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THE PROBLEM OF DEVELOPING THE RESEARCH COMPETENCE OF SPECIAL EDUCATORS

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ABSTRACT

The article deals with the problem of developing the research competence of special educators. The article analyzes foreign and domestic experiences in the development of research competence. The essence of the concept of research competence is revealed, and its features and capabilities are defined and disclosed. The characteristics of the concepts of competence, competence approach, and research competence are given. Research competence is the formation of skills necessary for carrying out research activities, and the presence of motivation for scientific activity. It is characterized by achieving the result necessary to achieve the set goals, planning, designing, conducting research, discussing and demonstrating their results.

Research objectives: to identify the theoretical and methodological foundations of the problem of developing the research competence of special teachers; to systematize the methodological foundations of the problem of developing the research competence of special teachers.

The purpose of the study: theoretical methodological substantiation of the problem of developing the research competence of special teachers, the development of a methodology and experimental verification of its effectiveness.

In order to identify the effectiveness of the problem of developing the research competence of special teachers, an ascertaining experiment and a questionnaire survey of students were conducted. Based on the results of the survey, the levels and content of the problem of developing the research competence of special teachers were determined. The results have been verified and displayed on the chart.

Keywords: *competency, competence, research competency, future special educators, developing research competence, methods, education.*

INTRODUCTION

Currently, the issue of competencies in the preparation of students as future competitive specialists is very relevant. In this aspect, competence plays an important role in the training of future specialists.

In the Russian Federation, Khutorskoy defines competence as knowledge in an activity that can be implemented at a standardized, necessary and appropriate level of competence (Khutorskoy, 2008, pp. 456-458).

According to Vladimirova, competence is a set of requirements in education, and competence is experienced in the implementation of competence-based action (Vladimirova, 2016). The work of Arsentieva substantiates the need for the formation of research competencies of students in higher educational institutions (Arsentieva, 2012).

In the Republic of Kazakhstan, Taubayeva researched methodological and theoretical issues of organizing and conducting pedagogical research as a scientific means of improving educational practice (Taubayeva, 2000). Edilbai Ospan put the foundations of academic writing in the first place, as the most important element in increasing the level of accessibility of higher education in the country (Ospanov, 2020).

As a result of analyzing the opinions of the above-mentioned scientists, it became obvious that the concepts of competence and competence cannot be considered without each other. At the same time, based on the opinions of scientists, it is clear that competence has a different definition. In addition, the focus of scientific research is on several types of competencies, in particular, professional, informational, cultural, communication, social, research, etc. Beshpalova (2021) emphasizes the early development of research competencies in younger schoolchildren, which lays a solid foundation for higher education pursuits.

EXPLAINING THE STATE OF THE ART OF THE PROBLEM

Research competence is the formation of skills necessary for carrying out research activities, and the presence of motivation for scientific activity; it is characterized by achieving the result necessary for setting goals, planning, designing, conducting research, discussing and demonstrating their results (Syzykbaeva, 2022).

The purpose of each discipline studied at the university is to develop students' research competencies. Understanding the values of research work and the availability of research competence

will help future specialists form a willingness to implement the knowledge and skills acquired in universities in their activities, to master scientific methodology, and research experience. The main purpose of organizing and developing independent work of students on a scientific basis is to improve the quality of university education, the level of training of specialists with higher professional education, and identify young people who are passionate about science (Zhekseminova, 2021).

In the Republic of Kazakhstan, Zhekseminova investigated the problem of the formation of research competence of future social educators (Zhekseminova, 2021), in the study of Espolova, research competence is considered based on the updated content of natural science education for primary school students (Espolova, 2021). Ramazanova formed research competence in teaching biotechnology students (Ramazanova, 2022), Syzdykbaeva studied the theoretical competence of future primary school teachers (Syzdykbaeva, 2022).

Movkebayeva in a number of her works noted the readiness of people with disabilities to choose a profession (Movkebayeva, 2018). Movkebayeva's (2018) work addresses the preparation of teachers for inclusive education, highlighting the need for specialized training to accommodate diverse student needs. The basics of sign language teaching for students majoring in "Special Pedagogy" at pedagogical universities were developed by Autaeva (Autaeva, 2011). Abayeva contributed to the training of typhlopedagogics specialists (Abayeva, 2014). Abaeva's work on special pedagogy and psychology highlights the foundational principles required for successful special education (Abaeva, 2014).

At the same time, the analysis of the above-mentioned works showed that the problem of developing the research competence of special teachers has not been practically studied. The analysis of the problem confirmed its relevance, and also revealed contradictions between the needs of society and the theoretical and practical justification for the development of research competence in special pedagogical science:

- insufficient interest of future special educators in carrying out scientific work to determine and resolve the readiness of research competencies and abilities;
- the existence of contradictions between the theoretical justification of the research competence of special teachers by the requirements of modern society and the insufficiently developed content and methodology of its implementation in practice.

The purpose of our research was to solve the problem of developing the research competence of future special teachers, to develop a methodology, its theoretical methodological justification and experimental verification of its effectiveness.

Research objectives:

- Definition of the theoretical and methodological foundations of the problem of developing the research competence of special teachers;

- systematization of the methodological foundations of the problem of developing the research competence of special teachers;
- conducting a pedagogical experiment to test a special methodology for developing the research competence of special teachers and introducing its effective results into the learning process.

DATA COLLECTION AND ANALYSES

To achieve the purpose of the study, the following methods were used: analysis of methodological literature and research, recognition, generalization, and comparison of key issues related to the topic; empirical and pedagogical control, conducting questionnaires with students, quantitative analysis of its results. The study used a questionnaire method to collect basic information. The questions of the questionnaire designed for students were open and closed. During the survey, several questions were considered within the framework of the topic under study:

- What is a research competence?
- What place, in your opinion, does the development of research competence occupy in the training of future special teachers?
- Is research competence related to research activities?

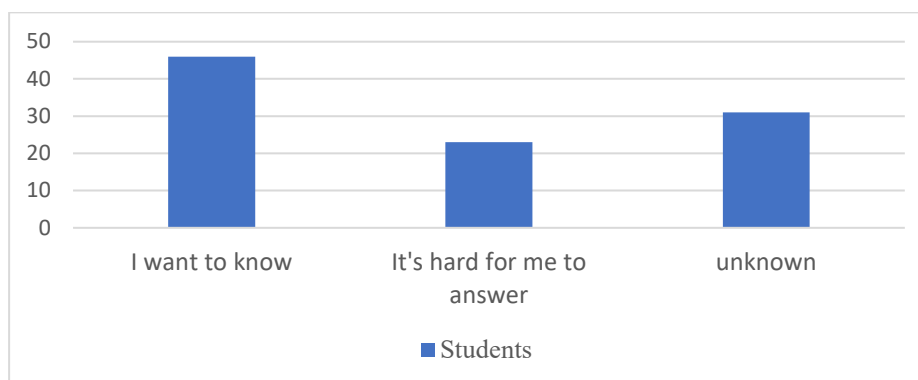
The experiment was attended by 43 students of the Abai Kazakh National University. Students of 3-4 courses participated in the experiment. Students were given survey questions through the Google disk platform.

RESULTS AND DISCUSSION

The ascertaining experiment was attended by students of 3-4 courses of the educational program "6B01901-Special pedagogy". In order to determine their research competence, "What is research competence?" a question was asked. As a result, 46% of the answers to the question were completely correct, and 54% wrote only partial answers (Figure 1).

Figure 1.

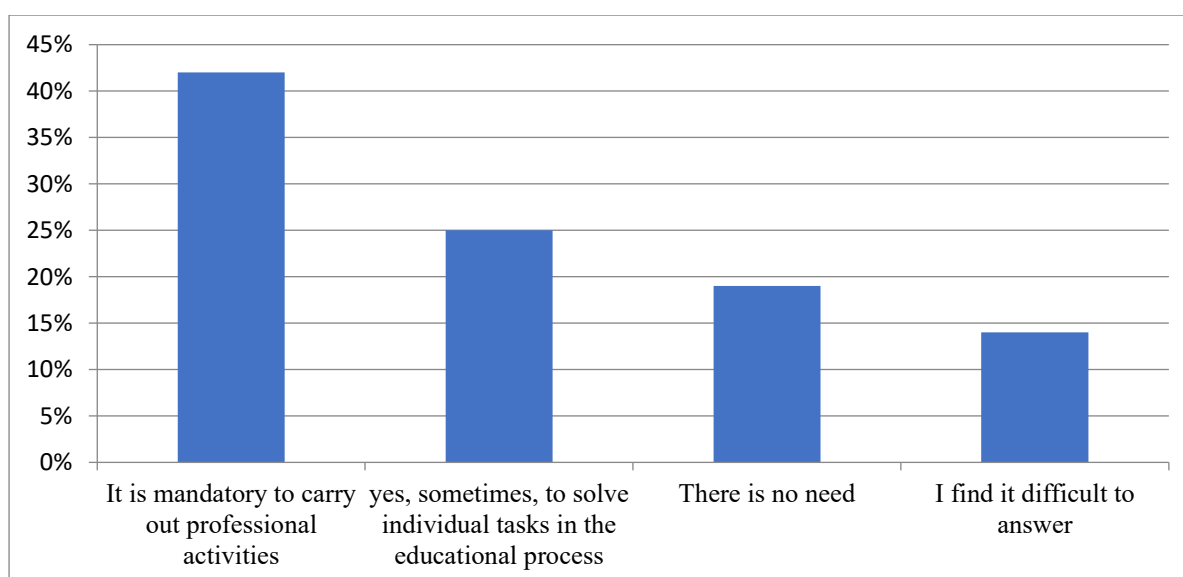
Analysis of the results of the answers to the "What is research competence?"



To determine the knowledge of students about research competence, "What place, in your opinion, does the development of research competence occupy in the training of future special teachers?" a question was asked. Related to this, 42% of respondents necessarily need, to carry out professional activities, 25% yes, sometimes, to solve individual tasks in the educational process, 19% no, they are not needed, the rest find it difficult to answer (Figure 2).

Figure 2.

Analysis of the results of the answers to the question "What place, in your opinion, does the development of research competence occupy in the training of future special teachers?"

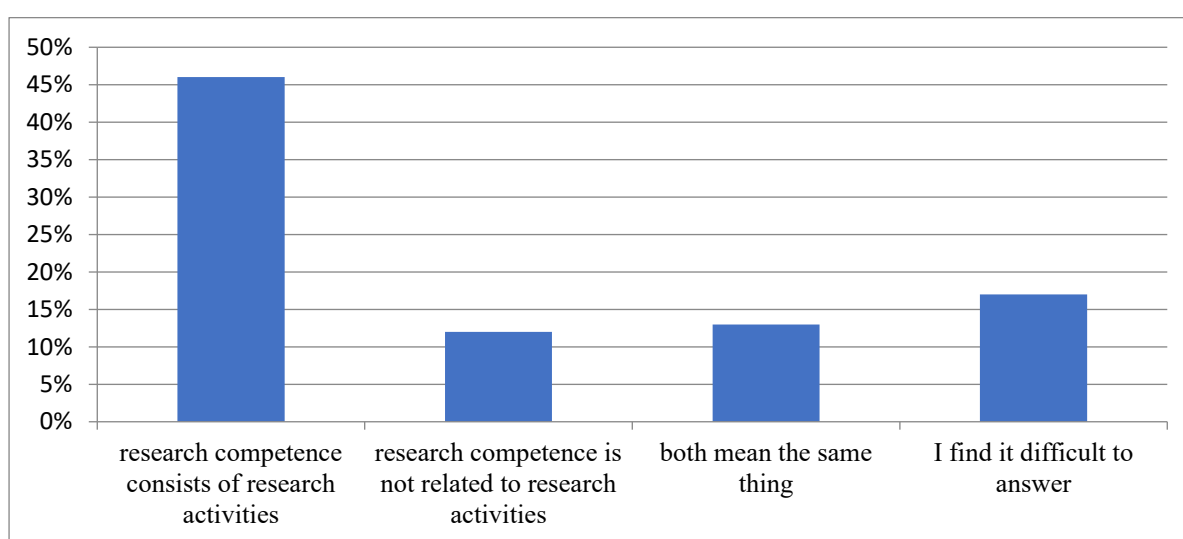


In order to identify the connection of students' research competence with research activities, the question "Is research competence related to research activities?" was asked. As a result, 46% of research

competencies consist of research activities, 12% of research competencies are not related to research activities, 13% both have the same meaning, 17% find it difficult to answer the answer shown (Figure 3).

Figure 3.

Analysis of the results of the answers to the question "Is research competence related to research activities?"



As a result of the results obtained, it became clear that most of the students were not psychologically ready to engage in research work. They cannot adapt to new types of lessons, or perform certain tasks; as a result, they experience difficulties due to a lack of understanding of research competence.

In modern conditions, it remains unclear how well future specialists perform their research and independent work assignments. The results of the conducted surveys require intensive work in the research competence of students. It is obvious that in order to develop the research competencies of special teachers, it is necessary to carry out certain purposeful work that will contribute to improving the professional level of future teachers. This circumstance is extremely important and relevant for the prosperity and further development of the Republic of Kazakhstan.

In our opinion, the development of research competence is the organization of a purposeful learning and upbringing process by performing additional research aimed at meeting the individual educational needs of students and ensuring the self-development of a creative personality. The development of the research competence of special educators is a necessary and valuable component in the system of continuing education of a higher educational institution and contributes to achieving the fullest satisfaction of the needs of students in the learning process.

CONCLUSION

The article analyzes the opinions of foreign and domestic scientists on the development of students' research competencies. The definition of research competence is given, and its essence, features and capabilities are revealed. To determine the effectiveness of the problem of developing the research competence of special teachers, a survey of students was conducted. The results of the survey showed the relevance of developing the research competence of future special teachers. The results of the survey showed the relevance of the development of research competencies for future special teachers. During the survey, questions related to the development of research competence of future special teachers were given. "How do you understand research competence?" we see that the vast majority of students are interested in the question "What is it?" What, in your opinion, is the development of research competence in the training of future special teachers? We note that the students who took part in the meeting answered positively. "Is research competence related to research activity? Students participating in the survey showed that they are related.

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