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THE REAL STATE OF PREPARATION OF FUTURE TEACHERS-PHILOLOGISTS FOR RESEARCH WORK

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The article reveals the main results of the study of the readiness of future teachers of philology to carry out research activities. The study of the state of the problem in the scientific literature shows that researchers pay the most attention to the content and specifics of research activities in general. The works of many scientists reflect the formation of the creative personality of the teacher, the development of creative potential and creative individuality of the teacher and methods of its formation, creative style and creative activity of students in the process of their preparation. The generalization of scientific work on the problem of preparing future teachers of philology for research allowed to reveal its essence, which, in our opinion, is a creative search for future teachers of philology of optimal ways to solve research problems, resulting in novelty, originality and social significance. The study of the state of organization of the educational process on the formation of research skills of future teachers of philology of higher educational institutions confirmed the relevance and feasibility of the chosen research problem. The results of the observational experiment allowed to draw a conclusion about the insufficient level of readiness of future teachers of philology to carry out research activities: they are poorly versed in its essence, superficially oriented in the methods and techniques of scientific research; insufficiently convinced of the need to involve all students in scientific work. We have identified significant reasons for shortcomings in the organization and preparation of future teachers of philology for research: weak practical orientation of research work of students, insufficient information base, inefficient implementation of research results, weak mutual interest and responsibility for student results and teaching scientific research. Our analysis showed that scientists and researchers have not developed the problem of preparing future teachers of philology for research work, as well as did not clarify the theoretical foundations, pedagogical conditions and methods of such training.

Key words: readiness, cognitive criterion, technological criterion, indicator, level.

РЕАЛЬНИЙ СТАН ПІДГОТОВКИ МАЙБУТНІХ УЧИТЕЛІВ-ФІЛОЛОГІВ ДО ДОСЛІДНИЦЬКОЇ РОБОТИ

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У статті розкрито основні результати дослідження готовності майбутніх учителів-філологів до здійснення дослідницької діяльності. Вивчення стану проблеми в науковій літературі свідчить про те, що найбільшу увагу дослідники приділяють змісту і специфіці дослідницької діяльності загалом. У роботах багатьох учених знайшли відображення питання формування творчої особистості вчителя, розвитку творчого потенціалу і творчої індивідуальності вчителя та методи її формування, творчого стилю та творчої активності студентів у процесі їх підготовки. Узагальнення наукового доробку з проблеми підготовки майбутніх учителів-філологів до дослідницької діяльності дало змогу розкрити її суть, яка полягає, на нашу думку, в творчому пошуку майбутнім учителем-філологом оптимальних шляхів розв'язання дослідницьких завдань, результатом якого є новизна, оригінальність і соціальна значущість продукту цього пошуку, а також збагачення майбутнього вчителя-філолога досвідом, новими знаннями і вміннями. Вивчення стану організації навчально-виховного процесу із формування дослідницьких умінь майбутніх учителів-філологів вищих навчальних закладів підтвердило актуальність і доцільність вибраної проблеми дослідження. Результати констатувального експерименту дали змогу зробити висновок про недостатній рівень готовності майбутніх учителів-філологів до виконання дослідницької діяльності: вони слабо обізнані в її сутності, поверхово орієнтуються в методах і методиках наукових досліджень; не досить переконані в необхідності залучення всіх студентів до наукової роботи. Нами були виявлені суттєві причини, які зумовлюють недоліки в організації та підготовці майбутніх учителів-



філологів до дослідницької діяльності: слабка практична спрямованість науково-дослідної роботи студентів, недостатня інформаційна база, малоефективна реалізація та впровадження результатів досліджень, слабка взаємозацікавленість і відповідальність студента та викладача за результати наукового пошуку. Зроблений нами аналіз показав, що науковцями і дослідниками не розроблено проблеми підготовки майбутніх учителів-філологів до науково-дослідної роботи, а також не з'ясовано теоретичних засад, педагогічних умов та методики такої підготовки.

Ключові слова: *готовність, когнітивний критерій, технологічний критерій, показник, рівень.*

Introduction

The current period of development of all spheres of economic and socio-political life in Ukraine, general globalization processes in the world, development of new information technologies, knowledge-intensive systems, require the involvement of specialists with quality research training, and the latter is determined primarily by education.

Modern young specialists must be ready throughout life to change their activities, to complicate it, to change their lifestyle, so a university graduate must master the skills of professional mobility, independent, full-fledged scientific thinking. This fully applies to the training of teachers, namely teachers of philology. In accordance with the new social needs, there was a need to find new ways to develop a creative personality, the formation of research culture of the teacher, the organization of research work of future teachers of philology.

Involvement in research activities allows to provide training for future teachers of philology in the methodology of rational and effective development and use of knowledge, to fully implement the individual approach; actively promotes the mastery of modern methods and technologies in science, develops the ability to use scientific knowledge in rapidly changing situations, to meet the requirements of professional activity.

In the modern educational space the problem of formation of readiness of the future teacher-philologist for research activity has sharply arisen. It is closely connected with the problem of subjective development, self-development and creative self-realization of a teacher in the professional sphere, his inner need not only to serve innovative processes, but also to solve pedagogical problems on the basis of mastering methods of scientific creativity, personal self-realization. The modern teacher cannot but be a researcher who, having the theory and technology of scientific creativity, is able to practically apply them in his professional activity.

1. Theoretical substantiation of the problem

Training a modern specialist is impossible without the development of creative abilities of students, involving them in research,

mastering the skills of scientific and practical activities, without their ability to solve problems, without educating them in the desire for continuous and systematic self-education.

Participation of students in research work gives them the opportunity to realize their creative potential, to ensure the acquisition of primary research experience and the development of creative abilities and qualities of personality, because in personality mental properties, abilities, character traits not only manifest but also formed in their own activities (Sheiko, 2003).

Scientific activity combines learning, as it is aimed at learning new experiences; knowledge, the result of which is new knowledge about the world; a game that simulates future professional activity and forms the relevant professional skills; work, as it involves the expenditure of muscular and nervous energy and communication. The peculiarity of research work is that it is not aimed at reproduction, but at obtaining new information, new experience (Danilov, 1971).

Such scientists as V. Andreev, V. Bondarevsky, M. Dyachenko, L. Kandybovych, N. Kichuk, N. Kuzmina, R. Skulsky made a significant contribution to the development of the problem of preparing future teachers for creative activity.

A number of researchers devoted to the formation of students' creative potential, increase of their level of readiness for research pedagogical activity (N. Amelina, Z. Isayeva, O. Korzhova, O. Safronenko) have been performed.

According to G. Klovak, research and development activities occupy a leading place in the structure of pedagogical activity. Research pedagogical activity is considered by her as the activity of a specialist aimed at acquiring new knowledge in science, the result of which is made out in various generally accepted scientific forms of reports (reports, abstracts, scientific articles, dissertations, monographs, manuals, textbooks, recommendations, etc.). Research pedagogical activity is defined as an activity that is built on the basis of research and is its derivative, it is aimed primarily at acquiring new knowledge for teachers in order to find and means to improve the pedagogical process (Klovak, 2005).



Significant for our study is the opinion of V. Slastyonin that the scientific potential in the system of teacher training should be so high that university graduates were not only familiar with modern science and understand it, but also gained initial experience of research work, skills apply methods in solving practical problems, were ready to create new scientific values (Slastyonin, 1991).

Based on the analysis of theoretical and practical data of psychological and pedagogical sources, taking into account the hypothetical assumption and objectives of the study, we selected three groups of criteria that characterize the level of readiness for research work of future teachers of philology.

Next, we briefly describe each defined criterion:

Motivational criterion: attitude towards research work as a personal value, the need for creative self-expression, interest in active participation in research work, independence in the choice of research tasks and forms of work; the desire to take part in competitions for research papers, speak at scientific conferences, seminars, persistence in overcoming difficulties in solving research tasks.

2. Cognitive criterion: understanding the role and importance of solving research tasks in the teacher's professional activity; knowledge of the types of research tasks solved by teachers in their professional activities, and the requirements for the results of their solution; knowledge of methods for solving research tasks and the conditions for their application.

3. Technological criterion: the ability to work with literary sources (compile bibliography, abstract, annotate literature); the ability to set and solve research problems, choose and apply research methods; activity in presenting the results of their own research work; ability and skills to carry out reflexive activities (Mykytiuk, 2003).

To study the formation of future teachers-philologists' readiness for research work according to the proposed criteria, various diagnostic methods were used: questioning of students and teachers to identify the features of self-assessment and an expert assessment of the formation of future teachers-philologists' readiness for research work; self-assessment questionnaires for research skills.

Determination of criteria, indicators and signs of their manifestation made it possible to characterize the levels of readiness for research work of future teachers-philologists: low, average, high. This will help us to more accurately detect the existing state of readiness for research work of future

teachers-philologists and objectively evaluate the effectiveness of experimental methods.

Students who do not show activity in professional self-development and do not seek to learn beyond what the curriculum offers belong to a low level of readiness for research work; do not understand the role and significance of solving research problems in the teacher's professional activity; do not know how to independently set research tasks and solve them professionally; do not show interest in mastering the methods of research activity, because they do not consider it important for their future; show no interest in participating in the development and implementation of research projects; do not know how to work with literary sources, apply research methods.

Students with an average level of readiness for research work have some limited understanding of the role and importance of solving research problems in the teacher's professional activity; solve research problems that include previously worked out elements. They are interested and responsible in the development of research methods, considering that this may come in the future; show interest in self-development, but their activity in this is low; do not know how dynamically to work with literary sources; they can independently set research tasks, but do not show the proper perseverance when difficulties arise, they can take part in competitions for research papers or speak at scientific conferences, seminars, but they do not strongly strive for this.

Students with a high level of readiness for research work treat research activity as a personal value, are active in self-development, have a great desire to take part in research competitions, speak at scientific conferences, seminars; understand the role and importance of solving research problems in the professional activity of a teacher; have knowledge sufficient to solve research tasks of all types; know how to work with literary sources; are able to apply, in accordance with the existing conditions, all the basic methods that are required to solve research problems; know how to implement the results obtained in practice (Piatnytska-Pozniakova, 2003).

2. Methodology and methods

The following methods were used in the research process: theoretical – analysis of psychological and pedagogical literature to study the historical and pedagogical aspect of the research problem, determination of theoretical and methodological principles and conceptual apparatus; empirical – questionnaires, interviews, long-term observation, method of expert evaluations, analysis of creative products to determine the levels



of readiness of future teachers of philology for research, methods of mathematical statistics to determine the statistical significance of the results obtained during the experiment.

3. Results and discussions

Diagnosing the state of readiness of future philological teachers for research work with high school students in general education institutions of Ukraine is an important step towards improving the system of training students of philological faculties for research activities. The study and analysis of the modern educational practice of organizing research work in lifelong professional education, the identification of shortcomings in the system of preparation for research work of future teachers-philologists in the process of studying philological disciplines, as well as the reasons that cause them, were carried out during the ascertaining experiment.

To check the effectiveness of the organization of preparation for research activities of future teachers-philologists, it is necessary to compare the level of their readiness to carry out research activities before and after the experiment in the experimental (EG) and control (CG) groups. Such a comparison can be made based on single criteria and indicators.

In the study, at the ascertaining stage of the experiment, the sample involved 300 students who study in the areas of training "Ukrainian Philology", "English Philology", at the educational qualification level of the bachelor in the following universities: National University "Kyiv-Mohyla Academy", V.N. Karazin Kharkiv National University, Luhansk Taras Shevchenko National University. Since more senior students are engaged in research work, we involved 3–4 year students in the experiment.

Thus, the total number of those tested at the ascertaining stage of the experiment was 300 students.

In order to identify the general degree of readiness for research work of future teachers-philologists at the ascertaining stage of the experimental work, a study was carried out and detailed results were presented for each indicator of the criteria we defined.

We turn to the analysis of indicators of motivational criteria of research activities of future teachers. These indicators represent the attitude to research as a personal value; the need for creative self-expression.

The following results were obtained: To the question "Do you want to do research" 52% of students answered "yes". To the question "Did you do scientific work at school" 86% answered "no" and only 14% – "yes". To the question "Did you participate in research work during the entire time

of study at the university" 52% answered "yes" and 48% answered that they did not participate. To the question "In what forms of research work did you participate?" 29% noted participation in conferences, 27% – presentations at pedagogical readings or Science Days, 28% – participation in competitions, 11% – writing articles and only 5% noted participation in the competition of scientific works.

Interestingly, to the question "Do you think that scientific work helps in educational activities" 94% answered "yes" and only 6% – "no". As we can see, according to the results of the questionnaire, students have a desire to do science.

Priority motives that motivate students to research in higher education are determined from the standpoint of the desire to learn, learn more than the curriculum offers (65% of respondents) and the need for creative self-expression (30%). Attitude to research as a personal value – 5%. Given the importance of student motivation for the effectiveness of research, noted by respondents, we made assumptions about the significant impact on the formation and development of the motivational component of the type of educational institution from which the first-year student came. After all, as a rule, in such types of educational institutions as gymnasiums, lyceums, research activities are carried out by students at a higher level. This is evidenced by the topics of their projects and the facts of participation in scientific and practical conferences and competitions of regional and international scale. Accordingly, the connection between the type of educational institution that the students graduated from and the motivational directions of students in terms of research activities were clarified.

Based on the data obtained, we see that the most pronounced (above average) students have a pronounced motivational orientation associated with the need for creative self-expression (CG – 15.1%; EG – 15.9%). Activity in self-development, desire to learn, master more than the curriculum offers (CG – 46.4%; EG – 46.3%), attitude to research as a personal value (CG – 38.3%; EG – 38, 4%) find average grades.

To identify the degree of manifestation of the cognitive criterion, we analyze its indicators: understanding the role and importance of solving research problems in the professional activities of teachers; knowledge of the types of research tasks solved by teachers in their professional activities and the requirements for the results of their solution; knowledge of methods for solving research problems and conditions of their application.



Thus, according to the results of the survey, students interpret the concept of “research work” differently: as an activity related to finding a solution to a particular problem in accordance with the goal, and note its nature: scientific, creative, in-depth (14% of number of respondents); as work aimed at increasing the heuristics of the educational process in the educational institution, solving current problems, finding new ways to solve them (30%); as a research that has a scientific character and is performed independently (5%); as an independent rather deep study of any subject, sphere of life, problem (6%); as preparation of the message, writing of scientific articles, course and final works (7%); as one or another stage of research work: hypothesis, experimental testing (12%), problem statement, finding a solution (3%), solving the problem (2%); as an objective way to achieve the truth (2%); as the optimization of scientific experience to implement its results in modern conditions of society (2%). A fairly high percentage of students (17%) did not explain the term. This may be evidence of a lack of understanding of the nature of research as an important part of training.

The greatest difficulties during the research students will experience in developing the methodological apparatus of the study (35%), finding different ways to solve problems (20%), planning research (25%), identifying problems during the study (20%), as well as systematization and generalization of the results of observations and experiments.

According to the obtained data, students at the secondary level expressed understanding of the role and importance of solving research problems in the professional activity of a teacher (CG – 31.7%; EG – 31.9%), at a critical level showed knowledge of types of research tasks and requirements for results their solution (CG – 21.3%; EG – 22.1%), knowledge of methods of solving research problems and conditions of their application (CG – 35.6%; EG – 35%).

According to the results of the obtained data, we came to the conclusion that the students showed some limitations in understanding the role and importance of solving research problems in the professional activity of the teacher; the student does not have a deep enough scientific and methodological base, solves research problems that include previously worked out elements. It should be noted that students are interested in self-development, but their activity is low.

Indicators of the development of the technological component of the formation of read-

iness for research work of students received an average score.

At the intermediate level, students have the ability to work with literary sources (compile a bibliography, review, annotate literature (CG – 38.1%; EG – 38.2%), the ability to set and solve research problems, select and apply adequate research methods (CG – 42.3%; EG – 42.6%). Weakly (at the critical level) expressed technological orientations associated with the publication of results in the form of abstracts and articles (CG – 34.1%; EG – 33.8%), as well as with the desire to participate in research competitions, speak at scientific conferences, seminars (CG – 29.4%; EG – 29.3%), which indicates a lack of skills and abilities of reflective activity.

Thus, the results of our observational experiment indicate that most respondents have an average level of readiness for research.

Conclusions

The conducted pedagogical diagnostics of the current state of formation of readiness of future teachers-philologists for research work allows to make a number of generalizing conclusions.

The analysis of the obtained data shows that the assessment of the development of structural components of readiness for research allows to construct mainly the reproductive level of students' readiness for research: there is some limitation in understanding the role and importance of solving research problems in professional activities; oriented basis of activity does not have a deep enough scientific and methodological base; solving research tasks that include previously worked out elements, the student is interested and responsible in the development of research methods, believing that it may be useful in the future; shows interest in self-development, but his activity in this is low: the student is not dynamic enough to work with literary sources; is able to apply in accordance with the existing conditions some research methods; not regularly, but participates in the development and implementation of research projects in a group or group individually; can independently set research tasks, but does not show due persistence in case of difficulties, can participate in competitions of research works or speak at scientific conferences, seminars, but strongly does not aspire to it.

The results of the ascertaining stage of the experimental work showed the insufficient level of readiness for research work of future teachers of philology, allowed to identify a range of problematic issues that should be taken into account in further experimental work. In particular, we plan to develop a system for preparing future teachers of philology for research work.



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