

## DEVELOPMENT OF THE RESEARCH FUNCTION AMONG HISTORY TEACHERS IN THE VOCATIONAL EDUCATION SYSTEM

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**Abstract.** The transition of the education system to new standards clarified the requirements for the personality of a modern graduate. Particularly important in the endlessly changing modern conditions are such human qualities as initiative, the ability to think creatively and find quick and non-standard solutions. The decisive factors of competitiveness in a constantly changing world is the development of research activities, which is designed to help overcome the functional mismatch between the education system and the challenges of the time, adapt to the teacher in a constantly changing range of functional responsibilities, and actualize interest in personal and professional self-development.

In order to determine the place and role of research activity as a component in the structure of a teacher's activity, it is necessary to turn to the concept of "pedagogical activity" and consider its essence and structure. Pedagogical activity is understood as activity to create conditions for self-development and self-education of subjects of the educational process. Pedagogical activity is a complexly organized system of a number of activities, each of which, according to the theory of activity of A. N. Leont'ev, has a goal, motives, actions and results. Thus, the peculiarity of pedagogical activity is its polyfunctionality.

**Keywords:** Formation of the research, function, among, history, teacher,s in universities, in the vocational education system.

### Main provisions

There are enough grounds for such structuring of pedagogical activity in science. According to Yu. N. Kuliutkin (1999, 2002), the uniqueness of pedagogical activity lies in the fact that it is "meta-activity," that is, the activity of organizing other activity, namely the educational activity of students. N.V. Kuzmina (2001) argues that pedagogical activity includes general pedagogical and professional pedagogical orientation. Exploring the psychological structure of pedagogical activity, N.V. Kuzmina identifies four functional components: gnostic, constructive, organizational and communicative. However, subsequent studies have shown that it is necessary to single out the design component in the constructive component and, thus, the description of pedagogical activity is based on a five-component structure. V.A. Mizherikov, I.F. Kharlamov, M.N. Ermolenko (2005) formulate such functions of pedagogical activity as: diagnostic, orientation-predictive, constructive-design, organizational, information-explanatory, communicative-stimulating, analytical-evaluative, research and creative. The research and creative function is understood as a function that requires a teacher to have a scientific approach to various pedagogical phenomena, the ability to conduct a scientific search and use research

methods, including analysis and generalization of their own experience and the experience of colleagues.

### **Introduction**

The creative activity of the teacher is of particular importance in the analysis of pedagogical activity. Considering the teacher's creative activity as the basis of research activity, and the ability to creative activity as one of the qualities of the teacher's personality necessary in research activity, we need to turn to those approaches in which an attempt is made to explain the phenomenon of creative activity. Analysis of the essence of creative activity has shown that some researchers consider it as the creation of new, original values of social significance (S. L. Rubinstein), while others - as the creation of something new, including in the inner world of the subject himself (L. S. Vygotsky), the third - as a source and mechanism of movement (Ya. A. Ponomarev).

Thus, if a teacher has an activity aimed at understanding and solving problems that constantly arise in the pedagogical process, and also involving the creation of something new, different from the existing one, including in the inner world of the subject of activity itself, then this activity can be classified as creative.

A. N. Luk (1981) divides creative activity into artistic and scientific, M. I. Makhmutov (1977) - into scientific, practical and artistic, while creativity is identified with scientific research, which includes all stages of creative activity. The analysis allows us to conclude that creative activity is a necessary condition of the pedagogical process and an objective professional necessity in the teacher's activity, and research activity as a component of pedagogical activity refers to the scientific type of teacher's creative activity, the result of which is new material and spiritual values that have social significance.

The structure of creative pedagogical activity, considered by V.A.Kan-Kalik and N.D. Nikandrov (1990), which distinguishes four levels of pedagogical creativity, acquires great theoretical significance:

- reproductive level - reproduction of ready-made recommendations, mastering what has been created by others;
- the level of optimization, characterized by a skillful choice and an appropriate combination of known methods and forms of teaching;
- the heuristic level of the search for the new, enrichment of the well-known with its own findings;
- the research level, when the teacher himself produces ideas and constructs the pedagogical process, creates new ways of pedagogical activity that correspond to his creative individuality.

Thus, creative activity at the highest, research, level is impossible without realizing the role of pedagogical scientific knowledge as a source of pedagogical creativity. VI Zagvyazinsky emphasizes that "mastering the laws of learning and personal development, methods and techniques of pedagogical search, the ability to correctly consider pedagogical knowledge and guess, norm and search, plan and improvisation, is a condition for the transition from spontaneous intuitive to conscious, planned, scientific -justified pedagogical creativity "[57, p. 9-10]. A

scientist, investigating the creative activity of a teacher, comes to the conclusion that the research and creative activity of a teacher is inseparable. There is always a research element in the activity of a creative teacher. "It is the research element, as V. I. Zagvyazinsky notes, that brings scientific research and educational process closer together. The research principle fertilizes practical pedagogical activity, and the latter contributes to scientific creativity. In practical activity, research elements are very strong and essential, making it akin to scientific research".

Subsequently, V.I. Zagvyazinsky identified an independent research function of the teacher in the structure of pedagogical activity:

"Educational institutions have a new function - research and search, the implementation of which gives a creative character to pedagogical work." A teacher must fulfill the functions of not only a teacher, mentor, educator, but also a researcher, a pioneer of new principles, methods of teaching and upbringing, combine traditions with innovations, strict algorithms with creative search. In the modern situation, a need has arisen for the teacher's research activity to become purposeful and professional and to be considered as a component of pedagogical activity.

V.V. Kraevsky (2001, 2007) suggests that not only a scientist, but every teacher-practitioner should be able to give a scientific description of their pedagogical actions and justification at the level of the phenomenon and even at the level of essence. At the same time, the scientist focuses not only on research, but on research and creative activity, since the difference between a teacher (scientist-practitioner) and a scientist-theoretician lies in the fact that the teacher not only examines a particular process, phenomenon, but also embodies it into practice, being the creator of his own research idea. Only in this way, according to V. V. Kraevsky (2001), can one move from "cognitive description to normative". Singling out research activity as one of the structural components of pedagogical activity, V.V.

### **Description of methods and materials**

To carry out research activities, the teacher needs appropriate abilities, manifested in skills. A.I. Savenkov (2006, 2012) understands research abilities as individual personality traits, which are subjective conditions for the successful implementation of research activities. The scientist proposes to consider the structure of research abilities as a complex of three relatively autonomous components:

- search activity, which characterizes the motivational component of research abilities;
- divergent thinking, characterized by productivity, flexibility of thinking, originality, the ability to develop ideas in response to a problem situation;
- convergent thinking, which is closely related to the gift to solve a problem on the basis of analysis and synthesis, which are the essence of logical algorithms.

A.S. Obukhov (2015) describes research abilities as individual psychological personality traits that ensure the success and quality of the process of searching, acquiring and comprehending new information. Search activity is the foundation of research ability.

A.M. Novikov (2013) examines research skills in accordance with the stages of research: identifying the problem; formulation of the problem; formulation of a goal; hypothesis construction; definition of tasks; development of an experiment program; data collection (accumulation of facts, observations, evidence); analysis and synthesis of collected data; comparison of data and inferences; preparation and writing of messages; presentation with a message; rethinking the results in the course of answering questions; hypothesis testing; building generalizations; drawing conclusions. Based on the ideas of A.I. Savenkov and A.M. Novikov, the following basic criteria for the manifestation of research abilities can be distinguished: the ability to see the problem and translate it into a research task; the ability to put forward a hypothesis, generate as many ideas as possible in response to a problem situation; the ability to define concepts, classify; the ability to analyze, draw conclusions and conclusions; the ability to explain, prove and defend their ideas.

In the studies of V.I. Andreev (2005), N.V. Kukharev, V.S. Reshetko (1996), the problem of manifestation of research abilities and skills in the teacher's activity is reflected, which confirms the correctness of the criteria we have chosen that determine the research abilities of a teacher. The authors in their research come to the conclusion that every teacher can create a researcher out of himself and form in himself non-standard pedagogical thinking, the ability to foresee and predict the consequences of the pedagogical measures taken, the objectivity of the mind, the ability to create different methods of solving the same pedagogical problem, an analytical approach to any pedagogical problem.

N.V. Kukharev and V.S. Reshetko (1996), studying the creative activity of a teacher, note that the formation of a professional teacher begins with his ability to analyze his own activities, the ability to measure the results of his work and substantiate the process that affects the achievement of quality indicators in activities. The teacher's ability to investigate the quality of practical activity is the leading sign of professionalism.

The content of research activity, according to I.P. Podlasy, begins with comprehending a new paradigm of the development of society, the perception of a change in the paradigm of education and the development trend of the general secondary education system, awareness of a new paradigm of pedagogical activity, comprehension of the new content of education, participation in the process of implementing new ideas in education system. Research in pedagogy is interpreted as a process and result of scientific activity aimed at obtaining socially significant new knowledge about the laws, structure, mechanism of teaching and upbringing, theory and history of pedagogy, methods of organizing educational work, its content, principles, methods and organizational forms (Taubaeva, 2000). The pedagogical literature examines the relationship of the concepts: "teacher-practitioner", "teacher-researcher". For example, N.Yu. Postalyuk (2014), believes that every teacher-practitioner, any person carrying out practical activities in the field of pedagogy, is simultaneously engaged in spontaneous empirical research. As soon as the subject of his research becomes the means and methods of his own pedagogical activity (i.e., reflection), research is already carried out. In his research activities, the practitioner assimilates the pedagogical reality with ordinary pedagogical thinking, while the

researcher has theoretical pedagogical thinking. Their language is also different: a practical teacher has an everyday, everyday vocabulary, and a researcher is characterized by a specialized vocabulary and syntax of the scientific language. A teacher who wants to combine his pedagogical activity with scientific research needs not only to supplement one work with another, but to transform the pedagogical work, the educational activity of the student. It is necessary to turn it into a convenient one for modeling various research goals and problems. The thinking of the teacher is directly included in his practical activity and, in contrast to the thinking of the teacher-researcher, is aimed not at searching for general patterns, but at adapting universal knowledge to specific educational and educational situations. Therefore, the teacher's pedagogical thinking is called practical, considering pedagogical activity a structural unit of his mental activity (Yu. N. Kuliutkin, V.A. Slastenin, L.F. Spirin). There are the following signs of thinking in a teacher-researcher:

- the ability to observe, analyze and explain observational data, to separate essential facts from insignificant ones;
- the ability to conduct an experiment (formulation, explanation and presentation of results);
- the ability to carry out an active search at its individual stages;
- understanding the structure of theoretical knowledge;
- mastering general scientific ideas and principles;
- the ability to highlight the main thing in complex natural phenomena, abstract, analyze and generalize the material;
- possession of the methods of scientific knowledge;
- the ability to consider phenomena and processes in interrelation, to reveal the essence of objects and phenomena, to see their contradictions.

N.V. Kukharev (1996) believes that in order to carry out a research function, a teacher must master the following skills and abilities:

- the ability to observe the pedagogical process, to highlight issues and problems that require deep study and further improvement;
- the ability to put forward and formulate a hypothesis in the event of a problem-pedagogical situation;
- the ability to work with scientific pedagogical literature (mono-graphic, periodical), research works, works popularizing advanced experience, critically perceive it, identifying objectively valuable;
- skills of working with reference literature (bibliographic reference books, indexes, catalogs, other sources of information);
- the ability to substantively and psycho-pedagogically substantiate their judgments;
- the ability to analyze the best practices of other teachers, creatively process them and apply them in their work.

All the above functions are closely related to each other in the integral structure of the teacher's personality and form the basis of the creative activity of the teacher-researcher.

Research methods in educational science have different classifications. Yu.K. Babanskiy (1989) proposes to classify methods on the following grounds: by the purpose of the research, by information sources, by the logic of research development, by the method of processing and analyzing research data. Research often uses well-known methods from the practice of other sciences: ranking, scaling (I.P. Podlasy), terminological methods (P.I. General scientific methods include: analysis, synthesis, induction, deduction, axiomatic method, generalization, abstraction, method of ascent from the abstract to the concrete, observation, experiment, analogy, modeling, hypothesis, extrapolation, cybernetic methods, formalization method, system-structural, etc. ...

There are methods of obtaining empirical knowledge (observation, experiment), knowledge development (axiomatic, hypothetical-deductive).

B. G. Ananiev offers a complete classification of methods, distinguishing among them organizational methods (comparative and longitudinal); empirical methods (observation, ascertaining and shaping experiment, testing, projective method, expert method, self-observation method using relationship scales, content analysis, conversation, interviews, questionnaires, sociometric methods, analysis of activity products, biographical method); data processing methods (quantitative, differentiation of results, identification of typologies, classifications, methods of mathematical statistics).

### **Results and discussion**

The results of the teacher's research activities are a set of new ideas, theoretical and practical conclusions obtained in accordance with the goals and objectives of the work: theoretical provisions (new concepts, approaches, directions, ideas, hypotheses, patterns, trends, classifications, principles in the field of training and education, development of pedagogical science and practice); their clarification, development, addition, development, verification, confirmation, refutation; practical recommendations: (new methods, rules, algorithms, proposals, regulations, programs, explanatory notes to programs); their clarification, development, addition, development, verification, confirmation, refutation. Thus, today the conclusions of Sh. Taubaeva (2000) are becoming relevant: "The teacher-researcher is called upon to practically implement practice-oriented science and science-intensive, science-based practice."

The following stages of the formation of the skills and abilities of the research activity of the teacher are distinguished:

- mastering the traditional forms of methodological work based on the concept of teacher education, advanced training of teaching staff;
- study and generalization of advanced pedagogical experience (the stage of the teacher's didactic comprehension of his activities). The teacher analyzes and summarizes his experience, the experience of colleagues, identifies didactic difficulties, looks for solutions; formulates problems, uses the results of research and advanced pedagogical experience, addressed to practice, gets acquainted with teaching technologies;

- development of educational and methodological literature, the development of curricula, the study of the possibility of teaching technology and teaching your subject;

- implementation of your own ideas;

- the development of new pedagogical knowledge, which implies the preparation of scientific articles by the teacher, the writing of scientific papers by him, the creation of new methods of teaching and upbringing, a new teaching technology.

Research activity as a part of pedagogical practice is studied by many scientists in the field of pedagogy and psychology: A.A. Korzhenkova, A.V. Leontovich, A.S. Obukhov, A.N. Poddyakov, A.I. Savenkov, V.I. Slobodchikov etc. The research activity of the subject of the educational process performs a number of functions:

- educational: mastering theoretical (scientific facts) and practical (scientific research methods; methods of conducting experiments; ways of applying scientific knowledge) knowledge;

- organizational and orientation: the formation of the ability to navigate in sources, literature; development of skills to organize and plan their activities; choice of information processing methods;

- analytical and corrective: associated with reflection, introspection, self-improvement planning and organization of their activities; correction and self-correction of activity;

- motivational: the development and strengthening of interest in science in the process of carrying out research activities, cognitive needs, belief in the theoretical and practical significance of the scientific knowledge being developed; developing a desire to get to know more deeply the problems of the studied field of scientific knowledge, a variety of points of view; stimulation of self-education, self-development;

- developing: the development of critical, creative thinking, the ability to act in standard and non-standard situations, the ability to substantiate, defend one's point of view; understanding the development of motivation (interest, desire for knowledge), the development of abilities (cognitive, communicative, special abilities, etc.);

- upbringing: the formation of moral and legal identity; education of the ability to adapt in a changing social environment; the formation of adequate self-esteem, responsibility, dedication, volitional self-regulation, courage in overcoming difficulties and other abilities and character traits. The upbringing function also includes the formation of readiness for professional self-determination, professional ethics.

Research activity acts as a form of organization of the educational process, as an activity aimed at obtaining new knowledge and a structural basis for the formation of research experience. Consequently, the purpose of research activity is not only the end result, but also the process itself, during which the research experience is formed, the experience of life self-determination, as a personal acquisition of the student.

Research experience can be defined as a set of practically assimilated knowledge, abilities, skills and methods of activity obtained in the course of research activities, which in the future provide a subjective attitude to the activities performed, an appeal to one's capabilities in the course of performing subsequent research activities, thereby contributing to the formation research competence.

Thus, research activity is an integral part of the pedagogical activity of a modern teacher, ensuring the organization of all its other types, influencing the development of the teacher's professional competence and performing the function of a means of this development; activities aimed at the formation and development of the personality of the teacher as an active subject of his own activity, capable of self-realization and self-actualization; activity based on the internal cognitive need and activity of the subject, and aimed, on the one hand, at cognition, at the search for new knowledge to solve educational problems, on the other hand, at reproduction, at improving the educational process in accordance with the goals of modern education. This is an activity in the process of which the formation and development of the most important mental functions occurs, a significant increase in research skills and abilities for research, learning and development.

### **Conclusion**

The research activity of a teacher is embodied in a creative approach to achieving the results of modern education, requiring the active involvement of schoolchildren in research projects, creative activities, in the process of which students learn to design, invent, and use the knowledge gained in practice.

New educational standards are focused not on individual elements of innovation, but on the creation of an entire education system based on the use of innovative technologies and their effects.

One of these technologies is a research technology aimed at the formation of independent thinking of a student, which allows to gain experience in mental activity, certain algorithms of actions and mental operations and independently "obtain" new knowledge in a logical way. Undoubtedly, the condition for its implementation is the teacher's possession of the skills of his own research activities and the organization of research activities of students.

The research activity of both the student and the teacher presupposes the presence of the main stages characteristic of scientific research:

- statement of the problem, formulation of the topic;
- goal-setting, hypothesis;
- familiarization with the literature on this topic;
- selection of research methods;
- collection of empirical material, its analysis;
- generalization of the results obtained, their interpretation and formulation of conclusions.

Conducting research stimulates the thought process to find and solve a problem. Educational and research activity requires a high level of knowledge, primarily from the teacher himself, good command of research methods, the



presence of a solid library with serious literature, and, in general, a desire to work in depth with students to study the research topic.

Research activities of students can be presented in the following forms:

1. Information project, which is aimed at collecting information about an object or phenomenon with the subsequent analysis of information, possibly generalization and mandatory submission. Therefore, when planning an information project, it is necessary to determine: a) the object of information collection; b) possible sources that students can use (you must also decide whether these sources are provided to students or they themselves are looking for them); c) forms of presentation of the result. Here, options are also possible - from a written message, which only the teacher gets acquainted with, to a public message in the classroom or speaking in front of an audience (at a school conference, with a lecture for younger students, etc.). The main general educational task of an information project is precisely the formation of the skills to find, process and present information, therefore, it is desirable that all students take part, albeit in information projects of different duration and complexity. Under certain conditions, an information project can develop into a research project.

2. A research project involves a clear definition of the subject and research methods. In full, this can be work that roughly coincides with scientific research; it includes substantiating the topic, defining the problem and research objectives, proposing a hypothesis, identifying sources of information and ways to solve the problem, formalizing and discussing the results. Research projects are usually lengthy and are often student exam papers or competitive papers.

3. A practice-oriented project, which assumes a real result of work, but unlike the first two is of an applied nature (for example, to arrange an exhibition of rocks for a geography office). The type of training project is determined by the dominant activity and the planned result. For example, a project for the study of the area can be of a research nature, or it can be practice-oriented: prepare a training lecture on the topic of research.

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## **КӘСІПТІК БІЛІМ БЕРУ ЖҮЙЕСІНДЕ ТАРИХ ПӘНІ МҰҒАЛІМДЕРІНІҢ ЗЕРТТЕУШІЛІК ӘРЕКЕТІН ДАМУ**

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**Аңдатпа.** Білім беру жүйесінің жаңа стандарттарға көшуі заманауи түлек тұлғасына қойылатын талаптарды нақтылай түсті. Үздіксіз өзгеретін заманауи жағдайларда бастамашылдық, шығармашылықпен ойлау қабілеті, тез және стандартты емес шешімдерді табу сияқты адами қасиеттер ерекше маңызды. Үнемі өзгеріп отыратын әлемде бәсекеге қабілеттіліктің шешуші факторлары білім беру жүйесі мен уақыт талаптары арасындағы функционалдық сәйкессіздікті жеңуге, функционалдық жауапкершіліктердің үнемі өзгеріп отыратын ауқымында мұғалімге бейімделуге арналған ғылыми-зерттеу қызметін дамыту болып табылады және жеке және кәсіби өзін-өзі дамытуға қызығушылықты жүзеге асыру.

Педагог іс-әрекетінің құрылымындағы компонент ретіндегі зерттеу іс-әрекетінің орны мен ролін анықтау үшін «педагогикалық іс-әрекет» түсінігіне жүгініп, оның мәні мен құрылымын қарастыру қажет. Педагогикалық іс-әрекет деп оқу-тәрбие үдерісі субъектілерінің өзін-өзі дамытуға және өзін-өзі тәрбиелеуіне жағдай жасау қызметі түсініледі. Педагогикалық іс-әрекет – бұл А.Н.Леонтьевтің іс-әрекет теориясы бойынша әрқайсысының мақсаты, мотиві, іс-әрекеті және нәтижесі бар бірқатар әрекеттердің күрделі ұйымдастырылған жүйесі. Сонымен, педагогикалық іс-әрекеттің ерекшелігі оның көпфункционалдылығы болып табылады.

**Тірек сөздер:** ғылыми-зерттеу жұмыстарын қалыптастыру, жоғары оқу орындарында, кәсіптік білім беру жүйесінде тарих мұғалімінің функциялары.

## **РАЗВИТИЕ ИССЛЕДОВАТЕЛЬСКОЙ ФУНКЦИИ УЧИТЕЛЕЙ ИСТОРИИ В СИСТЕМЕ ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ**

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**Аннотация.** Переход системы образования на новые стандарты уточнил требования к личности современного выпускника. Особенно важны в бесконечно меняющихся современных условиях такие человеческие качества, как инициативность, способность творчески мыслить, находить быстрые и нестандартные решения. Решающими факторами конкурентоспособности в постоянно меняющемся мире является развитие исследовательской деятельности, которая призвана помочь преодолеть функциональное несоответствие между системой образования и вызовами времени, адаптироваться к учителю в постоянно меняющемся диапазоне функциональных обязанностей, и актуализировать интерес к личному и профессиональному саморазвитию.

Для определения места и роли исследовательской деятельности как компонента в структуре деятельности учителя необходимо обратиться к понятию «педагогическая деятельность» и рассмотреть его сущность и структуру. Под педагогической деятельностью понимается деятельность по созданию условий для саморазвития и самообразования субъектов образовательного процесса. Педагогическая деятельность - это сложно организованная система ряда видов деятельности, каждая из которых, согласно теории деятельности А.Н. Леонтьева, имеет цель, мотивы, действия и результаты. Таким образом, особенностью педагогической деятельности является ее полифункциональность.

**Ключевые слова:** формирование исследования, функции учителя истории в университетах, в системе профессионального образования.

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