic "Ukrainian Literature in Multicultural Discourse." As part of the work on the topic, higher education students, under the guidance of their supervisors, participate in student scientific conferences, seminars, competitions of student research papers, and competitions. In particular, students took part in the competition of student research papers "First International (VII All-Ukrainian, XVII All-Crimean) Festival-Contest of Pupil and Student Creativity named after Maria Fisher-Slyzh "Let's Compete for a New Life! " dedicated to Lesia Ukrainka (April 15, 2021), the All-Ukrainian Mykola Gogol Competition of Creative Works of Pupils and Students (April 1, 2021, Nizhyn), the International Creative Competition "My Native Land - 2021" (Lviv - Kyiv), the Regional Creative Competition of Pupils and Students "Fight - You Will Overcome!" dedicated to the memory of Yurii Yenko and others.

A specific form of organizing the research work of future teachers of the Ukrainian language and literature is the preparation of abstracts on the topic of a practical or seminar lesson with elements of scientific research and their presentation. Higher education applicants are also encouraged to conduct micro-research or micro-projects, write essays, research articles, theses, solve pedagogical problems, develop teaching materials, and test tasks.

Ukrainian researcher Tadeusz O. substantiates the idea that the use of the project method is effective in the formation of research competence: "...the main requirements for project-based learning are: defining a problematic task, the solution of which requires critical and comprehensive analysis in the process of its research; theoretical, practical, cognitive significance of the project; organization of students' research work (individual, pair, group); formation of the content part of the project with the recording of phased results; choice of research methods; collection, systematization, analysis of information; discussion of the results of work (presentation, publication, web page, etc.); design and presentation of the results

That is why it is worth recommending that teachers of higher education institutions actively introduce it into the educational process in order to form research competence in future teachers of the Ukrainian language and literature. An important condition for applying the project method is the final result, as scientist O. Bilyakovska says: "When using project technologies, it is worth remembering the importance of a clear end product of students' work. After all, such work requires practical activity, a scientific approach to the information received, its structuring, analysis, and specific application. It is the implementation of project activities that allows students to feel like an active agent. In the course of project activities, future

teachers develop the following skills and abilities: reflective, search, collaboration, managerial, design, communication, presentation, etc." [1, c. 34].

Project-based technology puts applicants in conditions related to their future professional activities to the maximum extent possible. They will have to perform professional tasks and future teachers of the Ukrainian language and literature will experience the real conditions of the teaching profession. The "Professional Teacher Standard" emphasizes the creative orientation of the teacher's professional activity, so the creative nature of project activities forms the understanding and need for higher education students to acquire relevant knowledge and skills while working on the project, and the ability to generate new ideas. The design competence as a component of the research competence of the language teacher's professional program, which is formed by the project method, makes it possible to clearly plan the implementation of project tasks: to imagine a clear sequence of actions, the observance of which avoids mistakes, contributes to the formation of organizational and managerial qualities of the teacher's personality. Working in a group teaches students to interact when discussing a problem, making a decision, and developing communication competence.

An important point is the involvement of higher education students in research activities already in their junior year: first as spectators or listeners at scientific conferences, workshops, then as participants in competitions and members of scientific clubs. In this way, higher education students will have the opportunity to determine the scope of their own research interests and see the prospects of research activities.

We should also mention the organization of research activities of higher education students during their pedagogical practice. Future teachers of the Ukrainian language and literature should learn to cooperate with students of general secondary education institutions, involving them in a joint research project (literary and local history research, folklore and dialectological expedition, personalities of writers, assistance to a teacher-methodologist in preparing the defense of students' work of the Junior Academy of Sciences).

Another area of involvement of higher education students in research activities is extracurricular work. "Research activities of students in extracurricular time contribute to the creative self-realization of the individual according to their individual capabilities, complement the process of their professional and creative development, while distinguishing between research activities that complement the educational process and research activities that are carried out in parallel to the educational process. Research activities that complement the educational process involve the involvement of students in scientific conferences and seminars, competitions and contests, etc. Research work parallel to the educational process is carried out through the following forms: work of scientific circles and problem groups; participation in international search programs; meetings of students with leading specialists, scientists and teachers of Ukraine and foreign countries; participation in international, national, regional, interuniversity, university-wide scientific conferences, seminars, readings, etc.; participation of students in competitions for the best scientific student work, etc." [4, p. 88].

Methods and techniques for organizing research activities of future teachers of the Ukrainian language and literature are applied taking into account the individual characteristics of higher education students (first and second levels of higher education), age, level of knowledge, and motivation.

Graduates of the educational program "Ukrainian Language and Literature", specialty 014 Secondary Education, use the acquired research competence either during their professional activities as a teacher of the Ukrainian language and literature of a general secondary education institution or by continuing their studies at the third level of education. The research work of postgraduate students is a continuation of their undergraduate research work, when "it is carried out not only in the process of writing term papers and diploma papers, but also during the classes of the scientific student society. Students participate in research of fundamental and applied nature, in competitions for the best innovative student work, develop innovative multimedia technologies, etc." [3, p. 143].

Conclusions.

The formation of the research competence of students of the first and second levels of higher education is based on the principles of continuity and consistency: from familiarization with the principles of research work of higher education students in the 1-2 years to gradual involvement in research activities through the implementation of educational components, coursework, training and industrial practices. Higher education applicants participate in the work of scientific clubs.

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