# Intellectual Archive



Volume 8 Number 3

July - September
2019

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**IntellectualArchive, Volume 8, Number 3**

Publisher : Shiny World Corp.
Address : 9200 Dufferin Street
P.O. Box 20097
Concord, Ontario
L4K 0C0
Canada

E-mail : support@IntellectualArchive.com
Web Site : www.IntellectualArchive.com
Series : Journal
Frequency : Every 3 months
Month : July - September 2019
ISSN : 1929-4700
DOI : 10.32370/IA_2019_09
Trademark : **IntellectualArchive™**



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## Toronto, July/September 2019

DOI 10.32370/IA_2019_09_19

# The Structure of Research Activity Development in Preparing Future Foreign Language Teachers

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***Abstract***

This article deals with the problem of readiness formation for scientific research activity of future foreign language teachers. For this purpose, the authors investigated scientific literature and developed the structure of readiness formation, using modelling approach. The structure consists of five stages of professional training of future teachers of foreign languages to conduct the scientific research: *objective, methodological, substantial, operationally-procedural, efficiently-diagnostic*. The objective stage consists of the *aim* and *task* definition. The methodological stage is formed by *methodological approaches* and *principles*. The substantial stage includes the process of formation of the list of professional competences of the modern teacher of foreign languages. The operational-procedural stage consists of defining the *pedagogical conditions* and the stages of preparation for scientific research activity of future foreign language teachers. The pedagogical condition "*stimulation of motivation for educational-cognitive activity*" provides formation of *value-motivational component* and *motivational criteria* of readiness. *Digital literacy* and *21st century skills development* contribute formation of the *cognitive component* and *cognitive-investigational criterion* of readiness formation. *Education through investigation* and *scientific-research work activation* ensure the formation of the *operational-procedural component* and *creative and activity oriented criterion.* Depending on the degree of actualization of the above-mentioned criteria and their indicators, we determine the system of the estimation of levels of readiness for scientific research of future foreign languages teacher: *reproductive (low), structural (middle), reflexive-creative (high) levels,* what represents the *efficiently-diagnostic stage* of readiness formation.

**Key words:** structure of readiness, readiness formation, scientific research, foreign language teacher.

In the current conditions of educational development, the system of scientific research activity, which is the basis for effective future specialists' training, becomes important. A crucial requirement for effective scientific activity is a readiness of future teachers for scientific research activity.

**Analysis of recent research and publications.** The theoretical issues of general readiness formation investigated O. Kovalyova, K. Platonova, M. Levitova, O. Vedenova. The problem of professional readiness formation for pedagogical activity researched V. Slastyonin, N. Klokar, N. Denysova, L. Kondrashova.

The essence and conditions of effective readiness formation for scientific research of future teachers was covered in the investigations by V. Borysov, L. Pet'ko, N. Stavrinova, N. Sychkova, G. Shyshkina, Z. Isayeva, H. Turchynova.

Due to the analysis of scientific sources on this problem we may define that nowadays there is no general opinion concerning the structure of readiness formation for scientific research activity in future foreign language teachers.

**The purpose of the article** is to define the main components of the structure of readiness formation (components, criteria and levels) for scientific research activity of future foreign language teachers.

**Presenting main material.** To achieve the goal of the article we use the modelling approach.

*Modelling approach* is widely used in modern pedagogical researches by scientists I. Bohdanova, N. Bulhakova, S. Savchenko, N. Kondakov, O. Matviienko, L. Novikova, etc.

In opinion of V. Krayevsky modelling is one of the theoretical methods which contributes learning the structure and mechanisms of the studying and educational processes, logical structures of studying material. Model – is a result of an abstract generalization of practical experience, but not direct result of experiment [3].

According to Collins English Dictionary *model* is a system that is being used and that people might want to copy in order to achieve similar results; *a model* of a system or process is a theoretical description that can help you understand how the system or process works, or how it might work [13].

A term "model" means a certain system (standard, example, character, construction), that represents certain properties and relationships with other system that is named "an original", and substitutes it to some extent.

The scientists V.Davidiv and O.Rakhimov define model as a material object or an object that appears in the process of thinking. In research it substitutes an object-original so that it's direct study provides new knowledges about an object-original [2].

Modelling procedure consists of several stages: actualization of the accumulated knowledges about the object of research and choosing from the variety of existent models one that the most adequately represents the essence of the investigated object [11; 21].

According to the analyses of investigated scientific sources we may define *the model of readiness formation for scientific research activity of future foreign language teachers* as a complex of interrelated components of pedagogical process at every stage of higher education that provides students with the necessary level of readiness for scientific research activity.

The model of our research consists five stages of professional training future teachers of foreign languages to conduct the scientific research: *objective, methodological, substantial, operationally-procedural, efficiently-diagnostic*.

The objective stage consists the *aim* and *task* definition. The general aim of our research is to form readiness for scientific research activity of future foreign language teachers and the task is to form value-motivational, cognitive and operationally-procedural components.

The methodological stage is formed by *methodological approaches* and *principles*.

The methodological approach essentially aims to understand the subjective and changing world of human experience. To make sense of this world, and the phenomena that are encountered, individuals construct their own realities and interpretations for this purpose [14].

The developed pedagogical model is based on the *competence approach,* which is the principle one. A realization of the competence approach in the sphere of professional training helps to investigate a problem of training future foreign language teacher from a different perspective.

The basic idea of this approach in our research is that the essential result of teacher's education is not acquisition of separate knowledges, abilities and values but the capability and readiness (and the level of this readiness) of students to conduct scientific research.

A realization of *personal and action related approach* is implemented by taking into consideration the individual peculiarities of a future foreign language teacher and his/her possibilities in the process of individual educational activity.

An *informational approach* is based on the development and improvement of informational skills and digital literacy of future teachers for effective organization of the educational process, scientific research activity and professional communication.

A realization of *investigative approach* is performed by enhancing research skills of teachers which are necessary for qualitative and productive organization of scientific research during their future professional performance.

*Methodological principles* are universally desirable instructional design features, motivated by theory and research findings, educational psychology, general educational curriculum design, and elsewhere, which show them either to be necessary for scientific research and language learning or facilitative of it [10; 15].

The analysis of scientific sources allows us to distinguish and characterize next basic principles of the future foreign language teachers' preparation for scientific research activity: *the systemic, the scientific, the educational-investigative, the integrity of educational process, the innovativeness, the individualization, the collaboration, the activity, the professional mobility, the variability, the creativity, the continuity principles* [16].

*The principles* – are the final clauses, which contribute choosing the forms, methods and substance of education.

*The systemic principle* is the primary one, which provides that every phenomenon, process, object is correlated with other objects and processes, and form a single unit. The process of preparing future foreign language teachers for scientific research activity is considered a set of interrelated elements.

*The scientific principle* provides the conformity of the substance of education with the level of modern science development. This principle ensures the process of the future foreign language teachers' preparation for scientific research activity based on scientific knowledges.

*The educational-investigative principle* provides the engagement of future teachers of foreign languages to effective cognitive activity, development of creative potential of student, thinking culture education, possession of science methodology, investigative competencies and abilities formation.

*The principle of educational process integrity* is based on integrity and cooperation of educational and scientific activities of future teachers of foreign languages, when scientific activity complements educational and vice versa [1, p. 15; 16].

*The principle of innovativeness* envisages the integration of innovative, pedagogical and informative technologies, that provides better quality of future teachers of foreign languages preparation in accordance with the requirements of modern informative society.

*The principle of individualization* provides organization of educational process, when the future teacher of foreign languages has the opportunity to choose independently the forms,

methods, educational tools and pedagogical technologies, depending on his/her individual capabilities, age, necessities and interests.

*The principle of collaboration* envisages development of subject-subjective relations between the participants of educational process, that are based on equivalence, respect, trust, responsibility, mutual help, self-actualization, self-development, self-realization.

According to *the principle of activity*, the future foreign language teachers' preparation for scientific research activity is based on the positive result of the personal activity of a student, that is aimed at the receipt of new knowledges, abilities, realization of pedagogical values [17].

*The principle of professional mobility* is based on the readiness and ability of future teachers of foreign languages to grasp the achievements of pedagogical technologies and philology, to implement knowledges into pedagogical practice, to react quickly on the innovations, to be engaged in the self-education and professional training.

*The principle of variability* is based on the ability in the process of professional preparation the future teachers of foreign languages to use innovative educational resources, various kinds and forms of educational materials' presentation, independent choice of individual educational plan, methods of tasks decision, time of studying.

*The creativity principle* envisages the capacity of future teacher of foreign languages to act creatively, the necessity in initiativeness, originality in tasks solving and ideas generation [4; 6; 8; 9; 20].

*The continuity principle* is based on the desire of future teacher of foreign languages to permanent personal development, that contributes development and implementation the own trajectory of personal and professional improvement [1, p. 15].

The substantial stage includes the process of formation of the list of professional competences of the modern teacher of foreign languages. Special attention we pay to the innovative competences. The peculiarity of the substantial stage is its dynamism as the result of continuous changes in the professional and pedagogical activities of foreign language teacher due to fast development of linguistic and information society.

The concept "professional competence" (investigated by D. Ushakova, V. Miheev, J. Dasyuk) we understand as a complex personal resource, which allows cooperate effectively with the surrounding world in one or another professional sphere, for realization of which we need certain spectrum of professional competences. While the concept "professional

competence of teacher of foreign languages" is determined as a system of cultural, discursive, strategic, linguistic and social-linguistic abilities, knowledges and skills, which gives an opportunity to the communication participants to co-operate effectively in certain socially defined communicative situations, for getting skills and ability to apply knowledges in psychology, pedagogics and methodology of foreign language teaching.

On the basis of analysis of scientific literature, we define key competences of teacher: *pedagogical, psychological, reflexive, organizational, creative, investigative, native language communicative competences. In addition, the foreign language teacher must develop foreign language communicative competence, methodical, linguistic, literary, informational competences.*

Taking into consideration the conditions of educational system development in modern informative society we define the *key innovative competencies* of the foreign language teacher: *communicative* (includes linguistic, pragmatic, social-linguistic knowledges and abilities), *informational* (includes informational knowledges and abilities), *constructive* (includes constructive abilities) and *investigative* (includes analytical-synthetical, diagnostical, prognostic-projective, creative-innovational abilities).

All this professional competencies future teacher of foreign languages may improve by taking part in *individual* (tutoring, distance education, self-education, virtually-methodical platform), *collective* (refresher courses, modal courses, conferences) and *individually-collective* (internship, scientific-applied project, informal refresher courses, consultations) forms of professional activities.

The operational-procedural stage consists of defining the pedagogical conditions and the stages of preparation for scientific research activity of future foreign language teachers. In our investigation we define *five pedagogical conditions: stimulation of motivation for educational-cognitive activity, education through investigation, 21$^{st}$ century skills development, digital literacy, scientific-research work activation.*

The efficient-diagnostic stage is formed by the components, criteria and levels of readiness formation of future teachers.

The first pedagogical condition "*stimulation of motivation for educational-cognitive activity*" provides formation of *value-motivational component* and *motivational criteria* of readiness.

*The value-motivational component* is presented by the system of the value orientations, professional values and motives. *The motivational criterion* includes next indicators as positive attitude of future teacher towards research activity; level of formed motivation; value orientations; commitment to scientific research; developed cognitive, creative and searching interests; tendency for independent and continuous development and perfection of knowledges; investigative style of thinking; orientation
on innovations, creativity.

Using cognitive, strong-willed, social and emotional methods of stimulation motivation [5, p. 105] for educational-cognitive activity influences positively on discovering identity of future teacher, his/her individual and creative development, aims determination in future professional activity.

*Digital literacy* and *21st century skills development* contribute formation of the *cognitive component* and *cognitive-investigational criterion* of readiness formation.

*Cognitive component* is presented by the system of analytical, prognostic, projective, reflexive, investigative skills. *The cognitive-investigational criterion* is based on the next indicators: the level of formed system of knowledges (investigative, methodical, psychological-pedagogical, professional, philological); understanding the logic of scientific research; knowing the principles of research organization.

*Education through investigation* and *scientific-research work activation* ensure the formation of the *operational-procedural component* and *creative and activity oriented criterion. The operational-procedural component* consists of the complex of science and investigation oriented actions. The creative and activity oriented criterion is based on the next indicators: a level of formed research skills (communicative, investigative, analytical, organizational) necessary for realization of scientific researches; ability to search, accumulate, critically estimate information, forecast the ways of problem development; ability to apply effective technologies and models; ability to apply statistical methods correctly; ability to use facilities of information technologies).

Depending on the degree of actualization of the above-mentioned criteria and their indicators, we determine the system of the estimation of levels of readiness for scientific research of future foreign languages teacher: *reproductive (low), structural (middle), reflexive-creative (high) levels,* what represents the *efficiently-diagnostic stage* of readiness formation.

**Conclusions and prospects of research.** On the basis of the analysis of the psychological and pedagogical literature we may determine that the readiness formation for scientific research activity of future foreign language teachers is a complex personal formation that ensures the effective functioning of scientific research activity and covers knowledges, skills, experience, individual peculiarities and attitudes towards scientific research activity. The components of readiness for scientific research activity are value-motivational, cognitive and operational-procedural. Further research of the problem we define in looking the ways of the readiness formation for scientific research activity of future foreign language teachers in practice.

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## *Translation of the Title, Abstract and References to the Author's Language*

УДК 37.211.24

**Баранова Ю.В., Матвієнко О.В. Структура формування готовності до науково-дослідної роботи у майбутніх вчителів іноземних мов.**

У статті розглядається проблема формування у майбутніх вчителів іноземних мов готовності до науково-дослідної роботи. З цією метою авторами були досліджені наукові джерела з цього питання та розроблена структура формування готовності, застосовуючи метод моделювання. Структура формування готовності складається з п'яти етапів: *цільового, методологічного, змістового, операційно-процесуального, результативно-діагностичного.* Цільовий етап передбачає визначення *мети* і *завдання*. На методологічному етапі визначаються *методологічні підходи* та *принципи*. Змістовий етап складається з формування ряду *професійних компетенцій* сучасного вчителя іноземних мов. Операційно-процесуальний етап передбачає визначення *педагогічних умов* та стадій підготовки майбутніх вчителів іноземних мов до науково-дослідної роботи. Педагогічна умова *«стимулювання мотивації до пізнавально-навчальної діяльності»* забезпечує формування *ціннісно-мотиваційного компонента* і *мотиваційного критерію* сформованості готовності. *Цифрова грамотність* та *розвиток навичок 21 століття* сприяють формуванню *когнітивного компоненту* та *когнітивно-дослідницькій критерії*. *Навчання як дослідження* та *активація науково-дослідної роботи* сприяють формуванню операційно-процесуального компонента та креативно-діяльнісного критерія. Залежно від ступеня актуалізації вищезазначених критеріїв та їх показників, нами сформована система оцінки у майбутніх вчителів іноземних мов рівнів готовності до науково-дослідної роботи: *репродуктивний (низький), конструктивний (середній) та рефлексивно-творчій (високий).*

**Ключові слова:** структура готовності, формування готовності, науково-дослідна робота, вчителі іноземних мов.

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