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The Model for Developing of the Research Competence of Future Teachers of Foreign Languages

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Abstract: Researchers hope to believe that the research makes a certain theoretical and practical contribution to the study of the formation of research competence among the students of "5B011900 Foreign Language-Two Foreign Languages" specialty. We have studied and identified skills comprising the core of the research competence. The principles of the development of educational process aimed at the formation of research competence of the above mentioned students have been highlighted. The model of future foreign languages teachers' research competence formation has been developed; a system of tasks based on information and communication technologies has been suggested. Moreover, we offer a definition of the research competence of future foreign languages teachers as a complex and multifaceted concept that had not received the detailed consideration in the existing literature before.

Key words: Research competence, future teachers of foreign languages, competence model, information and communication, technologies

INTRODUCTION

Functions performed by a Foreign Languages (FL) teacher in his professional activity are directly related to those competences which he possesses and which should be formed during the process of professional training. Having considered the competences that appear in the activity and the basic qualities that require the development during the process of university students' training we find evidence that the research competence takes a leading position in training of a specialist. Research competence of a future FL teacher means the existence of knowledge, experience and a number of skills aimed to satisfy cognitive (intellectual) needs in a professional sphere. In education sphere, we consider a research activity as a process of new knowledge obtaining which is a prerequisite for the teacher's professional growth.

Modeling as a method of research is widely used in humanitarian sciences. Modeling is the process of developing, constructing of scientific hypotheses about the nature of the phenomenon under investigation. Modeling is used when it is difficult to investigate any properties and functions of the research object. It is a method of indirect knowledge when the information about the object under research is obtained by studying of a "proxy ones". Thus, a model serves as a kind of a tool for cognition: a model is a connecting link between a researcher and the object of the research and therefore it is a mean by which the research is conducted.

It is important to note that a number of requirements should be considered during the construction of the model: the completeness of the model is the ability to reflect all the features of original objects and phenomena. Simplicity and validity:the model's ability to provide explanations and reasons for the observed phenomena. Adequacy the model should demonstrate maximum similarity with the simulated object; rationality-economical and reasonable use of all necessary resources during the model application; accuracy: the ability to perform the required operations in the course of the study of an object and obtaining corresponding results using those formal tools that are provided by the model.

DISCUSSION

The modeling process can be divided into four main stages: the stage of the model construction, the stage of model study, the stage of a transfer of the gained knowledge about the model to the original object, the stage of a practical application of the gained knowledge. At the stage of model construction, it is necessary to establish similarity between the model object and the original one. It requires sufficient knowledge about the original object it is necessary to determine the "cognitive opportunities" of the constructed model of the studied object or phenomenon. The model must reflect the essential features of the original objec but it should not be identical to the original one.

In order to construct a model we developed the principles of future teacher's research competence formation based on information and communication technologies. In the light of the development of a cognitive approach in pedagogics such concept as a "cognitive study" is aimed at development of entire set of intellectual abilities and skills and gives rise to the learning process as well as the ability to be adapted to the new conditions. L. Akhmetova believes that the use of a principle of cognitive study allows the combining of natural, subjective, mental and rational foundations of an individual into the whole by interrelated activities, discussions, considerations and self-control. It enhances the effectiveness of the development of an intellectual system of the personality (Akhmetova, 2009).

The principle of a problematical character: Problem-based training as a method implies not only the obtaining of the new knowledge but also learning the new ways of actions as well as understanding of conditions under which these actions can be implemented in the most successful manner. Problem-based training examines the features of the obtaining information by solving a problem situation. Matyushkin (1971) points out that "a problem situation characterizes the certain mental state of a student that occurs when performing the task which requires discovering (assimilation) of the new knowledge about the subject, methods or conditions of the task. Assimilation or discovering of something new in this case coincides with the changes in mental state of the student which is a micro stage in his development".

The principle of the cognitive activity of the student of an educational process: The new paradigm of education determines a specific type of relationship between teachers and students of the university: subject-subject relationship that certainly incurs the significant changes in the organization of an educational process. It is noted that a student as the subject of his own learning activity must be able to exercise a self-control, reflection and self-evaluation which requires the possessing of such mental operations as: analysis, synthesis, comparison, generalization (Ogoltsova, 2009).

The principle of contextual training: Verbitsky (2006), the founder of the competence approach in training, emphasizes the fact that the changing of the social and working environment will require a specialist to be competent in the field of household, cultural and leisure activities to be tolerant to cultural differences to be adaptable to new situations to be responsible for the quality of his work.

The principle of reflective learning: Reflection to a certain extent is a meta-cognitive process which is the phenomenon of human thinking aimed at analyzing the ways of human cognition, awareness of the results.

To construct a model of the research competence, it was important to determine the skills which will be developed among students, future teachers. Motivational stage of the model gives rise to the formation of analytical skills which is the ability to define the meaning and ideological content of the research; to determine the focus of the research activity; to set the achievable goals; to analyze the current state of a problem; to search necessary information; to analyze the obtained information; to highlight the most important facts and omit insignificant ones; to systematize the knowledge; to compare facts and draw conclusions; to evaluate critically the information received.

In order to form a motivational stage of the research competence a future teacher should show interest in research activities, see the need for its implementation and understand how the results will be used in his further practice, possess qualities such as curiosity, desire to discover new knowledge primarily for himself as well as striving for success.

The preparative stage is necessary to form instrumental and technological skills which involve the following: the ability to use various technical devices and computer technologies; the ability to extract information from different sources to represent information in generalized form and to use it efficiently. These skills are multifaceted. The considerable intellectual development, manifestation of such qualities as abstract and algorithmic thinking, self-reflection and self-determination are required in order to develop such skills (for example, the choice of relevant information requires the development of personal qualities such as independence and criticality). Different types of actions are necessary as well: the ability to act autonomously to use interactive modes to enter various social groups and to operate within them (Morozova and Fadeyeva, 2007).

The third stage of competence formation stipulates the development of compressive-synthesizing skillswhich consists of text-formative, text-perceptive and interpreting skills. Text activity is an integral part of the cognitive activity of students which is involved in every stage of formation of research competence among students.

The final stage of the research competence formation is a stage of a pragma-oriented nature which must be constructed on the basement of the creative technologies.

In order to realize the third stage the future teachers should have flexibility and creativity an ability to make a decision and to solve the new tasks creatively. This stage involves the following skills: the ability to provide an objective assessment of the work; to prove the validity of

the obtained results during the research and the significance of the results; to use new knowledge in practice.

These skills can be formed if the students have self-reflection as well as the ability to explain their point of view and provide arguments. Thus we can conclude that research competence is a complex and multi-dimensional component of the professional competence of an expert which consists of a number of inherent skills which can be formed on the bases of certain personal qualities.

On first inspection, it might appear that specified skills do not represent a fundamentally new component of the research competence of the teacher but we believe that a number of new features complements these skills. We agree that the ability to determine the aims of research has always been the part of the teachers, activity but in connection with the development of scientific progress and emergence of new opportunities in implementation of communication and information activities, the methods and ways of the aims determination would be fundamentally different. The ability to analyze, synthesize information, compare facts, identify existing problems acquire a new character, due to the fact that the researcher is faced with lots of opinions and views in the study of a specific problem which often can be quite opposite but some are not quite justified. The ability to fulfill the text activities vary with emergence of new types of text such as information blog or wiki which possess their own characteristics and require new skills from students.

Instrumental and technological skills are completely new skills as they are associated with the use of modern technical devices and technologies and determine the ability to navigate a huge flow of information.

Experimental verification of the proposed model has been conducted based on Kazakh Ablai Khan University of International Relations and World Languages in January 2016. A total number of 16 lessons (32 academic hours) in natural learning environment of the university in accordance with the schedule have been given. During the planning stage of the experimental work we have differentiated variable and non-variable dimensions. The model proposed by us and constructed with the use of information communication technologies which has been implemented in experimental groups was a variable dimension in the experimental work. A system of tasks developed by us, the amount of hours were the non-variable dimensions. In experimental groups, the learning course and content were formed in accordance with the model proposed by us which was presented by four stages and set of exercises. At the final stage, the students had to present an independent research project. The work was carried out in mini-groups of 3-5 people where each group was engaged in implementation of the idea that had been suggested by previous tasks. The project work was realized with the help of few stages which included the stage of planning where the discussion of the topic in mini-groups took place in order to determine the direction of the research work. The organizational stage of the project work determined the periods for the project implementation and each of its section, methods of the research work; allocation of the responsibilities among the students within mini-groups. During the analytical stage, the students realized the independent research activity of the topic using different data collection: work with special literature, the internet, students' personal experience, consultation with experts, observation, questioning, interview and mass media analysis. At this stage the analysis of the information received has been conducted. Each student created a blog of his topic which served as his personal diary. During the search under the project, each student kept his blog for the analysis of the work and presentation of the interesting facts he found discussing the problem with interested users.

Next stage is a stage of information consolidation. The students used their wiki page as a kind of "canvas" for a collective work, where each of them posted necessary information, corrected and explained the information already added. The result of this work is a collective article on the topic of the project available on the Internet and at the same time representing the content of the project. At this stage, the students were able to apply their creative skills to select the most optimal method of presentation which could have different formats: screen, brochure, video.

After the experimental research, a post-experimental diagnostics of the level of research competence formation was carried out in experimental and control groups. The results of the post-experimental diagnostics were based on the mathematical data processing. The dynamics of research competence formation in experimental and control groups was notably different. The students from experimental groups have demonstrated the improvement of all testing parameters while the students from control groups have not demonstrated significant improvement of the tested skills.

The course of the experimental research proved that organization of training aimed at future teachers' research competence formation on the basement of information and communication technologies facilitate the motivation of the students to acquire the research competence. It showed the qualitative improvement of information processing by students, the tendency to critical assessment of information. It increased the speed of work

with a text-its analysis, comparison and synthesis, developed the creative abilities, professional activity, self-reflection and commitment to continuous development and improvement.

CONCLUSION

Thus, describing the skills acquired by students at every stage of research competence formation can be characterized as follows:

- The teacher is able to formulate a problem of research independently and select an object to be tested based on the need arising in his practice and relating to different areas of his activity
- The teacher is able to make logical and reasonable conclusion based on analyzed information, express personal opinion about the problem under investigation having identified areas to be further developed or considered
- The teacher is able to see the meaning and ideological content of his research work since he is widely familiar with the problem and he is personally interested in solving it
- The teacher foresees the emotional experience connected with the results obtained from forthcoming research activities
- The teacher can independently determine the goals and tasks of the research and evaluate its relevance as well as design a possible result of this work and predict the degree of significance of this result for the solution of a specific problem in a particular area of the professional activity
- The teacher has a creative imagination, ability to think critically to consider the problem form different point of views to apply the techniques for generating ideas and creative reflection
- The teacher chooses the ways and methods of problem solving or conducting the research independently guided by the purpose, tasks and innovative approaches of his activity
- The teacher can give an objective assessment of the research, prove the significance of the results with arguments. He identifies the areas for practical application of the results; moreover he actively uses the results of his research in his everyday practice. He is able to create information resources for information consumers

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