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## МЕТОДОЛОГІЧНІ ПІДХОДИ ЩОДО ІНТЕРПРЕТАЦІЇ ПОНЯТЬ "ЯКІСТЬ" ТА "ЯКІСТЬ ОСВІТИ"

*Розглянуто питання методології понять "якість" та "якість освіти" у нормативних документах та поглядах дослідників з античних – і до наших часів.*

*Нова філософія якості – це категорія всеохоплююча. Крім продукції (товарів) та послуг вона поширюється на підприємства, організації, установи, їхній персонал і системи менеджменту. І в наш час термін "якість" означає не лише високу якість товарів, а й передусім – спосіб управління, а також життя.*

*Останнім часом суттєвого поширення в суспільстві та світі здобули питання якості надання освітніх послуг у вищій школі. Сучасна парадигма освіти розглядає це поняття як багатогранну модель соціальних норм і вимог до особистості, освітнього середовища, в якому відбувається її розвиток та розвиток системи освіти, що реалізує освітні завдання на певних етапах навчання у закладах вищої освіти.*

*Тут інтегрується все: якість навчально-методичної бази, якість педагогічних кадрів та професорсько-викладацького складу, якість надання освітніх послуг, високий ступінь задоволення освітніх потреб студентів і, нарешті, якість самого суб'єкта навчання.*

*Якість освіти – це узагальнений показник розвитку суспільства в певному часовому вимірі, а тому його розглядають в динаміці змін, що характеризують поступ держави в контексті новітніх світових тенденцій. Міжнародний стандарт також регламентує поняття "якості освіти" як сукупність властивостей і характеристик освітнього процесу, що задовольняють освітні потреби споживачів освітніх послуг.*

*Все це світоглядні поняття, які мають методологічне значення для забезпечення високої якості освіти на всіх етапах і рівнях.*

*Ключові слова: методологічний підхід; поняття "якість"; "якість освіти"; сутність; визначення; інтерпретація; трансформація понять; потреби, очікування споживачів.*

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## FORMATION OF FUTURE TEACHER'S READINESS TO RESEARCH ACTIVITY AS A PEDAGOGICAL PROBLEM

*The article deals with theoretical aspects of formation of readiness of the future teacher for pedagogical research activity. To our mind research skills mean analytical-synthetic, informational, creative and prognostic skills, which integrate with the focus on research activities and personal qualities of the individual, provide its effective search-and-transformative activity in educational process.*

*Keywords: creativity, pedagogical creativity, research activity of the teacher, research skills.*

**Formulation of the problem.** The transition from authoritarian pedagogy to the ideas of humanistic development of the individual, from the accumulation of knowledge as a self-sufficient process, to the development of the ability to operate them, from fragmentary education to continuous, from the frontal organization of training to individual needs the preparation of a teacher of new generation. Modern teacher must be prepared for innovation and creativity, have a variety of means of research at school, systematically replenish knowledge and apply a personally oriented approach in teaching activities. All this gives special importance to the problem of research pedagogical activity of a teacher. At the same time the growth of the requirements for professional training of the teacher requires a qualitatively new theoretical and methodological provision of student research activities in the institution of higher educational establishments. Successful mastery of research skills will help future teachers to organically engage in pedagogical activities and immediately begin the practical application of scientific knowledge in higher education establishments.

**Research objective is** to explore the theoretical aspects of forming the readiness of the future teacher to pedagogical research activities.

**Analysis of recent researches and publications.** Conceptual basis of professional training of the future teacher for creative activity is disclosed in the researches of V. Zagvyazinsky, I. Zyazyun, M. Nikandrov, M. Kukhariev, O.Savchenko, S.Sisoyeva and others. A special place belongs to the works of Ukrainian scientists which analyzes the professional training of future teachers in the context of personally oriented education and the preparation of a teacher for the introduction of innovative pedagogical technologies (I. Bekh, I. Bogdanova, I. Dichkivska, O. Pekhota, O. Pometun, O. Popova, P. Reshetnikov, M. Shevtsov, Y. Harlamov). The importance of the problem of preparing a future teacher for research pedagogical activity indicates and foreign experience is highlighted in the works of scientists G. Barton, C. Vederill, D. Ghalhaun, H. Gardner, P. Jarvis, D. Zhelo, J. Kreis, F. Cross, K. Minnie, H. Tomas, P. Hadson and others.

The main goal of higher education is the preparation of a teacher who has a high professional culture, psychological and pedagogical competence, creative research character of pedagogical work. Pedagogical activity is research and creative as for character and content. However, practice shows that the activities of most teachers today can not yet be called creative, research and aimed to finding of the most rational and creative ways of teaching and education of students.

For carrying out of qualified pedagogical researches in the process of educational interaction with students a teacher with appropriate training is required. The current assertion of M. Montessori, who noted that "... our teachers will need to develop more... the spirit of the scientist, rather than the mechanical skill; in other words, the training of teachers should get better in the direction of the idea than in the direction of mechanical resistance" [5, p. 38]. Teacher training is a complex process that requires not only high-quality professional training but also the formation of a researcher.

#### **Research presentation.**

**Research activity is a kind of creative activity.** The concept of "creativity" in recent years is the subject of the analysis of many sciences. Creative activity is characterized by signs of novelty, neoplasm, progressiveness of the solution of the contradiction.

Thus, V. Andreev defines creativity as one of the types of human activity aimed at solving the contradiction (solving the creative task), and for which objective (social, material) and subjective personal conditions (knowledge, skills, creative ability), whose result is novelty and originality, personal and social significance as well as progressiveness [1]. The scientist points out certain signs of creativity which are manifested not in isolation, but integrated in their integral unity: a) the existence of a contradiction of a problem situation or a creative task; b) social and personal significance and progressiveness, which contributes to the development of society and personality; c) the existence of objective social, material prerequisites, conditions for creativity; d) the presence of subjective (personal qualities – knowledge, skills, special positive motivations, creative abilities of the person) prerequisites for creativity; e) novelty and originality of the process or result. At the same time, the decisive role in the understanding of creativity is played by creative thinking and creative activity of the individual. According to scientists' opinion mental activity, which organically combines logical thinking and imagination plays a decisive role.

They consider creativity as an important form of human practice, activating the subject's potential in the process of personality changes also they believe that creative potential is expressed in various types of human activity: cognitive, ideological, labor, communicative and emotional [1]. S. Sysoeva believes that in the process of creativity in various forms of human activity, its creative essence is maintained: search-transforming orientation. That is why research activity is creative [6]. Creativity is an integral part of the pedagogical process, an objective professional need in the activity of the teacher and therefore its attraction to research contributes to the level of its pedagogical creativity. In our opinion the activity of the teacher is research because the organization of the creative activity of the teacher and the student is always organically connected with the study, scientific analysis and implementation of pedagogical experience. The teacher who works creatively relies on the achievement of the pedagogical science himself, enriches the pedagogical theory, reveals the regularities of the pedagogical process, determines the ways of its improvement, predicts the result of his activity.

According to N. Kuzmina pedagogical creativity can be represented by a two-tier structure where pedagogical inventions and pedagogical researches can be distinguished [4]. Pedagogical investigations take place both in the field of selection and composition of the content of information in educational and cognitive activities, as well as in the field of selection and organization of various types of technology teaching in the creation of new forms of education and in the methods of solving pedagogical problems. Pedagogical inventions can occur spontaneously on the basis of perception of the teacher of discrepancy between the goals that face it and the means, forms, methods that are currently now. In contrast to the pedagogical invention, pedagogical research is a conscious and purposeful search for the improvement of the pedagogical process on the basis of the use of a scientific apparatus, which makes searching more successful. The content of pedagogical research is to measure various aspects of the pedagogical process, checking its effectiveness according to criteria and parameters in accordance with the definition of the purpose of the activity of the educational establishment [4].

Consequently, we believe that the essence of pedagogical creativity is pedagogical activity as a process aimed at solving an innumerable number of pedagogical tasks that are subordinated to the general ultimate goal of the formation of a person's creative personality, his outlook, beliefs, consciousness, behavior and in a vocational educational establishment – the basics of professional skills, readiness for creative work in educational establishments. That is the pedagogical activity is essentially a research one.

**Presenting of main material.** Research pedagogical activity is defined as activity, which is based on research and is its derivative, it is aimed primarily at gaining new knowledge for the teacher in order to find ways and means of improving the pedagogical process. Teacher in his practical activities can be engaged in both research and research teaching activities. Each of them is an important component of the professional competence of a modern teacher. The readiness of future teacher to research is regarded as professional competence which is characterized as a set of interrelated essential orientations, research knowledge, skills and practical experience necessary for successful teaching activities in the context of personally oriented teaching and upbringing of students. According to this statement, the competence of the future teacher regarding research pedagogical activity is defined as the unity of such components: motivational, content, operational and integration.

The research approach to the pedagogical activity should be taught in an educational establishment which prepares students for pedagogical creativity and orientation as in standard situations that are solved in accordance with the principles and rules that have already been approved by science and practice, and to non-standard situations where an unordinary approach to the solution is envisaged difficult tasks at a new qualitative level, when the teacher is in the situation of the researcher and the creator, that is, pedagogical creativity. Thus, the importance of the research approach to pedagogical activity is emphasized.

The formation of a teacher-researcher takes place in stages. The first stage is characterized by accumulation of pedagogical experience, practical and scientific understanding of pedagogical activity, which contributes to the development of pedagogical thinking, the formation of relevant content. At this stage, the reproductive element predominates. A number of researchers (I. Kanevskaya, Y. Babansky,

Y. L'viv) considering the correlation of reproductive and creative aspects of cognitive and scientific-practical activity argue that reproductive activity is a necessary part of any kind of creativity. They believe that reproduction in the work of the teacher is necessary, because the choice itself and the very ratio of choice to real conditions and opportunities make it a creative act and the conditions and opportunities for its use in the course of the lesson objectively put the teacher before making a non-standard decision. The reproductive level is the path to the personal mastery of the future teacher. In this case, the future teacher, designing the experience of the mentor in practice, preserves his personality, develops his style of teaching activity.

In contrast other scholars (N. Kuzmin, V. Slaktionin and other authors) argue that graduates of higher education establishments with experience in creative research are very different from those who have only experience of reproductive activity.

We believe that reproductive elements are a necessary component and a condition for every creative activity. On their basis there is a birth and ripening of components of creative cognitive activity. In our opinion, reproductive elements provide a transition to a higher level of creativity.

The second stage of the formation of a teacher as a researcher is characterized by acquiring an individual pedagogical experience, which enables pedagogical thinking to go beyond scientific views on pedagogical reality. In this period the creative element which is creative beginning prevails and contributes to the development of the needs for creative self-realization.

The notion "pedagogical creativity" relates with the following qualities of the future teacher as the focus of his creation of the new, original, potential abilities of the individual and his creative potential. The creative potential of the future teacher in the structure of the personal potential of a person, whose components are the groups of personal qualities and characteristics, ensure its ability to act as a subject of creative activity: a) professional knowledge, skills, skills that determine professional competence (qualification potential); b) capacity for work (psychophysiological potential); c) intellectual, cognitive abilities (educational potential); d) creative abilities (creative potential); e) ability to cooperate, collective organization, interaction (communicative potential); e) value-motivational sphere (ideological-ideological, ethical potential).

A personal component plays an important role in forming of the elements of pedagogical creativity. Motivation affects the choice of profession, determines the potential of the student, development of him as a professional in a professional manner, the measure of his creative activity. Important motivational qualities that ensure the positive attitude of the future teacher to the research activity is the formation of a research interest and the desire to succeed in this type of activity. Motive as the motivating force of the person determines the nature of the activity of the object of study, which determines the extent of their involvement in independent research. One of the motives for creative research is cognitive interest. The research of V. Bondarevsky, O. Telegina, T. Rogedzhestvenska, G. Shchukina and others showed that the formation and development of cognitive interests is influenced by the novelty of knowledge, familiarity with the achievements of science, the gradual convergence of methods of teaching with research methods, success as for own discoveries. As a result of the development of the personality of the specialist certain orientation towards creative cognitive activity is determined. This orientation can be valuable in some ones and in others the need for reproductive activity

is formed in a more mild manner. We highlight some of the peculiarities of cognitive needs that are important for the formation of the research skills of the future teacher. Cognitive need is a need for new information. Dynamic, support cognitive activity of those stimuli that are simultaneously new to the student, and carry some information that is already known to him. Cognitive interest is the activity of students to study and also determines the search character of any kind of cognitive activity.

Based on the foregoing, we can conclude that the formation of research skills is impossible without a profound cognitive interest, as well as without the development of mental personality (attention, memory, speech, thinking).

Summarizing the modern studies of domestic and foreign psychologists and educators we highlighted the creative abilities of the person who contribute to the success of a future specialist in research. Scientists point out that the researcher's abilities do not manifest themselves in person. They are formed in activities that include research components. Pedagogical work contributes to the formation of the personality of the researcher as creative since the work of the teacher is a driving force, an incentive for research work. We define the creative abilities of the individual as a synthesis of the properties and characteristics of the personality, characterizing the degree of their compliance with the requirements of a certain type of educational and creative activities and determine the level of their effectiveness.

N. Kichuk points out that the development of personality abilities to study has fundamental importance in the formation of a creative person [3]. To her opinion research capabilities are the complex of psychological and pedagogical formations, which include knowledge of logic, procedures of scientific substantiation and research-based skills developed on its basis. L. Ruvinsky considers that the research abilities are certain properties of the mind and first of all the vision of the problem, he highlights the qualities that a researcher must have (the ability to classify, to give precise definitions of phenomena, to generalize, to fantasize). S. Sysoeva distinguishes among the creative abilities of the individual ability to research and characterizes it as the ability to find new means of scientific research [6]. It was noted that in the formation of a creative person it is important to develop both general and special abilities for a certain type of activity (for example, to scientific and pedagogical activities). To special abilities, scientists include the attraction to originality in solving creative problems, the search for new, the attraction to find non-template, non-standard solutions, the desire to self-obtaining result. We attribute these personality abilities to the category of research.

We share the opinion of the scientist V. Zagvyazinsky that being a teacher-researcher means finding new in pedagogical phenomena, revealing in them unknown communications and regularities [2]. And this requires, first and foremost, a general culture and high professional training, a certain experience of educational work and special knowledge and skills inherent in research work itself. In particular, one must be able to observe and analyze phenomena, to summarize the results of observations, highlighting the most important, to predict the development of phenomena in the long run, to combine accurate calculation with imagination and intuition etc. We believe that creative activity requires mastering a number of complex skills, which include research skills: to analyze the initial situation, to put forward the hypothesis, to modulate the search and the desired state of the object, to find alternatives to the standard solution, to

carry out a problem analysis of what is being studied, to allocate problem and to specify it in cognitive tasks.

Based on the analysis of psychological and pedagogical literature, we came to the conclusion that research skills of the teacher are the systemic quality of the individual, which includes analytical-synthetic, informational, creative and prognostic skills, which, integrating with the focus on research activities and personal qualities of the individual, ensure its effective search-transforming activity in the educational process.

To develop creative abilities in particular research skills for each student must be the aim of education. Depending on the entrants they are formed to varying degrees, but a creative approach to activities can be developed for practically every student. That is why, the formation of research skills of future teacher to our opinion is creation of favorable conditions in the process of his professional training for the development of personal qualities and creative skills that contribute to pedagogical search and transformative activities, where personal development and self-development of the student and teacher will be the results.

**Conclusions.** At present stage of development of society education needs the preparation of a creative, non-orthodox thought-thinking teacher, who deeply and systematically analyzes the problems of the educational process, constantly searches for new ways of transforming for the paradigmatic diversity of pedagogical reality. Aware of the existence in today's science of two paradigms of education – technocratic (knowledge-oriented) and humanistic (person-oriented), the research teacher carries out an innovative

search, which changes not only the components of the educational system – the goals, content, methods and technology of teaching, but also its essential conceptual framework. Without these changes, the education system will remain inert, conservative, incapable to comply the requirements of the present, and therefore ultimately social development will slow down.

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## ФОРМУВАННЯ ГОТОВНОСТІ МАЙБУТНЬОГО ВЧИТЕЛЯ ДО ДОСЛІДНИЦЬКОЇ ДІЯЛЬНОСТІ ЯК ПЕДАГОГІЧНА ПРОБЛЕМА

*Сучасний педагог має бути готовим до інновацій та творчості, володіти різноманітними засобами дослідницької роботи в школі, систематично поповнювати знання, застосовувати у педагогічній діяльності особистісно зорієнтований підхід. У статті розглянуто теоретичні аспекти формування готовності майбутнього вчителя до педагогічної дослідницької діяльності. Під дослідницькими вміннями ми розуміємо аналітико-синтетичні, інформаційні, креативні та прогностичні вміння, які інтегруються із спрямованістю на дослідницьку діяльність та особистісними якостями особистості, забезпечують її ефективну пошуково-перетворюючу діяльність у освітньому процесі. Водночас зростання вимог до фахової підготовки вчителя вимагає якісно нового теоретичного та методичного забезпечення студентської науково-дослідної діяльності в умовах закладу вищої освіти. Успішне оволодіння дослідницьким вміннями та навичками допоможе майбутнім викладачам органічно включитися в педагогічну діяльність і відразу розпочати практичне застосування наукових знань у закладах вищої освіти. Для творчої діяльності необхідно оволодіти рядом складних умінь, до яких відносимо і дослідницькі вміння: аналізувати вихідну ситуацію, висувати гіпотезу, модулювати пошуковий та потрібний стан об'єкта, знаходити альтернативи стандартним рішенням, проводити проблемний аналіз того, що вивчається, виділяти проблему та конкретизувати її в пізнавальних задачах.*

*На основі аналізу психолого-педагогічної літератури ми дійшли висновку, що під дослідницькими вміннями вчителя ми розуміємо системну якість особистості, яка включає аналітико-синтетичні, інформаційні, креативні та прогностичні вміння, які інтегруються із спрямованістю на дослідницьку діяльність та особистісними якостями особистості, забезпечують її ефективну пошуково-перетворюючу діяльність у освітньому процесі.*

*Ключові слова: творчість, педагогічна творчість, дослідницька діяльність вчителя, дослідницькі вміння.*