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## FORMATION OF RESEARCH COMPETENCE OF FUTURE MEDICAL STUDENTS

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The objective acceleration of scientific-technological and social progress, economic, environmental, demographic, political and other crisis situations which have emerged in the modern world inevitably affect the system of professional education. Traditional teaching methods of education, content and organization of educational process do not work more and more often. Teacher should be ready to make nonstandard decisions and to take an active part in the innovation processes to form creative abilities of students. For modern specialist it is not enough to have only information, also it is necessary to use it correctly and to form new knowledge. During studying at the university it is important to form research competence of future professional such as willingness and ability to research.

Modern scientists (L. Golub, N. Demeshkant, I. Zymnia, V. Kraievskiy, V. Lugovy, O. Lukashevich, S. Markova, V. Nagaiev, Z. Oblitsova, A. Pometyn, A. Khutorskiy, I. Chechel, N. Shestaks etc.) point out methodological, theoretical and applied aspects of research activity of students and formation of research skills.

The aim of the article is to identify the main formation principles of research competence of future doctors. To achieve this aim it is necessary to solve such scientific and methodical tasks as to analyze professional literature on this issue and to elucidate theoretical aspects of formation of research competence of students.

In pedagogy there is a difference in understanding the concept „competence”. According to the glossary „competence” on the one hand can be defined as a property that means competent. Competent is a person who has sufficient knowledge in any field; a person who has certain powers; has full rights, is sovereign. On the other hand competence means: good knowledge of something; a number of obligations of any organization, an institution or a person [9]. These definitions show that competence can have wider meaning that covers a particular field of knowledge and also awareness in one field.

Discrete distinction of these concepts can be found in scientific studies of I. Zymnia, V. Kraievskiy, A. Khutorskiy. Scientists state that competence is a range of issues in which people are well aware, have knowledge and experience [1].

Competence is generalized given in time social requirement to the student educational training that is necessary for his/her effective and productive activity in a particular area. Moreover, competence can be defined as a possession usage of a certain competence by a student, his/her personal attitude to the subject and activity. Competence is a formed characteristic (a set of characteristics) of an individual-student and minimum experience in a given field of activity [1].

O. Pometyn provides key features of competence including multifunctionality as an ability of a person to solve a variety of problems in his/her personal and public life; oversubject and interdisciplinarity as a width of functionality of competence (professional, social, domestic sphere etc.); multidimensionality as a reflection of knowledge, mental processes, intellectual skills, strategies, technologies, emotions, evaluations, creative achievements; providing the development of personality: logical, creative, reflective thinking of an individual, his/her self-determination, self-education etc [5].

We can try to determine the nature of research competence according to the definition of research as a whole, the model developed by A. Leontiev. There an activity is understood as a system of interdependent components: needs – motivation – goals; actions – operations – conditions. The general model is specified according to research activities. It should be noted that the basis of research is an essential need for new knowledge and the results of this activity. This need is an essential component of personality (S. Rubinstein). Research activity is a cultural mechanism of science development (M. Kagan). It forms the emotional-valuable attitude to the world, own activity, trains needs and motives (Z. Oblitsova, A. Pentin). We take provisions (M. Kagan, N. Shestak) that science as part of culture has its own values, principles and standards: truth, novelty, repeatability, universality, unity, freedom of criticism.

Generally research activity is an activity characterized by focusing on new knowledge. It is an active way to search, build knowledge and foster new experience. Research activity is differentiated as scientific research and educational research: scientific research activity is characterized by the novelty of objective knowledge; educational research activities are organized by a teacher, the novelty of knowledge is subjective (A. Leontovich). To develop the activity approach, modern scientists (I. Zymnia, V. Kraievskiy, A. Khutorskiy) turn to its integration with the competence approach. This is because competence approach is aimed at designing oversubject of content, formation of activities, including research; and particularly – at learning the subject. The essence of this integration, according to the concept of A. Leontiev: individual practice is a competence Today there are different approaches to determine the main point of the research competence. Scientists consider research competence as a result of well-planned research activities (writing research, formulation and analysis of experimental results etc.).

As it is noted by O. Ushakov that research competence is an integral property of a person, which is manifested in the willingness and ability for independent research activities on solving problems and creative transformation of reality, based on the aggregate personally got knowledge, skills, values attitudes [10].

According to E. Feskova research competence is a conscious willingness to move ahead in own person's learning and in building a system of new knowledge, experiencing

acts of understanding and self-development [3]. The author identifies three major components of research competence such as motivational-personal, intellectual-creative, cognitive and action-operating. Motivational component is characterized by personal motivation and cognitive activity; ability to overcome cognitive difficulties; autonomy in the process of learning, decision making and evaluation; emotional attitude to learning, research. Intellectual and creative component aims to develop cognitive processes and learning skills (overall dynamics and development); intelligence; experimental thinking; reflective abilities; the overall level of creativity; expression of creativity in problem situations. The creative component is knowledge of the main point and technology of basic research methods. Action-operating component is characterized by vision of a problem; question-making; forming hypotheses; ability to conduct experiments; ability to structure material etc. [11].

The development of research competence of students in the professional studying is focused on the implementation of their research and personal potential, formation of readiness for creative professional activity.

The research competence is not only the product of studying, but also the result of student's self-development, his/her personal growth.

General aim of a system of formation of specialist's research competence is to create the ability to solve different types of professional research tasks.

Furthermore, S. Osipova pays attention to the transformational nature of the research competence and represents its integral personal quality that is shown in the willingness and ability to learn independently and to get new knowledge as a result of the transfer of semantic context of existing knowledge, skills and methods of activity [8, 130]. Scientist identifies three basic elements of research competence, expressed in the following capabilities:

- selection of activity aim;
- determination of the subject, methods of activity, the implementation of actions;
- reflection, analysis of the activity results (correlation of the achieved results with the intended purpose) [8, 130].

According to N. Demeshkant development of research skills allows the student not only to reproduce the content of the learnt material but also to think independently, to know appropriateness and logical relationships of learnt material [3, 24].

Authors define a position of research competence differently in various classifications of key competences. I. Zymnia submits the following classification of research competence as „competence related to human activities”. According to the classification of A. Barannikov research competence plays an independent role along with educational, social, personal, communicative, student-adaptive role and competence in the field of organizational activities and cooperation. Research competence by A. Khutorskiy is seen as a part of cognitive competence that includes „methodological item, oversubject, logical activity, methods of goal-setting, planning, analysis and reflection” [12]. It also serves as a component of personal self-perfection, aimed at the development of intellectual and spiritual self-development methods.

The research competence is also considered as the degree of research competence mastery, personal characteristics of a person. We agree with the view of V. Kraievskiy and A. Khutorskiy who consider every competence including research as a unity of three components: cognitive or content, technological or procedural and personal. According to the authors during the research competence should be understood knowledge as a result of human cognitive activity in a particular area of science, techniques, research methodology,

that student should learn to perform research activities, the motivation and the position of the researcher, his/her value orientation.

The research competence of a future doctor is an ability to put into practice his/her potential (knowledge, skills, experience, personal qualities) for successful productive activity in professional and social spheres, to aware his/her social importance and personal responsibility for the results of this activity and the need for its continuous improvement.

Thus it is seen that for efficient formation of research competence we should firstly teach students to work independently, to get knowledge from various sources. Research competence should be formed by person as one of the essential components in the course of studying.

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