

Pedagogical conditions of formation of students research culture (linguistic aspect)

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Abstract: In article the linguistic aspect of formation of students research culture as purposeful process of realization of potential possibilities locates in linguistic development and transformation of the scientific world, proceeding in specific conditions of the linguistic educational environment. Using of possibilities of linguistics in educational process - one of conditions of formation of students research culture which substantial components are: research competence; development of creative qualities and abilities; valuable relation to the linguistic environment. In work the Model of formation of students research culture, with a support on linguistic aspect in training where the system of cooperating structural elements are presented, such as the purposes, criterion, indicators, pedagogical conditions is offered.

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Introduction

Prospects of upgrade of an education system defined the necessary of preparation of future expert as the professional capable to research activity, ready to find a solution of arising problems of education, to develop scientific strategy of professional thinking and activity.

Success of high-quality preparation of future experts can depend on formation of students research culture in the course of education as important part of the general and professional culture.

The concept of students research culture becomes more and more actual in a pedagogical science and practice. Pedagogical research is an important component of the standard of work of the modern teacher. Value of students research culture which are showing in ability to solve educational problems in the conditions of uncertainty of tasks and variability of possible results immeasurably increases. The analysis of Makeev S.G., Melnikov I.I.[1, p.83], Holly Tucker[2, p.264], Johnson, M., Cowin, L.S., Wilson, I. and H. Young, H.[3, p.562], Richard D. Janda, Brian D. Joseph[4], Michael Byram[5, p.317], David Carr and Don Skinner[6, p.141], Claire Kramersch[7, p.249], Mane, L. Miville, Changming Duan, Roberta L. Nutt, Charles A. Waehler, Lisa Suzuki, M. Carole Pistole, Patricia Arredondo, Michael Duffy, Brenda X. Mejia, Melissa Corpus[8, p.519], Sakenov, D. Zh. [9, p.1431], Kolosov L.F.[10, p.8], Valeeva I.A., Beregova I.P.[11, p.63], Rostovtseva V.M.[12, p.255], Kristin Litster and Jillian Roberts[13, p.130] shows that

though in the pedagogical theory various aspects of students research culture are considered the essence of students research culture, and also system of work on its formation in higher education institution, nevertheless, is insufficiently investigated. Despite rather wide research in literature of problems of vocational training of future teachers, there is actual and insufficiently investigated a linguistic aspect of formation of students research culture.

The analysis of theoretical, pilot studies in David Carr and Don Skinner[6, p.141], Claire Kramersch[7, p.249], Sakenov, D. Zh. [9, p.1431], Kristin Litster and Jillian Roberts[13, p.130] works and real practice allowed to reveal contradictions between:

- necessary of future experts preparation to research activity and an insufficient readiness of linguistic aspect of this process through research training;

This contradiction testify to the urgency of the research problem connected with necessary of development of Model of formation of students research culture and designing of pedagogical conditions of its realization.

The research objective consists in development of Model of formation of students research culture (linguistic aspect) and designing of pedagogical conditions of its realization.

Methods

- theoretical, including the analysis of philosophical, psychological-pedagogical, scientific

and methodical literature on a problem; studying and synthesis of experience of educational work in higher education institution; studying of scientific researches, comparison analysis and synthesis of documentation, modeling;

- the empirical: experimental work, testing, questioning, conversation, pedagogical supervision, projective techniques, expert estimation, modeling, studying of products of activity, statistical methods.

Main Part

Analysis of definitions of students research culture of Richard D. Janda, Brian D. Joseph[4], Kristin Litster and Jillian Roberts[13, p.130] allowed to understand it in a context of our research as a way of research self-realization of the student which transforms the educational environment.

On the basis of the analysis of definitions of students research culture of Richard D. Janda, Brian D. Joseph[4], Michael Byram[5, p.317], David Carr and Don Skinner[6, p.141], Claire Kramsch[7, p.249] etc., and being guided by conceptual provisions of the theory of activity which we helped analyze linguistic essence of students research culture we can to note that students research cultures is based on the contents:

- research competence of the student including knowledge and abilities on bases of linguistic research;

- formation of research qualities and abilities of the student, his ability to design own research approaches to the solution of educational linguistic tasks in dynamically changing non-standard situations.

We understand the unity of theoretical and practical readiness of the student as research competence to activity implementation, ability to operate on a basis of the received knowledge, allowing to solve problems and problems of linguistic education effectively.

Process of formation of students research culture is the continuous, difficult dynamic process which is defined in a bigger measure by activity of the student, his subject position. Pedagogical conditions of process of formation of students research culture it is considered as a combination of receptions of pedagogical support (activization, help, advice, consultation, coauthorship, a facilitation) from the teacher providing success of assimilation of knowledge and abilities in the course of work on linguistic research; allowing to staticize and develop internal research potential of the identity of the student which is defined itself in the linguistic sphere, finding personal sense in the research promoting increase of its professional and general culture. Also scientific pedagogical shots, educational and

methodical support, material base belong to pedagogical conditions.

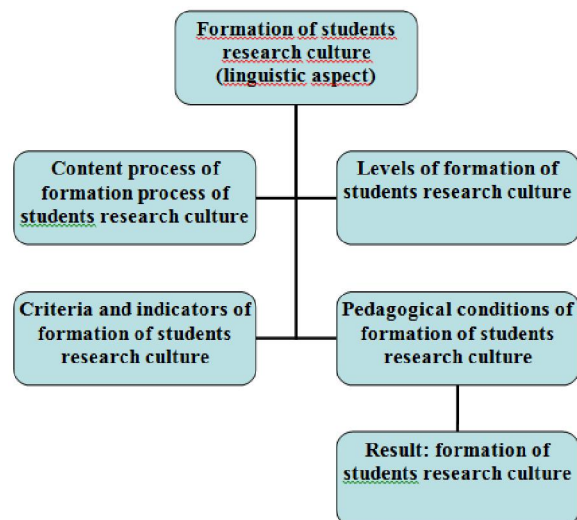
Levels of formation of students research culture: high, average, low.

Criteria and indicators of formation of students research culture: the motivational; the substantial; activity.

Thus, at design of Model of formation of students research culture allocation of the following components is necessary: contents, levels, criteria and indicators, pedagogical conditions.

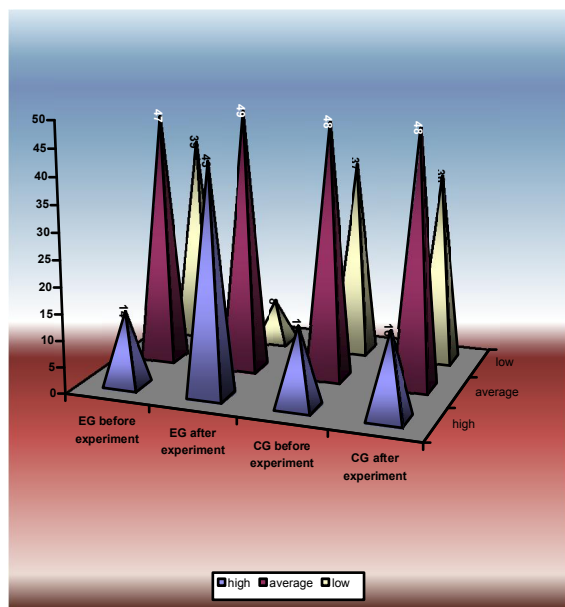
All given components of formation of students research culture found the reflection in Model of formation of students research culture.

Thus, the organization of formation process of students research culture assumes development of the model containing all components of formation of students research culture and reflecting necessary personal and professional qualities of the student. The model of formation of students research culture represents the complete, interconnected process in which all components are directed on achievement of an ultimate goal – formation of students research culture (drawing 1).



Drawing 1. Model of formation of research culture of students

Skilled diagnostics of results of formation level definition of students research culture, carried out with use of the rating monitoring system, allowed to reveal a tendency of increase of level of formation of students research culture to what about results of linguistic training in experimental (EG) and control (CG) groups before experiment (draw. 2) testify.



Drawing 2. Diagnostics of level of a formation of students research culture

Thus, in experimental groups number of students with high level of formation of research culture (includes research competence of the student, such as knowledge and abilities on bases of linguistic research; research qualities and abilities of the student, his ability to design own research approaches to the solution of educational linguistic tasks in dynamically changing non-standard situations) after experiment increased by 29 %, number of the students who have reached middle tier – for 2 %, the number of the students having low level – decreased for 31 %.

Results in control groups testify to increase in number of students with high level of a formation of research culture for 1 %, average level – for 0 %, reduction of low level of a formation by 1 %. The received indicators testify to extra efficiency of offered Model of formation of students research culture (linguistic aspect).

Conclusion

In work the linguistic aspect of formation of students research culture purposeful process of realization of potential possibilities in linguistic development and transformation of the scientific world, proceeding in specific conditions of the linguistic educational environment is reasonable. It is experimentally proved that use of possibilities of linguistics in educational process - one of conditions of formation of students research culture which

substantial components are: research competence; development of creative qualities and abilities; valuable relation to the linguistic environment.

In work the Model of formation of students research culture, with a support on linguistic aspect in training where the presented system of cooperating structural elements, such as the purposes, criterion, indicators, pedagogical conditions is approved.

It is experimentally proved that the Model of formation of students research culture is realized through linguistic aspect research the training which contents is the experience of self-education received by joint research activity.

Experiment showed that dynamics of development of all components of research culture of students is shown in the allocated criteria and indicators (motivational, substantial, activity).

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