

THE PECULIARITIES OF PREPARING OF FUTURE TEACHERS-PHILOLOGISTS FOR RESEARCH ACTIVITY IN UKRAINE AND EU

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In the process of the formation of the Ukrainian state, it became necessary to bring the higher education system into line with the new conditions for the development of society. Reforming the system of modern higher education is especially urgent, taking into account the problem of research activities, the solution of which is the guarantor of the functioning of all public institutions. A fundamental change in our society must have an appropriate supply of qualified personnel, therefore, the further development of higher education is an important problem that determines the economic potential of our society.

Comparative studies in the field of organizing the research activities of future teachers-philologists are of particular interest and value during periods of deep qualitative changes, a new vision of the task of the role of education in modern society.

In his research, F. Ratner notes that "the organization of students' scientific activity in the conditions of dynamic market relations requires a comprehensive analysis of a new adequate type of student personality." The student must be ready for a constant change of professional orientations, must have a high level of professional mobility [2, p. 39].

Pedagogical science considers the educational process in higher education as a means of forming students' readiness for research activities in unity with the development of personality, and the scientific activity of students is recognized as one of the priority directions for the development of innovative processes in the field of continuing professional education in Ukraine and abroad.

The preparation of a future teachers-philologist for research activities can be represented as a multicomponent process, including a certain level of development of the personal, professional and research qualities of the future teachers.

The analysis of scientific and pedagogical literature shows that in different studies the requirements for the personality of the teacher-philologist are highlighted. In our research, we rely on the definition of D. Likhachev, who characterizes the philologist as an educated, intelligent person, bearer of culture, a creative person who is inherent in knowledge of

the origin of cultural values, in the process of their creation and historical measurement; knowledge about how literature was created, formed in the life of the people. The philologist is characterized by the ability to convey through literature moral and aesthetic ideas, the ability to understand a wide range of works of art [1, p. 78].

Analyzing the conduct of research work of students in higher educational institutions of Ukraine, it can be noted that the problem of research was relevant during all periods of the development of higher education in Ukraine. The teachers are working on the formation of research skills and abilities in future teachers-philologists. The main forms of such training, and at the same time the forms of students' research work, were participation in seminars, conducting practical classes in educational institutions; student works (theses); research clubs. However, the only system, technology for training students, and in particular, future teachers-philologists, has not been developed yet.

The analysis of foreign literature has shown that in European higher educational institutions the process of ensuring the unity of scientific and educational training is being activated through the widespread involvement of students in research and experimental work.

According to D. Woodhouse, research activity is intellectually controlled scientific research, which, through discovery and systematization, leads to the acquisition of knowledge of new information or the development and further awareness of existing information and practice [3, p. 42].

Foreign scientists (Brookfield S., Campos B.) believe that one of the most important tasks of education is the formation of readiness to enter a new situation (problem) for which there is no known solution, to determine ways to influence the situation, to find an answer to the question. In the process of research, the student finds out the facts to establish and compare connections. The student develops "self-reliance" because he cannot simply find the correct answer in the book.

Thus, in European higher educational institutions, the determining factor in the training of future teachers-philologists is the formation not of specific applied knowledge, but of the intellect, as a result of humanitarian knowledge, the ability to postgraduate education. This determines the transition to new teaching technologies, in which the most difficult questions are the subject of a lecture course and seminars, and the bulk of information is formed as a result of independent research work.

References:

1. Лихачев Д. О филологии. Москва, 1989. 207 с.