

Research activity as means of teacher's professional and expert growth

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Abstract. The article considers the problem of developing the research function in the activity of the higher educational institution teacher. The requirement to provide for the professional and expert growth of the teacher in the area of the higher education stipulates the urgency of this issue. The author thinks it is caused by the fact that under current conditions the education goals turn from informational and accumulating into social and professional and competence-based. The author thinks that the problem can be solved through searching for conditions being necessary for the practicing teacher's research activity in the higher educational institution.

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Introduction

The level of contemporary social and economic transformations and entry of Kazakhstan into the Bologna process in March 2010 changed the requirements to education. The goals of education turn from informational and accumulating into social and professional and competence-based, contributing to preparing the personnel with the advanced adaptation mobility and readiness to work under the changing conditions [1]. It is confirmed by the goal sets defined in the Decree of the President of the Republic of Kazakhstan "On approval of the State Program of the Education Development in the Republic of Kazakhstan for 2011-2020". This goal includes "the achievement of high level of the higher education quality that meets the needs of the labor market, tasks of industrial and innovation development of the country and personality, as well as corresponds to the best world education practices" [2]. We see the fulfillment of these goals in the implementation of innovation technologies into the educational process of the higher educational institutions.

The result of innovation processes is the use of both theoretic and practical innovations. Their management will provide purposeful selection, assessment and use of new concepts, theories, ideas, technologies, methodologies, and the best pedagogic practice in professional activity. The active process of both learners' and teachers' personal self-determination takes place under conditions of innovation regime.

Methodology

Active development of the practical teacher's research activity in the higher educational institution was comprehended through studying the

works of researchers who regarded the teacher's research activity as an organic component of his professional activity. In addition, we studied and generalized the experience of higher educational institutions related to the use of various organizational forms of teachers' research work in order to investigate the conditions necessary for professional and expert growth of teachers.

Main part

Having studied the issues related to theory and practice of the practical teacher's research activity, we saw the problems impeding its active development, and what is more important, restraining the wide use of new ideas. The influence of the research activity on the teacher's professionalism growth happened to be unstudied, although the idea itself is postulated. Based on this, we formed a contradiction between the need for developing the research function of the teacher's activity and the underdevelopment of conditions for positive influence of its implementation on the professional and expert growth. This brings us to the scientific problem of the issue under research: under what conditions does the research activity provide for the teacher's professional and expert growth?

Having studied the works of V.I. Andreev, A.S. Belkin, S.A. Dneprov, V.I. Zagviyazinskiy, E.F. Zeer, E.V. Korotaeva, A.M. Moiseev, M.M. Potashnik, V.A. Slstenin and other researchers, we concluded that it was rightfully to regard the teacher's research activity as an organic component of his professional activity being also its special kind and the teacher's pedagogic function [3]. This is first. Secondly, the research activity defines the professionalism development and functions as a means of this development. Thirdly, the teacher's

research activity is the interlink between the theory and practice, and if it disappears, this breaks the whole system of their relations, restrains the development of both theory and practice. Fourthly, it can exist as an individual activity (and function) and can appear as a special part of other types of activity and functions of the teacher. Fifthly, the teacher's research activity and function represent a recognized form of the creativity implementation [4]. Actually, we have not seen any work related to the problem under research that would refuse the idea of involving the teacher into the research activity as a means of his professionalism development. In a democratic society, people acknowledge the teacher's right to have his paradigm of teaching and educating children, and his outlook. The pedagogic activity admits the level of self-organization. It obliges the higher educational institution to organize the research activity most seriously because it can weaken dull processes and bring higher educational institutions to the regime of constant successional development more than other factors [5]. Professor A.K. Markova has developed this latest position rather completely (on the technological level). She has accentuated professionalism criteria and levels being rather acceptable for practice. Let's characterize them shortly. The first group of criteria named 'objective' by the author includes: the person's correspondence to the profession requirements, his ability to make a considerable contribution to the pedagogic practice. The second group consists of subjective criteria: the profession correspondence to the person's requirements, the teacher's satisfaction by his work. The third group of criteria is effective. It includes the teacher's achievement of definite results of his work. Other ten groups of criteria follow this list: procedural (the efficiency of the teacher's use of pedagogic methods and education techniques); normative (the level of mastering standards, regulations, models of the profession by the teacher); individual and variative (the teacher's aim to individualize his work and develop himself in it as much as possible); prognostic (whether the person has the growth perspectives, the availability of immediate professional development zone); professional proficiency (the ability to adopt colleagues' experience and display professional openness); creative (longing to the creativity, his experience transformation); social activity (the ability to interest colleagues and the society by the work results); professional adherence (the ability to observe honor and dignity of the profession); qualitative and quantitative (the teacher's work evaluation in terms of quality and quantity) [4]. The criteria of the teacher's professionalism developed by A.K. Markova verge towards the description of the

generalized reference model of the contemporary professional teacher. The teacher must realize these criteria in their unity in order to see his work as a whole, look to this reference model as a final goal. However, one does not master all these characteristics of professionalism at once; not all of the specified indicators characterize the work of any teacher; everyone masters them gradually. It is important for the teacher as well as for any other specialist to clearly imagine the stages and levels leading to professionalism [6]. They can become intermediate goals in the professional growth. A.K. Markova accentuates the following stages eventually mastered by each teacher as a part of his work.

Having studied the level of teacher's personality challenges to researches, and his internal direction to his own higher educational institution development, it is necessary to create motivation conditions that would help to provoke interest and direct the teacher's activity to the innovation and research area [7]. The main factors contributing to the teacher's transfer to the position of the subject researcher became the following:

- favorable internal conditions of the higher educational institution,
- scientific and methodic, and psychological and pedagogic support,
- democratization of subject and object relations as well as the freedom of choice and actions,
- management methods and tools [8].

A real mechanism of transferring the teacher to the position of the subject researcher was the fact that the education content changed. Those teachers being targeted at the innovation practice had to identify themselves in terms of pedagogic technologies being mastered by the staff, proper approaches to education, and creation of its pedagogic system. In other words, the teacher has understood that he must decide on everything himself, and thus enter the problem regime and start his own research. Such features as seeing the problem, forming the skill and taste to read pedagogic literature, desire to search for solutions for hidden problems defined the teacher's capability to the research activity. It is unquestionable that the availability of such personal characteristics contributed to the qualitative change of the teacher's personality and allowed him to develop into the teacher researcher [9]. The very beginning of the organization of the teachers' research activity naturally caused considerable difficulties. The main thing was to overcome the inertia approach to the pedagogic work, the habit to work according to standard programs, methods. It was necessary to totally change the teacher's attitude to his work that,

by the way, happened to be psychologically impossible for everyone. That was seen in the general dynamics of higher educational institutions teachers' professional growth. The most important thing is that the teacher's direction to the use of the scientific theory defined the level of the teacher's methodological culture. It means that the higher this level is, the more real the opportunity to perform scientific approach to understanding the sense of the interrelation between the scientific theory and pedagogic practice is [10]. The work with the teacher started just from studying the level of the methodological culture as its level with all teachers happened to be quite different: from very low to high.

Conclusion

Analyzing this data and realizing that the teacher of a higher educational institution masters skills of the research activity, which is an indispensable component of his profession and a condition of his professional growth, we thought over the preparation of the teacher as a subject researcher.

The use by the teacher of pedagogic, scientific and methodic literature and periodicals allowed him to develop and correct his own educational programs, adopt new pedagogic technologies to his practice, diagnose and analyze the results of his activity, and plan perspectives of his development.

At the very beginning teachers familiarize themselves with new pedagogic periodicals, choose the pedagogic texts they think could be necessary. The teacher researcher gradually acquires a taste not only for scientific pedagogic works but also for natural pedagogic contained in literary, publicistic and other texts. We started using special pedagogic literature as a sort of diagnosing material that helps the future teacher researcher to decide what research theme to choose.

Before the teacher starts his individual research, one starts the work with him and his individual plan of research.

All this work gives him the right to make his own discoveries and innovations that are components of the teacher's proper experience. The final result of the teacher's creative potential development is the transformation of the teacher's methodic activity into scientific methodic. The research practice of the teacher's work according to the individual theme has just proved it. Herewith, the experimental work within the pedagogic research becomes that nucleus that helps to make this transformation. Thus, the sense of the methodic work of the higher educational institution has changed. It became scientific and methodic due to the enrichment with other areas. The growth of scientific potential of higher educational

institutions becomes one of the most important conditions for increasing the efficiency of the faculty's pedagogic activity.

Summary

The development of the creative potential of the higher educational institution teacher through his active participation in the research activity has become the principle area of this work. It is not an attempt to follow the fashion but a necessity at this development stage [11]. The teacher placed in new conditions felt the necessity to acquire new knowledge, discoveries, and renewal. It became impossible to teach the way it had been before. It became important to not only know the methodology but, above all, to acquire theoretic achievements of the pedagogic science, and develop his research functions as well.

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