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The research activity of a teacher in the system of continuing education as one of the forms of professional development

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Abstract. The article considers the importance of the research activity of a teacher in the system of continuing education as one of the forms of professional development. The development of education makes it more and more urgent today to solve the problem of the teacher's professionalism and the level of his competence. This is due to the fact that society is aware of the need for qualitative improvement of education, its focus on expanding the capabilities of the individual. These expectations, depending on social needs and new opportunities for personal realization, necessitate the creation of an effective mechanism to identify the specific professional capabilities of each teacher and the prospects for his growth. Therefore, in the article we formulated such a goal; defining the role of a teacher's research activity in the system of continuing education as one of the forms of professional development. The research competence of a teacher is an integral part of professional competence, and ensures its effectiveness – this is a characteristic of the teacher's personality, meaning possession of skills and methods of research activity at the technological level in order to find knowledge to solve educational problems, build the educational process in accordance with the values-goals of modern education, the mission of the organization of education, the desired educational result. The professional development of a teacher is of paramount importance in the development of society as a whole: the personality of a teacher, as well as his professional knowledge, is the value capital of society. A teacher is able to convey to students only those value orientations that are inherent in himself. Therefore, it is necessary for teachers to systematically improve their professional level and implement the concept of continuing education.



Keywords: research, self-education, activity, continuing education, training



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Introduction

Modern cardinal transformations in society, changes in socio-cultural priorities, goals and content of education require the teacher to reorient his consciousness to the research nature of pedagogical activity.

In the changed educational environment, the requirements for the qualification of

teachers are also undergoing changes. New requirements for the certification of teaching staff, strengthening the connection between educational practice and science encourage teachers to understand their own activities from a scientific perspective, to master the skills of research activity. The need to include a teacher in research activities is justified in the works of a number of domestic scientists (V.I. Zagvyazinsky, V.V.

Kraevsky, N.V. Kuzmina, A.M. Novikov, M.N. Skatkin, etc.) [1].

Nowadays, a teacher is faced with the need to comprehend the modern requirements imposed on him by society and the state, he must realize that the success of his professional activity will directly depend on the level of his readiness for change, competence and competitiveness. Such requirements determine the need for the systematic development of the teacher's personality in the process of continuous pedagogical education and determine the need to set the task of forming a teacher's readiness for research activities [2], [3].

The preparation of teachers for research activities is becoming one of the priorities in the modern education system. Today, there is an increasing awareness of the need for teachers who are capable of creative self-realization in new socio-economic conditions, who possess the skills of independent pedagogical search. This is the dictate of the time, as many scientists have pointed out in their works in recent years (E.A. Klimov, T.C. Podymova, V.A. Slastenin, N.M. Yakovleva, etc.). At the same time, in the system of continuing pedagogical education, the conditions for preparing teachers for research activities have not been sufficiently developed to date [4].

The research activity is designed to help the teacher overcome the functional discrepancy between the education system and the challenges of the time, as well as adapt to the constantly changing range of functional responsibilities, actualize interest in personal and professional self-development. In this case, we are pursuing the following goal — to determine the role of a teacher's research activity in the system of continuing education as one of the forms of professional development [2], [5].

To achieve this goal, the following tasks were formulated:

1. To study the theoretical and methodological aspects of the problem of teachers' readiness to engage in research activities in the system of

continuing education as one of the forms of professional development;

2. To determine the level of readiness of school teachers for research activities in the context of continuing education;
3. To study the attitude of young teachers and practitioners to self-educational activities.

Materials and methods

To study the readiness of school teachers for continuing education, we used empirical methods. One of the main ones is observation – organized purposeful perception and fixation of pedagogical phenomena. In addition, we used widespread methods of written survey: the survey. With their help, we studied the component-by-component analysis of teachers' readiness for research activities, the dynamics of the development of teachers' integral readiness for research activities [6], [7].

Research results

Within the framework of this study, the opinions of some teachers of schools in Pavlodar were studied. 100 teachers from different schools of the city took part in the survey, of which 50 people were included in the group of teachers with 10 or more years of work experience, and 50 teachers with 2-5 years of experience.

The main purpose of our research was to determine the level of readiness of school teachers for research activities in the context of continuing education. In our study, at the first stage, the personal and semantic position of the teacher was studied. In the course of our work, we determined that 85% of teachers have a positive attitude towards research activities and 72% identify it as a necessary component in the structure of pedagogical activity and professional development.

As a result of the research, we identified the main motives that prevent teachers from engaging in research activities, and we

divided them into the following groups:

- social (lack of conditions for self-education, incentives for research activities, lack of time);
- organizational and pedagogical (lack of communication with scientists, formalism in the organization of scientific and methodological work at school);
- psychological (feeling of fear, lack of motivation for development and self-actualization, lack of ability to reflect, as well as support from colleagues, administration);

- methodological (lack of knowledge about the logic and structure of the study).

Teachers are motivated to research mainly by internal motives: the need for self-expression, self-actualization, self-realization, self-development, awareness of the insufficiency of the achieved results and the desire to improve them.

An analysis of the level of readiness of teachers for research activities showed that it is approximately the same in EG and KG (Table 1).

Table 1 - Component-by-component analysis of teachers' readiness for research activities

Components of the content assessment block	Teacher readiness levels	
	Teachers with experience of 10 years or more	Teachers with 2-5 years of experience
Motivational and value component	medium	medium
Reflexive and evaluative component	medium	medium
The cognitive component	low	low
Operational and technological component	low	low
Research skills	medium	medium
The resulting component is a factor	low	low
Integral readiness for research activities	low	low

A qualitative analysis of the readiness level was determined for each component according to predetermined scores. As a result, the level of readiness was determined for each component, on the basis of which it was possible, firstly, to determine the level of readiness (high, medium, low or critical) and objectify the problematic "fields" of each teacher in preparation for research activities; secondly, to look at the dynamics of the formation of these indicators in the process of further work. In the context of the concept of continuing education, the importance of self-education increases significantly, which can be implemented through research activities. The development of self-educational competence is one of the

urgent problems for all levels of continuing professional education [7]. At the same time, the task arises of identifying and taking into account the features of professional self-education. As indicated by the researchers G. E. Zbrovsky, G. M. Kojaspirova, Yu. N. Kulyutkin, G. S. Sukhobskaya, E. A. According to Shuklin, self-education has a high degree of importance in the activity of a teacher, in comparison with many other professions, and, in this regard, in pedagogical education, the designated task is especially acute [8], [9].

By professional and pedagogical self-education, we understand a special type of

informal education in the process of holistic continuing education of a teacher, providing an individual character of professionalization. As part of our study, in order to determine the characteristics of a teacher's self-education, a survey was conducted of young teachers (with experience of 2-5 years) and practical teachers (with experience of 10 or more years) with work experience.

With the help of the questionnaire "Self-education of teachers", we tried to study the attitude of young teachers and practitioners to self-educational activities, the motives of self-education, the peculiarities of the content and nature of self-education, as well as the knowledge and skills necessary, in the opinion of respondents, for its implementation. The sample consisted of 100 teachers, of whom 50 people were included in the group of teachers with 10 or more years of work experience, and 50 teachers with 2-5 years of experience.

questionnaire

"Self-education of teachers"

Instruction: Dear colleagues! Answer the suggested questions:

1. How often do you engage in self-education?

- A. constantly
- B. periodically
- C. extremely rarely

2. Do you associate the content of self-education with your teaching activities?

- A. yes
- B. no
- C. I find it difficult to answer

3. What do you consider to be your professional interests

A. The desire to raise the level of your own pedagogical culture (including mastering knowledge, skills and abilities in this field, develop them throughout your life).

B. The desire to apply your own pedagogical experience to raise children, to develop their creative, mental and social abilities.

C. I find it difficult to answer

4. The main sources and forms of self

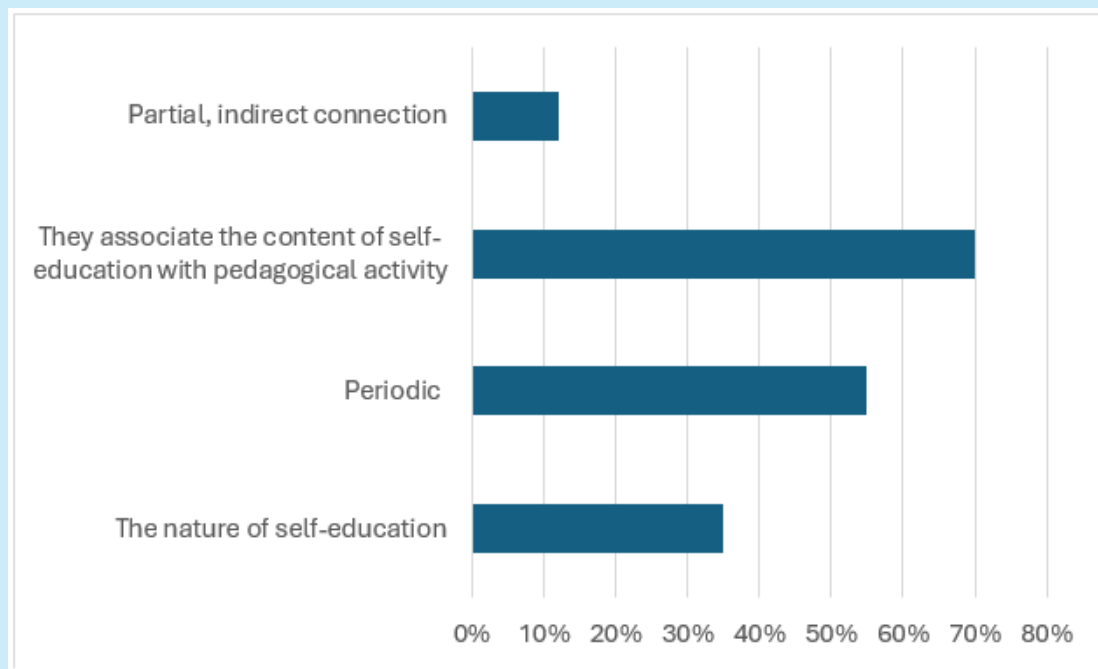
-education A. Internet, television, literature of various kinds, educational and documentary films.

B. meetings with interesting people, specialists in the professional field, conferences

C. own pedagogical experience and the experience of colleagues, methodological associations.

Анализ данных анкеты позволил выявить следующее: молодые педагоги занимаются самообразованием периодически (67 %) или крайне редко (19 %). При этом только для трети всех молодых педагогов направленность самообразования тесно связана с выбранной профессией.

Среди педагогов постоянный характер самообразования присущ 35 %, периодический – 55 %. Связывают содержание самообразования с педагогической деятельностью более 70 % практиков, из них менее трети отмечают только частичную, косвенную связь. 12 % педагогов всех стажевых групп не смогли обозначить свои профессиональные интересы.

Figure 1. The results of the questionnaire “Self-education of teachers”

Among the main sources and forms of self-education, young teachers and practitioners name the Internet, television, literature of various kinds, educational and documentary films. Only a small number of young teachers, among the sources of their self-education, name meetings with interesting people, specialists in the professional field, communication with their university teachers, various courses, seminars, trainings. Practical teachers add conferences, their own pedagogical experience and the experience of colleagues, and methodological associations to the list.

For an effective process of formation of teachers' readiness for research activities in schools, it is necessary to create an active educational environment.

Discussion

Continuous learning is an important component of the professional development of teachers. Teachers must constantly

update their knowledge and skills to meet modern standards and requirements. This includes the use of the latest teaching methods and technologies.

In the context of the rapid development of information technology, the updating of scientific approaches and the emergence of new teaching methods, teachers need to constantly improve their skills and update their knowledge.

Today, teachers are offered a new format of continuous learning, which allows them to effectively develop and adapt to a rapidly changing environment. The basis of this system is the individualization of learning, taking into account the characteristics of each teacher and creating comfortable conditions for his professional growth.

The basic principles of this system include partnership, trust and cooperation between the teacher and the educational organization. The teacher has the opportunity to independently choose training programs

and courses that best meet his interests and needs. This allows each teacher to create their own unique path of development and unleash their creative potential.

Online courses, webinars and mobile applications are becoming an integral part of the educational process. This allows teachers to access relevant materials and study in a form that is convenient for them. Thanks to this approach, teachers can master new teaching methods, apply innovative pedagogical approaches and work using modern digital tools.

There is another, no less effective, form of knowledge and skills transfer, education and exchange of experience - a master class, the main link of which is the demonstration of original methods of mastering certain content. A master class is one of the best forms of transferring knowledge and skills, sharing experiences, mastering certain content with the active role of all participants in the lesson.

The master class is an open pedagogical system that allows you to demonstrate new possibilities of pedagogy of development and freedom, showing ways to overcome conservatism and routine. A master class is a special, fundamentally developed original method of spreading pedagogical experience, which is an author's methodology with a certain structure, and is one of the effective means of transmitting the conceptual idea of the author's pedagogical system.

In the master class, there is a direct discussion of the proposed methodology, and the most important thing is that during its conduct, there is a search for a creative solution to the pedagogical problem, both on the part of the participants and on the part of the teacher conducting the master class. The teacher develops an individual methodological system, including goal setting, design, use of a sequence of a number of well-known didactic and educational techniques, lessons, activities, and demonstrates a creative solution to a specific educational problem.

The purpose of the master class is to create conditions for the qualitative and comprehensive manifestation and development of the pedagogical skills of its participants based on the organization of a space for professional communication and the exchange of work experience.

The main tasks of the master class:

1. Generalization of knowledge and experience of the teacher in a particular problem;
2. Transfer your own experience, proven in practice, demonstrating the sequence of actions, methods, techniques and forms of pedagogical activity;
3. Joint development of pedagogical approaches and techniques for solving the problem posed in the master class program;
4. Reflection of their own professional skills by the participants of the master class;
5. Assistance to the participants of the master class in determining the tasks of self-development and the formation of an individual program of self-education and self-improvement;

When preparing a master class, it is important to pay attention to the fact that it is necessary to transfer the methods of activity, whether it is a technique, method, methodology or technology - this is the main task for a teacher.

The master class motivates you to self-study, self-development and self-improvement. The form of the master class depends on the teacher's own style of professional activity, which sets the initial starting point in the construction of the general scheme of this event at the master class.

The most important features of the master class:

1. A fresh, stereotype-breaking approach to the philosophy of learning;
2. exchange of opinions when working independently in groups;

3. All participants are involved in active activities;
4. Playing different situations and solving the problem problem;
5. Each participant reviews the proposed methodological material and uses it in their own practice;
6. the most important thing is the process of cognition, not the knowledge itself;
7. The form of interaction is cooperation, co-creation, joint search.

A teacher of any educational organization focused on professional growth should strive to make himself known to the general public.

An affordable way to express yourself is through professional skill contests. Contests of pedagogical skills can be considered as a stage of improving the professionalism of teachers. Such contests are most often open mass events, teachers from other schools, districts, etc. are invited to them.

Pedagogical skill contests are a kind of competition, and any competition is preceded by serious preparation. Preparation for public speaking, for master classes, open lessons, research activities, the development of their pedagogical competence, the development of their communicative abilities. Work on a new pedagogical technology, a new method, etc. Also, in preparation for the competition, participants have the opportunity to perform and demonstrate author's programs, scientific reports, self-prepared visual aids, didactic materials, devices, as well as planning, summaries and scenarios of training sessions, developments for students [10].

Self-education will bear fruit if you engage in it constantly, that is, systematically. Having achieved some results, the teacher must consolidate them in practice, convey information to the listener, check how his information was perceived and understood. We cannot stop on the way of mastering

information. An important factor in drawing up a teacher's self-education plan should be noted the division of the process into various stages. This way, the process of self-education will be perceived much better and easier by teachers.

Based on this, it can be said that an important component of the continuous learning system is the exchange of experience between teachers. The creation of professional communities is stimulated, where teachers can discuss their ideas, share experiences and mutually support each other. This approach contributes to the development of creativity and innovation in the teaching field, as well as the creation of a powerful network of professional connections.

Continuous training and professional development of teachers is an innovative system that helps to increase the level of professionalism of teachers and ensures the quality of education. Creating an active educational environment for self-expression and development allows teachers to unleash their creative potential, be aware of modern educational requirements and successfully cope with the challenges of the future.

Conclusions

Today, on the way to active learning and practical orientation, education faces some challenges. One of them is the constant development of technologies and their use in education. Modern teachers are actively introducing information and communication technologies into the educational process, creating interactive online platforms for learning and development. This opens up new opportunities for more flexible and effective learning and research, in which the role of a teacher often turns into the role of a mentor and coordinator of the educational process. Research is one of the important aspects in teaching children. The above allows us to draw the following conclusions:

1. In the course of our work, we have determined that the majority of teachers have a positive attitude to

research activities and highlight it as a necessary component in the structure of pedagogical activity and professional development;

2. As a result of the research, we also identified the main motives that prevent teachers from engaging in research activities, these are: social, organizational, pedagogical, psychological and methodological.
3. A modern teacher should be a researcher and, while engaged in this activity, improve his professional level through self-education. With the help of the questionnaire “Self-education of teachers”, we studied the attitude of young teachers and practitioners to self-educational activities. The majority of young teachers engage in self-education periodically, 6 at the same time, only for a third of all young teachers, the focus of self-education is closely related to the chosen profession. Among teachers, the constant nature of self-education is inherent in a small number of teachers, but most of them still do it periodically. The majority of practitioners associate the content of self-education with pedagogical activity, less than a third of them note only a partial, indirect connection. Several teachers from all internship groups were unable to identify their professional interests.

Based on this, it can be said that research activity is an essential component in the structure of pedagogical activity, while acting as a way of creative self-realization of the teacher's personality in various types of pedagogical activity. In our opinion, research activities can help teachers overcome the functional discrepancy between the education system and the challenges of the time, as well as adapt to an ever-changing range of functional responsibilities, actualize interest in personal and professional self-development.

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Үздіксіз білім беру жүйесіндегі мұғалімнің ғылыми-зерттеу қызметі біліктілікті арттырудың бір түрі ретінде

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Аңдатпа. Мақалада кәсіби дамудың бір түрі ретінде үздіксіз білім беру жүйесіндегі мұғалімнің зерттеу қызметінің маңыздылығы қарастырылады. Білім беруді дамыту бүгінгі таңда мұғалімнің кәсібiлiгi мәселесiн, оның құзыреттiлiк деңгейiн шешудi өзектi етедi. Бұл қоғамның бiлiм берудi сапалы жақсарту қажеттiлiгiн, оның жеке тұлғаның мүмкiндiктерiн кеңейтуге бағытталғандығына байланысты. Бұл үмiттер қоғамдық қажеттiлiктерге және жеке тұлғаны жүзеге асырудың жаңа мүмкiндiктерiне байланысты әр мұғалiмнiң нақты кәсiби мүмкiндiктерiн және оның өсу перспективаларын анықтауға мүмкiндiк беретiн тиiмдi механизм құру қажеттiлiгiн тудырады. Сондықтан мақалада бiз осындай мақсатты тұжырымдадық: үздіксіз білім беру жүйесіндегі мұғалімнің зерттеу қызметінің рөлiн кәсiби дамудың бiр түрi ретiнде анықтау. Педагогтiң зерттеу құзыреттiлiгi кәсiби құзыреттiлiктiң ажырамас бөлiгi болып табылады және оның тиiмдiлiгiн қамтамасыз етедi – бұл бiлiм

беру мәселелерін шешу үшін білім іздеу, құндылықтарға сәйкес білім беру процесін құру мақсатында технология деңгейінде зерттеу іс-әрекетінің дағдылары мен әдістерін меңгеруді білдіретін мұғалімнің жеке басының сипаттамасы. - қазіргі білім берудің мақсаттары, білім беру ұйымының миссиясы, қажетті білім беру нәтижесі. Мұғалімнің кәсіби қалыптасуы тұтастай алғанда қоғамның дамуында бірінші кезектегі маңызға ие: мұғалімнің тұлғасы, оның кәсіби білімі сияқты, қоғамның құндылық капиталы болып табылады. Мұғалім оқушыларға өзіне тән құндылық бағдарларын ғана жеткізе алады. Сондықтан мұғалімдердің кәсіби деңгейін жүйелі түрде арттыру, үздіксіз білім беру тұжырымдамасын жүзеге асыру қажет.


 **Түйінді сөздер:** зерттеу, өзін-өзі тәрбиелеу, белсенділік, үздіксіз білім беру, оқыту


Научно-исследовательская деятельность учителя в системе непрерывного образования как форма повышения квалификации

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 **Аннотация.** В статье рассмотрен вопрос важности исследовательской деятельности педагога в системе непрерывного образования как одного из форм профессионального развития. Развитие образования делает сегодня все более актуальным решение проблемы профессионализма педагога, уровня его компетентности. Это обусловлено тем, что общество осознает необходимость качественного улучшения образования, его направленности на расширение возможностей личности. Эти ожидания в зависимости от общественных потребностей и новые возможности реализации личности, обуславливают необходимость создания эффективного механизма, позволяющего осуществить выявление конкретных профессиональных возможностей каждого учителя и перспектив его роста. Поэтому в статье мы сформулировали такую цель; определение роли исследовательской деятельности педагога в системе непрерывного образования как одной из форм профессионального развития. Исследовательская компетенция педагога является составной частью профессиональной компетентности, и обеспечивает ее эффективность – это характеристика личности педагога, означающая владение умениями и способами исследовательской деятельности на уровне технологии в целях поиска знаний для решения образовательных проблем, построения образовательного процесса в соответствии с ценностями-целями современного образования, миссией организации образования, желаемого образовательного результата. Профессиональное становление педагога имеет первостепенную важность в развитии общества в целом: личность педагога так же, как и его профессиональные знания, является ценностным капиталом общества. Учитель способен передавать ученикам лишь те ценностные ориентации, которые присущи ему самому. Поэтому необходимо систематическое повышение педагогами своего профессионального уровня, реализовать концепцию непрерывного образования.

 **Ключевые слова:** исследование, самообразование, деятельность, непрерывное образование, обучение

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