

RESEARCH WORK AS A WAY OF FORMATION OF PROFESSIONAL COMPETENCE OF THE TEACHER OF MUSIC ART

Formulation and justification of the relevance of the problem. Consideration of role, characteristics and ways of training teachers of higher educational pedagogical institutions to conduct individual research activities is relevant for several reasons.

First, the competence-based approach to the consideration of ways of formation of professional competence of teachers of pedagogical higher educational institutions involves the consideration of teaching and research activities as a component of professional competence and as one of the ways of its formation.

In particular, the analysis of scientific literature [1-3] gave reason for the statement that professional competence includes value oriented, cultural, communicative and technological competence; competence of social interaction and personal self-development and cognitive competence as a complex competence that ensures the self-educational and research activities of the teacher.

The latter requires the ability to effectively plan, organize their educational activities, master the ways of analysis and reflection of its activities for the development of knowledge based on the requirements of the relevant functional literacy that will enable teachers to understand the scientific picture of the world, to have skills of search and research activities.

Secondly, today in the new socio-economic

environment has seen a rapid development of interest of managers and teaching staff of higher educational pedagogical institutions to conduct research and experimental work in their schools.

On the one hand, this phenomenon says about the perception of pedagogical collectives of educational institutions of the need for radical reforms in education, and, on the other, the awareness of their responsibility for these changes and the need to improve their scientific and pedagogical level.

Thirdly, according to modern requirements in the field of education in evaluating teachers are encouraged to submit a portfolio, one of the topics which may be scientific-research, methodical activity of the teacher. And therefore, teachers should pay attention to the list of teaching materials placed in this section, that attest to the professionalism of the teacher. Their team includes among others the following: conducting research; writing manuscripts from PhD or doctoral dissertation preparation creative report, reports, articles.

The purpose of this article is to reveal the role and opportunities of research work of teachers of higher educational institutions in the formation of their own professional competence.

The main material of the study. By definition, research activities are one of the types of teacher's activity, aimed at understanding and transforming pedagogical reality on the basis of

achievements of pedagogical science and the application of scientific methods; the result of this activity is to obtain new pedagogical knowledge and experience and the development of methodological culture of the teacher-researcher.

Research work of University teachers can be called scientific-methodical work in connection with the feature of the subject of her research, namely, teaching methods of different disciplines.

The main purpose of scientific-methodical work of the teacher is of a dual nature, namely: provides professional development and scientific-methodical level of pedagogical personnel, and also provides the educational process is science-based teaching tools (programmes, plans, textbooks and teaching materials, means of presentation, computer programs, etc.).

Both sides of the main objective are closely interlinked and interdependent. It is primarily about the development of the teacher as a creative personality, shifting it to the consumer type on an independent search of methodological decisions about the transformation of the teacher in the developer and author of innovative techniques and learning tools that allow you to implement them.

Unlike the scientific-methodical work of teachers from traditional teaching work is not in the mastery of existing science knowledge and not in the embezzlement of teaching experience and self-search, the extraction of new knowledge.

Thus, scientific and methodical work of the teacher is a scientific investigation, the purpose of which is to obtain their own, that is, the author's findings and the results of theoretical and practical nature in the field of teaching a particular discipline and in the framework of the chosen topic.

The essence of research activity of the teacher is the organization and carrying out pedagogical experiment.

Modern educational institution provides opportunities for choice by the teacher conducting their own research. It can be work on individual methodological theme, participation in experimental work at different levels (individual, local, regional), implementation of dissertation research, etc.

The pinnacle of professional and personal growth is the ability of the teacher to carry out individual research activities that can be represented by a work on a methodical theme and execution of the dissertation research on the material basis and educational institutions.

The growth of research competence of the teacher there are different organizational forms of pedagogical communities.

In the system of postgraduate education has developed both individual and group forms of training teachers to conduct scientifically-methodical work.

Forms, which can be implemented on the

basis of educational institutions are teacher training workshops; round table; conference; workshop or master class; small teaching tips; psychological and pedagogical councils; educational club, which is one of the open forms of scientific and methodical work and provides for voluntary fees of participants on the basis of interest in problems of education; the creative group – mobile Association of teachers of educational institution to be established for a limited period of time to solve specific pedagogical problems, for example, at the time of preparation of the pedagogical Council, the scientific-practical conference, etc.; creative lab is a voluntary Association of teachers, established to address one or several of the most urgent problems of activity of the enterprises.

Stimulating interest in innovation processes is through the use of active methods and forms of classes: discussions, business games, conferences, presentations of creative works, «round tables».

Separately on this individual form of studies, as performing dissertation research on the material basis and educational institutions.

The contents of activity of the teacher when doing research is the following:

1) to be able to choose the research direction and independently or with the assistance of a consultant to formulate a topic that would be relevant, and its development would carry a theoretical novelty and would be of practical interest;

2) to become familiar with the theoretical basics and scientific terminology methodology of teaching a particular discipline and its basic science – didactics and psychology, to clarify the basic methodological categories and to learn the correct use of methodological terminology;

3) to learn the skills of research work, that is, able to substantiate the relevance of the research topic, to formulate the main goal, tasks, object, subject, hypothesis and the purported practical outcome of the study, the selection of appropriate research methods and be able to use them in the course of investigations; conduct independent bibliographic search, to work with theoretical literature in line with the chosen topic, to analyze, to generalize, to evaluate the practical significance of the available data and on this basis make their own conclusions; develop, on the basis of theoretical data, practical training materials and manuals; to use various methods of experimental-pedagogical studies and conduct a trial training developed by the author models own and didactic materials; to show the way of implementing the theoretical insights of author and author's research to practice training in an educational institution, and outline the prospects for further research on the developed problem.

The beginning of the dissertation research may be methodological topic of the teacher, who

traditionally was a form of self-education and qualification simultaneously.

In the process of selecting problems to study, the teacher may be offered the following recommendations:

1. When choosing a methodological topics should be guided by such motives as the need to solve specific problems of education, awareness raising in professionally important issues reviewing the result of research in the field of psychology, pedagogy, methodology etc.

2. Problem to be solved in the process of working on a methodological topic should really be resolved within a specific time.

3. To solve the problem, it is desirable to develop something specific, for example, the curriculum or program elective; any mechanisms (administrative, educational or educational); any system (e.g., a multi-level system tasks, system diagnostics).

After choosing a topic you need to agree it with colleagues and methodical Association of school administrators, and to determine the form of reporting of teachers on the results of the methodological development of the topic.

Conclusions and prospects for future research directions. Research activities of teachers is an urgent need today. There is an opportunity and need for research work For the teachers of pedagogical higher educational establishments.

The above modern forms of organization of scientific-methodical work in universities and conduct of the actual teaching experiment integrating the techniques of the classical scientific experiment, theoretical studies and research and suggest the need for collective forms of research activities.

A teacher, able and willing to implement innovative activities in the school, could take place when he is aware of himself as a professional, has a fitting on creative perception of available innovative experience and its necessary transformation.

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ВІДОМОСТІ ПРО АВТОРА

ГРОЗАН Світлана Вікторівна – кандидат педагогічних наук, старший викладач кафедри музично-теоретичних та інструментальних дисциплін Кіровоградського державного педагогічного університету імені Володимира Винниченка.

Наукові інтереси: формування дослідницької компетентності майбутніх учителів музичного мистецтва.

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Circle of scientific interests: formation of research competence of future teachers of musical art.