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The definition of “research competence”

No one would deny the fact that “research work” – is an integral part of our lives. Man is born to begin explore the world, and in old age is as it explores how it is possible for him. Through the study of the phenomena of the world around us, humanity was able to go from semi-state to its current level of understanding and development. The study took place as external manifestations of the surrounding world and the inner state of a person, as evidenced by ancient Egyptian hieroglyphs, clay tablets of Sumer, Hellenic treatises.

Content and tools of scientific research are a priority for most part teaching majors in university accreditation level 3–4, as reflected in Articles 61 and 62 of the Law of Ukraine On Higher Education “Scientific and technological research activities in higher education is an integral part educational activities and implementation to integrate research, training and production activities in higher education”.

The current educational paradigm of Ukraine and Europe tends to provide certain future specialist competencies due to the challenges.

On the recommendation of the Council of Europe on the staff of the national economy, “qualified professional has not just memorized a certain sequence of actions, it must have some experience and ability to solve not only the everyday tasks, but also creative approach to unusual situations that arise before him”.

It is a competency model of education means providing expertise and abilities to future professionals to address the challenges facing them.

The relevance of our study is due to report research competence Bachelor of Social Pedagogy. Since the definition of “competence” is still controversial, but our research operates this concept, we have decided to clearly outline the definition of “research competence”.

The bulk of competence-oriented basis for constructing higher education in Ukraine, according to the views of scientists [Bogush 2004: 77–79; Bolotov 2003: 8–14; Hill 2004: 22–34; Chernyshev 2006: 54–59] has multiple determinants.

The first determinant – entry into human information-communication era. This fact causes not merely the accumulation of knowledge and skills, but also high-quality processing of information by the students. Information retrieval skills, motivation to relentless self-education, formation ability to learn is an essential feature of an educated person nowadays.

The second determinant – is the sequence of the first. Implies that the student or a pupil itself is the subject of the learning process. In this regard, it becomes common personally-based model of education which gives him the opportunity to reach their full potential. This model sees the person as a carrier of two groups of qualities – the ability to learn and the desire for self-education is not possible without well-formed reflection and formation of positive emotional attitude as to the value of the activity and the product of this activity.

Competence-oriented education – a complex, multidimensional phenomenon, which currently is in the process of research. Psychological and educational literature offers a methodological framework which is evident in the research A. Aleksyuk, G. Balla, J. Bolyubash, I. Zyazyuna, E. Klimov, N. Kuzmina, V. Molyako, L. Romanyshyna, J. Rudavskii, P. Sikorski, W. Slastonina.

They justify the essence of education competency perspective, theoretical and practical aspects of its formation, justifying the technological aspects of implementation. Although scientists see different approaches to the formation of competencies, it would be identified in common, which is present in their writings, namely, only in a student-centered educational process possible formation of competencies in students. As a result, the main condition for the effectiveness of their formation – the position of student subjectivity in the educational process.

Competence – comes from the Latin *competentia* – which translates as accessible to human understanding of the range of issues has the knowledge and experience that affect them. Competent person in your field has the appropriate knowledge, skills, and abilities that allow it to evaluate different situations and react to them appropriately.

The scientific literature is encyclopedic takes different interpretations of the phenomenon competent person who however can be reduced to two general postulates. Competent specialist – a [Large Soviet Encyclopedic Dictionary 1990: 1631; Honcharenko 1987: 374; New Dictionary of the Ukrainian language 1999: 4 tons; Glossary of educational excellence 1995: 69; Soviet Encyclopedic Dictionary 1984: 1600]:

- a) a person who has sufficient knowledge to perform their professional activities, knowledgeable, sensible, has a certain qualification.
- b) a person who has certain powers sovereignty.

The term “competence” appeared in the literature recently. The idea of competency education emerged about 60 years of the 20th century in the United States, due to the transition to a new understanding of the restructuring of the education system.

For instance, in 1965 the American scientist Noam Chomsky introduced the concept of “competence” in the context of the theory of language, namely transformational grammar is considered to be a starting point the idea of competency education.

At the start Chomsky was given the task to understand how the ideal language user can build and understand the unique grammatical structure, with

whom he had not met. Statement of the problem in a way made it possible to examine the contents of competence “ideal user”. Chomsky believed that “performance”, “use” is a finite number of grammatical sentences that users understand language. This trait defined as a major scholar in the design and verification of competence of various theories [Zymnyaya 2004: 41].

In 2005 in Europe, despite the fact that it was made earlier to establish the European reference system key competences regarding lifelong learning [EU. Key Competences for Lifelong Learning 2005]. In this document, the definition of “scientific authority” – refers to the ability and willingness to use the body of knowledge and methodology that is used to explain the natural world for the formulation of questions and making conclusions based on existing realities. Doslidnystvo as an integral part of science is an active practical side of this process.

Formation of research skills in psychological and pedagogical literature pays attention, as described in the writings of scholars: E. Shashenkova, W. Litovchenko, S. Arsenova, M. Oleinikova, T. Shepilov, M. Romanov, P. Romanov, M. Yakovlev.

Works S. Borisova, I. Kovalenko, A. Kozyrev, Y. Nabiyev, T. Talmanovoyi, T. Tkachuk consider research activities as one of the key competencies and explain research work as the most important component of the educational process, in which the student receives a skill operating target for more – less reliable knowledge about it.

Of particular interest is the work of Ivan Kovalenko, it is identifying research expertise elementary school teacher, defines “components of educational research, in which she realized” that involves creating systems components: personal, motivational, epistemological, design and projecting [Kovalenko 2005: 217].

His research E. Nabiyev and T. Stefanovskyi attempt to identify a number of components research competence, in particular: motivational, cognitive, and efficiently-operating [Nabiyeva 1999: 27; Stefanovskaya 2000: 208–209].

N. Sychkov substantiate its system of preparing students for research, developed the theoretical part was tested method of forming research skills teacher, singled out the basic principles and methods for monitoring and evaluation. It is based on the principles of integration and continuity. Her system was proposed research following components: value-motivational, informative, hands-on personal experience of research [Sichkova 2002: 400].

Worthwhile work V. Lazarev, and N. Stavrynovoyi where research activity is the unity of motivational, cognitive, indicative of operating components. Also in the specified path integration is research training of students in the current training process [Lazarev, Stavrynova 2007: 162].

To form students' research competence acquisition serves their functional skills of research as a universal way of understanding of reality, developing the ability to research the type of thinking, activation personal student positions in

the educational process from the acquisition of new knowledge is subjective, that is independently derived knowledge that is new and personally meaningful to a specific person [Honcharenko 2010: 220].

The main feature of research unlike other educational technology is that its implementation in addition to the formation of new knowledge, develop mental operation skills of setting objectives, planning, reflection, acquired by students of norms, values and traditions of research as the basis of cultural environment of civilization.

Based on our scientific analysis of psychological and educational literature, we can say that: Competence we understand how multifaceted complex phenomenon which includes individually-oriented and practical-activity technology, which means the ability of a person to a specific activity at a high quality level (in this case the research), whereby we take into account not externally given responsibilities (competencies) and internal personality traits, which induce tumors resistant personality engage in this type of activity, hold strong interest in it.

Research work is believed to be a fundamental human need to the knowledge of the world. In the context of our work – is an active process of systematic and deliberate knowledge of objective reality that uses scientific methods and means, and which ends with the formation of knowledge about the object.

Research competence – is a complex, stable, multi-formation in the psyche of the individual, which is acquired during a specially crafted learning process, which allows her to know objective reality through scientific instruments, and have more or less reliable information about it.

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Abstract

The paper based on the analysis of scientific psychological and educational literature considered the terms “competence” and “Research competence” is an attempt to give their definition of “research competence”.

Key words: education, research, expertise, Council of Europe, research competence, academic competence.