

## FEATURES OF THE FORMATION OF RESEARCH COMPETENCE OF FUTURE PEDAGOGICAL HISTORIANS

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**Abstract.** The formation of competent specialists in the system of modern education is guided by the competitive requirements of the leading countries of the world and the model of result-oriented education.

In this regard, the world of education is not limited to the study of information, but is also self-organized, creative, quickly adapting to everyday changes, passionate about the comprehensive integration of knowledge.

Therefore, the following requirements are becoming increasingly important for the training of future teachers in higher education: personal, zeal for continuous improvement of their knowledge, creativity, ability, research competence, new knowledge, the ability to predict the future.

In this regard, the research methods were determined based on the specifics of experimental control, questionnaires, interviews and conversations with students and teachers of the level of formation of research competencies of future pedagogical historians and were based on experimental practice.

The main purpose of the defining stage was to determine the level of research competence and the actual position of future teachers. In addition, the survey revealed the correctness of the tasks set, in particular, the expediency of forming the research competence of future teachers in a university setting.

The descriptive experiment was aimed at determining the attitude of future teachers to the implementation of research competence and the level of preparation for it.

The purpose of the survey was to assess the level of understanding of the essence and properties of the research competence of future pedagogical historians.

**Key words:** education, formation, competence, organization, social, science, future teacher, generation

### Basic provisions

Science is consistent in comparison with spontaneous, experimental knowledge, which is a set of information, references, instructions of activity and discipline accumulated in the historical development of ordinary practice features.

Science is manifested as a system of knowledge about the natural (material) world and the laws of society. That science is a separate science while being a whole the so-called are classified into a number of areas of knowledge. This division is caused by the diversity of the world that surrounds us and therefore a separate branch of science is a multifaceted service studies certain aspects. Combination of classification and integration processes in scientific knowledge, mathematical and computerization of science, dialectisation and theorization, social and ethical problems of modern science. Research is the process of creating new scientific knowledge, expanding knowledge of the world, human activity-a kind of activity. The objectivity and reliability of scientific results depends on understanding the essence of research processes and phenomena. The methodological platform for scientific research is the theory of cognition. General scientific knowledge the method has the function of a guide [1].

### **Introduction**

According to the research of scientists in the era of globalization, the emphasis is placed on the fact that the formation of competence is carried out through the means of educational content, from which the student's abilities develop and opportunities arise to solve real problems in everyday life – from domestic problems to industrial and social problems. In today's responsible period, which is full of changes every day, teachers have a great responsibility to educate the future younger generation in accordance with the requirements of the time. It requires a constant search from the teacher, constant improvement of his knowledge. After all, the future of our country is in the hands of the younger generation. The skill and success of a teacher lies in a student who has received a quality education and a good upbringing. The work on the development of student creativity will continue continuously. This is a need that arises in accordance with the requirements of society [2] .

To determine the theoretical basis of the student's competence in the modern education system, we will focus only on the concept of "competence": competence is the unity of the theoretical and practical readiness and ability of an individual to perform professional activities. In other words, competence means the ability of an individual to apply knowledge and experience in a specific situation and a related personality trait. In some cases, the concept of competence is concretized with the concept of competence, but when these two concepts are compared, the meaning of the concept of competence is broad. Because: competence includes, in addition to the purely professional knowledge and skills that characterize competence, motivation, cooperation, ability to work in a group, social environment, learning, evaluation, logical thinking, obtaining information, using it, etc.

In the modern education system, the competence of a student is characterized by the following three aspects and:

- Essential aspect-a thorough understanding of the situation, its understanding and attitude to it, understanding the theoretical basis, important issues;

- Problem-practical aspect-setting goals and objectives for the student and strengthening the ways of implementation;
- Communicative aspect-ensures the student's participation and mutual influence in this process, situation [3].

Analyzing the above aspects, it should be noted that the competence of a teacher in the education system is manifested not in the form of inanimate, that is, memorized knowledge, but in the activity of the student as an individual, his involvement in cognition, thinking, activity, the ability to propose certain problems, make solutions, analyze its course and results, make rational comments and corrections.

From the point of view of this approach, the preparation of future teachers for research activities is studied and implemented as an integral process in the unity of all its components and taking into account the impact of all possible factors. Professional training is based on the requirements of professional-pedagogical, industrial, organizational-managerial, research, experimental, expert-consulting, implementation, interaction of commercial activities of the teacher.

The integrative approach is aimed at creating more favorable conditions for learning and personal development by ensuring the flexibility of the training content, individualization of the educational program by adapting the didactic system to the needs of the individual and the level of its basic training, integration of various factors affecting personal and professional development [4].

The implementation of the competence approach is aimed at strengthening the applied, practical nature of Education. This direction is born from the simple question of what results of the knowledge gained in school a student can use outside of school. The essence of this direction lies in the idea that everything studied at school should be effective in the future, that is, it should be profitable. For example, students can be required to know historical documents, as well as to adapt to life using these documents. It would be very useful to revise the content of education from this point of view. Result-oriented learning, i.e. a competency-based approach, requires, first of all, the formation and development of the teacher's professional competence. If we consider competence from the personality of the approach, then it should be considered as an important part of the teacher's language competence. Historical years are of great importance in the study of history, so interesting events that took place in different years during the lesson also play a special role in the development of the student's imagination [5]. At the same time, students will deepen the lesson in passing individual works on various topics, and I will give them the opportunity to share these studied topics. Through such methods, in the process of working in each lesson, students develop deep knowledge, memory, the language of history and speech, and they are brought up to be inquisitive, economical. Summing up my practical work, I hope that the focus of history knowledge on the professional profession will contribute to the formation of a competitive individual who independently searches, makes decisions on the basis of skills and actions, lives and works honestly in the market. As a subject teacher, I set myself a goal – to strengthen the scientific search of students, to improve their abilities, to use new historical data in scientific research.

It is the duty of every teacher to educate young people who know the old and the New, know the history and can use the lessons of history in everyday life, convey their knowledge to the younger generation [6].

In research and search work, the role of evidence is especially important.

In order to teach students to research and search activities, it is necessary to provide them with various it is necessary to study through psychological questionnaires. Students' knowledge determination of personal development abilities, Organization of future work will guide [7].

Natural Science, which arises from the diversity of substances studied there are a number of differences between the methods of humanitarian knowledge and the methods of humanitarian knowledge.

The methodology of Natural Science does not take into account the individual features of matter, because it was formed a long time ago and went unnoticed by the researcher. For example, history in the science of the origin of matter, its individual features reviews. Methodology of social cognition from the methodology of Natural

### **Materials and methods**

In the research work, both general scientific methods (the method of analysis, synthesis) and special research methods of linguistic and humanitarian disciplines were used: the method of comparative analysis, the system method, the method of categorization and functional-stylistic analysis of media texts, the method of content analysis.

The research is based on an interdisciplinary approach synthesizing knowledge of journalism, communication theory, psycholinguistics, cognitive linguistics, linguoculturology, social philosophy.

### **Results**

The results of the study are of great importance for the formation of the research competence of future teachers and make a significant contribution to the theory and practice of training future competent specialists in higher education.

In the context of the development of personal meanings, it is important to understand the potential of a person as a full and comprehensive manifestation of his important personal competencies (choice of value orientations, creative self-expression and responsibility for his actions).

Thus, the result of the process of preparing teachers for research activities can be defined as the personal and professional development of the student, which is formed in the existing system of knowledge about research professional and pedagogical activities, personal and professional and professional pedagogical development. pedagogical activity is reflected in practical preparation for research activities [8].

Through the concept, innovative changes in the education of higher educational institutions are developed and implemented in practice, reflecting the specifics of local conditions and at the same time meeting the general aspirations of Kazakhstan for democratic transformations. We believe that the conceptual

apparatus should include the main idea that determines the novelty of the content and structure of the solution of the problem, and be represented by a number of rules that are of fundamental importance for research [9].

Thus, in our case, the main conceptual idea is the continuity of professional and personal self-development of the teacher. Professional development, which provides for the implementation of certain results of work with the above-mentioned conceptual principles, involves easy integration of knowledge from these principles, expansion of the field of thought, information, mandatory individual assimilation of new pedagogical ideas.

The most effective system of professional development of a teacher's research competence is the study of pedagogical ideas on real experience using intensive technologies of professional self-development: small research, analysis of real experience, protection of projects and technologies, educational and business games., approbation of the author's ideas [10].

Thus, the educational space of the university should activate, stimulate, direct and support the teacher's research. This thesis asserts that today in pedagogical theory and practice the relationship between professional research and professional development is established.

The research competence of the teacher of the historian consists in the search and recognition of previously unknown new pedagogical phenomena in the development and solution of scientific and practical tasks of education and training of the younger generation. The research element of the teacher's activity manifests itself in the development of new content, new organizational forms and methods.

Although most descriptions of this word are semantically similar, there are some differences. For example, in the dictionary (Russian-Kazakh) competence is (activity, duty, assignment) activity, task, scope, mandatory action, mandatory service; service is mandatory service" [11].

In this regard, the research methods were determined based on the specifics of experimental control, questionnaires, interviews and conversations with students and teachers of the level of formation of research competencies of future teachers and were based on experimental practice.

The main purpose of the defining stage was to determine the level of research competence and the actual position of future teachers. In addition, the survey revealed the correctness of the tasks set, in particular, the expediency of forming the research competence of future teachers in a university setting.

The descriptive experiment was aimed at determining the attitude of future teachers to the implementation of research competence and the level of preparation for it.

1. The purpose of the survey was to assess the level of understanding of the essence and properties of the research competence of future teachers.

The students of the experimental group assessed the "research function as a multifaceted complex phenomenon" and expressed their opinion on the concept of "research competence":

- the path of personal and professional development;
- type of cognitive activity;

- a form of realization of a person's creative potential;
- the principle of improving the quality of educational services;
- the method of reconstruction of pedagogical reality;
- Ways to acquire new pedagogical knowledge.

According to the results of the experimental experiment, 48% of students believe that only people with high creative potential are engaged in research competencies. A small number of students, 22%, consider the implementation of research competence to be a way of personal development, and 19% believe that it is an improvement in the quality of educational services. Only 11% of students feel the need for scientific research to gain new knowledge and show the need for cognitive activity to fulfill research competencies.

During the diagnostic experiment, an author's test was offered to students as one of the diagnostic tools.

The research competence of future teachers is considered as a condition for their professional development; the motives of future specialists were considered as the driving force of actions. The data of the questionnaire were presented, on the basis of which the motivation of students to perform research competencies, the value attitude of students to research activities and the level of development of research skills were determined. Their combination makes it possible to determine the initial state of formation of the research competence of future teachers.

### **Discussion**

Thus, if we group the concept of competence: it gives the concepts of competence, productivity, implementation, scope of tasks, productivity. The issue we are considering is research competence, i.e. the execution of research. Therefore, we believe that the use of the Latin term "competence" will be more accurate.

Thus, special attention was paid to the specific, social and personal types of competencies of the research competence of future teachers. Special – knowledge, qualifications, skills, independent acquisition of new knowledge and skills in accordance with their specialty, evaluation of the results of their work, the availability of qualifications. Social knowledge of language, communicative culture, ability to cooperate with others, readiness for the results of their actions, environment. Personal and professional activity to improve self-knowledge skills, readiness for personal development.

Before proceeding to the pedagogical aspects of the formation of the research competence of future teachers of historians, its preparation for implementation should include both organized forms of training in this regard, and independent work to improve knowledge, business skills and abilities. Preparation is competent participation in experimental work, research laboratories of universities, project activities [12].

The preparation of future teachers of historians for the implementation of research competencies in this regard will include both organized forms of training and independent work to improve knowledge, business skills and skills for

professional activity; and training is competent participation in experimental work, research laboratories of higher educational institutions, project activities.

Today, new technologies are being introduced into all spheres of human activity. The impact of these technologies, especially on the system, is significant. Because it is recognized as a supplier of highly skilled labor for modern production. The quality of training depends on the level of training of teachers. The training of teachers of historians in the system of modern education, being a complex scientific and practical problem, determines the integration structure of its activities. The research competence of future teachers of historians includes creative and pedagogical activity.

Basically, the teacher, being a highly educated specialist, carries out pedagogical, educational, organizational and methodological activities for the preparation of students in the education system.

In fact, today a teacher of history should be able to effectively combine professional, technical and pedagogical qualities. A teacher, mastering a single profession, must freely master the real needs and technical requirements of the modern system and the system of pedagogical education [13].

### **Conclusion**

The research competence of a teacher of history consists in the search and recognition of previously unknown new pedagogical phenomena in the development and solution of scientific and practical tasks of education and training of the younger generation. It is revealed that the research element of the teacher's activity manifests itself in the development of new content, new organizational forms and methods.

The research competence of teachers of historians is characterized by their competence in solving urgent problems, choosing effective teaching methods, making informed decisions in the management of research processes based on the actualization of its content, principles and organizational forms [14].

Accordingly, the research competence of future teachers of historians is determined by the following skills (diagnostic skills, design skills, organizational skills, activity, analytical, socialization skills).

The realization of research competence in pedagogical activity gives the work of a teacher a creative, research character. Of course, all these competencies are closely related to each other and form the basis of the teacher's pedagogical activity.

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## **БОЛАШАҚ ПЕДАГОГ ТАРИХШЫЛАРДЫҢ ЗЕРТТЕУ ҚҰЗІРЕТТІЛІГІН ҚАЛЫПТАСТЫРУ ЕРЕКШЕЛІКТЕРІ**

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**Аңдатпа.** Заманауи білім беру жүйесінде құзыретті мамандарды қалыптастыру әлемнің жетекші елдерінің бәсекелестік талаптарына және нәтижеге бағдарланған білім беру моделіне бағдарланады.

Осыған байланысты білім беру әлемі тек ақпаратты зерттеумен ғана шектелмейді, сонымен қатар өзін-өзі ұйымдастыратын, шығармашылық, күнделікті өзгерістерге тез бейімделетін, білімнің жан-жақты интеграциясына құмар.

Сондықтан жоғары оқу орындарының болашақ оқытушыларын даярлау үшін келесі талаптар маңызды болып табылады: жеке, білімдерін үнемі жетілдіруге ұмтылу, шығармашылық, қабілеттер, зерттеу құзыреттілігі, жаңа білім, болашақты болжай білу.

Осыған байланысты зерттеу әдістері эксперименттік бақылау, сауалнама, сұхбат және студенттер мен оқытушылармен болашақ педагогика тарихшыларының зерттеу



құзыреттіліктерінің қалыптасу деңгейі туралы әңгімелесу ерекшеліктеріне сүйене отырып анықталды және эксперименттік тәжірибеге негізделген.

Анықтаушы кезеңнің негізгі мақсаты зерттеу құзыреттілігінің деңгейін және болашақ мұғалімдердің нақты жағдайын анықтау болды. Сонымен қатар, сауалнама қойылған міндеттердің дұрыстығын, атап айтқанда, ЖОО жағдайында болашақ педагогтардың зерттеу құзыреттілігін қалыптастырудың орындылығын анықтады.

Сипаттамалық эксперимент болашақ мұғалімдердің зерттеу құзыреттілігі мен оған дайындық деңгейін жүзеге асыруға қатынасын анықтауға бағытталған.

Сауалнаманың мақсаты болашақ педагогика тарихшыларының зерттеу құзыреттілігінің мәні мен қасиеттерін түсіну деңгейін бағалау болды.

**Тірек сөздер:** білім, қалыптасу, құзыреттілік, ұйымдастыру, қоғам, ғылым, болашақ мұғалім, ұрпақ

## **ОСОБЕННОСТИ ФОРМИРОВАНИЯ ИССЛЕДОВАТЕЛЬСКОЙ КОМПЕТЕНТНОСТИ БУДУЩИХ ПЕДАГОГОВ-ИСТОРИКОВ**

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**Аннотация.** Формирование компетентных специалистов в системе современного образования ориентируется на конкурентные требования ведущих стран мира и модель образования, ориентированного на результат.

В связи с этим мир образования не ограничивается изучением информации, но также является самоорганизующимся, творческим, быстро адаптирующимся к повседневным изменениям, увлеченным всесторонней интеграцией знаний.

Поэтому все большее значение для подготовки будущих преподавателей высших учебных заведений приобретают следующие требования: личностные, стремление к постоянному совершенствованию своих знаний, креативность, способности, исследовательская компетентность, новые знания, умение прогнозировать будущее.

В связи с этим методы исследования были определены исходя из специфики экспериментального контроля, анкетирования, интервью и бесед со студентами и преподавателями об уровне сформированности исследовательских компетенций будущих историков педагогики и были основаны на экспериментальной практике.

Основной целью определяющего этапа было определение уровня исследовательской компетентности и фактической позиции будущих учителей. Кроме того, опрос выявил правильность поставленных задач, в частности, целесообразность формирования исследовательской компетентности будущих учителей в условиях вуза.

Описательный эксперимент был направлен на определение отношения будущих педагогов к реализации исследовательской компетентности и уровня подготовки к ней.

Целью опроса была оценка уровня понимания сущности и свойств исследовательской компетентности будущих историков педагогики.

**Ключевые слова:** образование, становление, компетентность, организация, общество, наука, будущий учитель, поколение

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