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THE ESSENCE AND IMPORTANCE OF RESEARCH COMPETENCE IN THE ACTIVITY OF A HIGH SCHOOL TEACHER

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Abstract. The modern system of higher education requires raising the quality of professional training of specialists at all levels, as well as of the teachers at higher educational institutions. Of particular importance is the modernization of the content, methods and forms of training of graduates of higher educational institutions, able to be competent in the field of scientific and pedagogical activity. The process of preparing future professors requires the formation of research competence in them,

the value of which is to develop the creative potential of the individual, improve skills and ways of self-development, elevated professional status.

Key words: education, teacher, competence.

The aim was to reveal the essence and necessity of developing research competence in higher education institutions.

The results obtained: Taking into account the theoretical provisions, features of the teacher's professional activity, the nature and structure of research competence of future teachers of higher education is an integral, integrative personality trait that combines knowledge, skills, experience, values and personality qualities. intelligence, diligence) of the researcher and is willing to effectively carry out their own research activities and the ability to organize productive research work of students. Analysis of scientific and pedagogical literature shows interdisciplinary the nature and richness of the studied phenomenon of "research competence", which is manifested in the integration of personal development, personality competence and develops scientifically and methodologically. Functions of thought formation, as well as integration of motivational and quantitative, visual, practical and reflective components [1]. Its formation ensures the mastery of future teachers of research activities as an unsurpassed tool of pedagogical excellence, development of abilities to creatively solve non-standard professional and pedagogical tasks, actualization of research potential, formation of research type of pedagogical mentality, ability to creative self-development. Research competence contributes to the expansion of the space of creative activity in the process of studying the subject, allows to expand forms of educational and research activity, promotes development of ability to self-expression, self-development. Based on the definition of structural components of research competence, it can be stated that its successful formation in student learning is possible due to the consistency of content and process components of learning based on their mastery of the necessary research methods. In the process of implementation, alliances are formed and consolidated between the tasks to be performed and the knowledge on the basis of which it should be developed [1].

Research skills, like other skills, have a high level of generalization. They immediately involve awareness of the goal, the conditions for its achievement, the formulation of objectives, planning and selection of methods of activities necessary to achieve certain goals, the implementation of scientific and cognitive activities, control and self-control of the activity process. In addition to the above, the research skills of future teachers are related to the skills needed by practitioners in professional educational activities: the ability to identify and analyze problems and formulate proposals for their solution; the ability to receive and select information in accordance with the purpose and use this information to achieve educational or professional goals or self-development; ability to analyze situations; ability to choose the ability to receive and select information in accordance with the purpose and use this information to achieve educational or professional goals or self-development; ability to analyze situations; ability to choose the ability to receive and select information in accordance with the purpose and use this information to achieve educational or professional goals or self-development; ability to analyze situations; ability to choose adequate ways and means to achieve the goal; ability to reflect. The main goal of professional growth of the future teacher is not only in-depth acquisition of a certain range of knowledge, skills and abilities required by the educational program, but also his personal and professional self-identification. active life position for professional self-improvement, readiness for creative professional self-actualization, formation of educational trajectory. Therefore, it is necessary to pay considerable attention to the pedagogical conditions that contribute to the formation of future teachers' research competence, the organization of educational activities in high school, especially during the school of young teachers.

Conclusions. Given the nature and importance of research competence in the activities of higher education teachers, we believe that special attention should be paid to pedagogical conditions that determine the duration and stages of formation of research competence. Among them, one of the most important is the introduction of innovative forms and methods of teaching, attracting teachers to research through the use of modern information and communication technologies.

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