

важности интереса к изучению английского языка, затем будет определен уровень заинтересованности учащихся в изучении английского языка и предложены полезные методы обучения, чтобы стимулировать их интерес к занятиям. Это исследование направлено на определение интереса учащихся к изучению английского языка. В этом исследовании были собраны два данных, а именно: 1) интерес учащихся к изучению английского языка; 2) методы, направленные на повышение интереса учащихся к английскому языку. Данные исследования были собраны с помощью анкетирования в 10-х классах. Для заполнения анкеты были специально отобраны 12 студентов.

Ключевые слова: иностранный язык, английский язык, обучение иностранному языку, старшеклассники, интересы учащихся, методика обучения.

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Methods of increasing the interest of students in the process of learning a foreign language

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In the process of learning English, the most important thing is to pay great attention to the interests of students throughout the teaching and learning process. This work begins with a discussion of the importance of interest in learning English; then the level of interest of students in learning English is determined and useful teaching methods are proposed that serve as a basis for awakening their interests in the classroom. This study is aimed at identifying students' interest in learning English. This study collected two data, namely: 1) students' interest in learning English; 2) methods aimed at increasing students' interest in the English language. The research data were collected using a questionnaire in grades 10. 12 students were purposefully selected to fill out the questionnaire.

Key words: foreign language, English language, foreign language teaching, high school students, interests of students, teaching methods.

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TO THE PROBLEM OF RESEARCH ACTIVITIES OF ENGLISH TEACHERS IN THE CONDITIONS OF DISTANCE WORK

The high need for research competence of foreign language teachers has become more relevant in the context of distance learning. The problem has put forward a number of important issues, the solution of which largely depends on training foreign languages (FL) teachers at universities to use information communication technologies (ICT) in the research process. In this regard, it is necessary, to pay attention to motivation and identification of the problems in formation of this competence. The following methods were used to assess the readiness to teachers' research activity: axiological, emotional-motivational, cognitive, behavioral and control-evaluative. The article examines the importance of research skills as the type of skills that contribute to the development of the cognitive and creative orientation of the teacher's personality. The paper presents the main problems associated with the formation and development of research

skills and discusses their further resolution. This article discusses the main problems and criteria for determining readiness for scientific research and ways to solve them.

Key words: research competence; distance work; pedagogical conditions; research activity; motivation.

MAIN PROVISIONS

The modern system of general education is facing the need to solve a number of problems that determine qualitatively new requirements for the content and nature of education. The development of a free and independent personality of a teacher who not only strives, but also knows how to solve the problems of self-realization and self-development is a priority area of activity of a teacher and an educational institution. In the domain of education many teachers are involved in the research on their own situations, in their classrooms, schools or universities. And these teachers take the next step over time. They attempt to create those questions which refer to an "inquiry stance" (Marilyn Cochran-Smith, Susan Lytle (2009)) where a stance refers to "critical" and connected with not just to high standards for all teachers but to "social justice" and "the individual and accumulated professional growth of teachers". The inquiry stance is important for some of the teacher researchers as it puts new challenges in developing new ways of teaching [1].

INTRODUCTION

Over centuries university lecturer researchers have been regarded as the knowledge makers while the teachers were considered to be the "doers". For many centuries this tradition led to the actions that the university lecturers did the research over the school teachers, and policy makers applied their conclusions and advice to try to develop schools. This approach was criticized for having a gap between theory and practice [2]. It should be noted that there were many books and articles on educational research investigations in the libraries of universities. However, a few practitioners investigated those researches. Till K.M. (2009) states that last 30 years teachers have become highly popular because it connects theory and practice, newtween research and appliance. Here we notice the changes in the traditional view of research where the knowledge makers created the theory used by doers. The focus was put on practice changing the hierarchy among practitioners and researchers [3]. The analysis of the abovementioned issues leads to the search for contemporary, personality-oriented forms, methods, technologies to improve the educational process. One of the possible approaches to solving the problems of the education system is the research activity of the teacher. The state educational standard of general education focuses on the research aspect of education and the predominance of active teaching methods, since the participation of teachers in research activities contributes to their overall development [4]. The objectives of the research activity of English teachers must be determined in the form of model of their general cultural and professional competencies. Based on the characteristics of their professional activity the following can be singled out as the main goals of the research activity of teachers:

- 1) deepening and development of knowledge and skills in the field of English language education and didactics of education, gaining experience in their use in the professional activity of a teacher;
- 2) the formation of skills and the acquisition of experience in conducting both independent and collective scientific research in the field of vocational education;
- 3) the formation of skills and attitudes to find ways to design and ways to implement pedagogical innovations in the formation and development of research activities of teachers in all its manifestations in the process of training;
- 4) the development of a value attitude towards research activities in the profession, awareness of its importance in the personal and professional development of teachers [5].

Based on the analysis of pedagogical and linguodidactic literature, we have determined the criteria and levels of development of the research skills of a foreign language teacher:

1. Motivational and value: motives-goals of scientific and methodological activities of teachers of the English language; the need to carry out innovative search activities; the personal significance of experimental activity for students and the desire to be involved in its implementation; orientation of the personality and positive motivation for creative activity.

2. Cognitive and practical: possession of the ability to design modern technologies for teaching a foreign language for different levels and stages of training; the ability to put forward the goals and objectives of the lesson based on modern requirements for primary, secondary and secondary schools; the ability to generate original ideas; the ability to methodologically competently develop didactic tools, individual educational routes of students, taking into account the specifics of the educational organization, the level of proficiency in a foreign language, parental requests; psychological, pedagogical and methodological awareness in the application of elements of informal learning in order to form the over-situational activity of students, which affects the volume and awareness of knowledge, labor actions of the teacher.

3. Reflexive: the ability for adequate self-esteem, the ability to analyze the causes of errors and wrong decisions in shaping personal learning paths; analysis of the correspondence of tasks to the initial organizational and methodological conditions; the ability to analyze the experience of one's activity in its integrity and in accordance with the developed criteria, methodological recommendations, and the demands of the educational and social environment. The combination of all indicators into a single system made it possible to characterize the development levels of teachers' research skills.

A high level of development of the revealed skills is characteristic of teachers who have a holistic understanding of the content of formal and non-formal education, are fluent in the forms and methods of pedagogical work in the conditions not only of the classroom system, but also outside of systemic interaction. They constantly show initiative and creativity in organizing the process of teaching a foreign language, apply new technologies: interactive, mobile, project, problematic, can develop adaptive programs for learning a foreign language in conditions of inclusion, etc. Students have a good command of theoretical and methodological knowledge, are guided by constant self-analysis of activities, are able to explore pedagogical processes and actively transform them, observe and analyze the cognitive activity of students in order to orientate, control and evaluate the external conditions and features of its course, evaluate and control the stages and methods of implementation universal educational actions. Such an organization of the educational process corresponds to the motives, needs and interests.

Teachers who have an intermediate level, have the content and know the components of the indicated skills, using them in the development of methodologies, pedagogical recommendations, and generalization of their own experience. Teachers, the level of research skills of which we have referred to the average level, work on self-improvement, professional growth. Teachers with a sufficient level of development of these skills understand their essence, but all their experimental and creative activities are reduced to methodological work. Traditional methods and techniques of educational and cognitive activity prevail in their work. In the pedagogical process, they focus on the student, his interests and needs, taking into account the analysis and assessment of pedagogical facts and phenomena. They use various teaching methods, including for enhancing cognitive activity, however, without their thorough didactic justification.

Teachers with a low level are characterized by limited ideas about the content and components of research skills. They have little understanding of the actual essence of this concept and are unable to ensure the organization of the educational process. Pedagogical activity is monotonous, the required skills, in accordance with modern pedagogical requirements, are formed at the level of one-sided explanation, the use of passive teaching methods. Teachers at this level agree on the importance of research activity, but they either do not understand its essence, or they are not active. This is a category that follows a stereotypical model of behavior through a formal

relationship to one's own pedagogical activity. Such teachers have low motivation for self-improvement, and, accordingly, creative growth, self-realization.

MATERIALS AND METHODS

The research covered 102 teachers of schools in Nur-Sultan and Kostanay. The trainees of the experimental groups (EG) were those who were trained in accordance with the proposed model of the formation of research competence; not specifically targeted organized training, belonged to the control groups (CG). The purpose of the ascertaining stage of the research is to determine the initial state of research competence in subjects. Diagnostics was carried out using a set of diagnostic research methods: observation, questioning, self-assessment, statistics. Below is a program for diagnosing the levels of formation of research competence of teachers according to five criteria. In the course of the analysis, we considered various criteria for the development of the research competence of teachers and relied on the criteria that were in the works of Zeer E.F. and we have selected the most suitable criteria in the conditions of the pedagogical process of teachers in Kazakhstan [6]. Diagnosing research competence according to the first criterion (axiological) was carried out with the help of 2 methods:

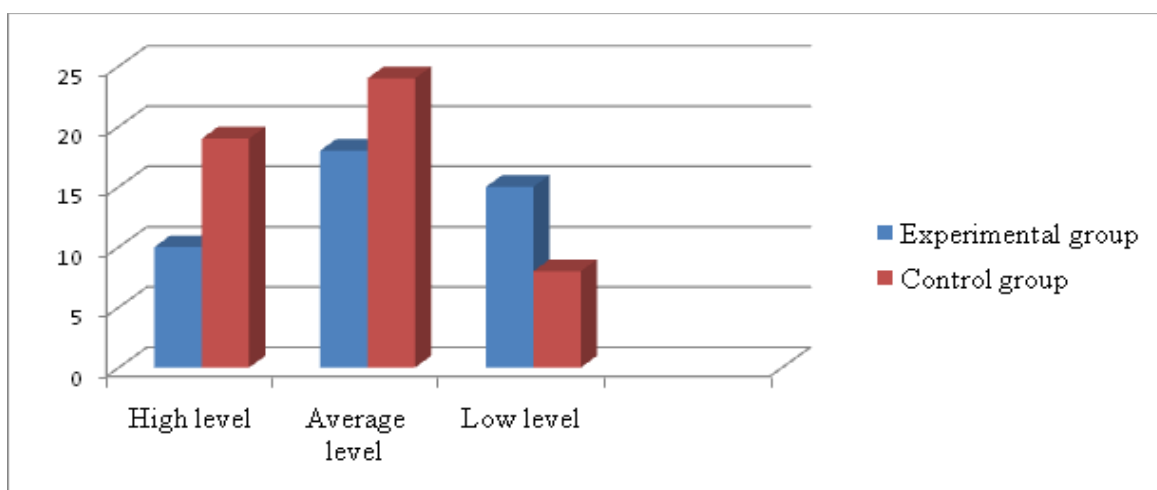
- projective technique "Portrait of an English teacher in the context of distance learning";
- questionnaire "Research competence as a professional value of a modern English teacher."

Participants of the control and experimental groups identified the following most important values, in their opinion: love for students; patience; education (erudition); possession of modern technologies; creativity; knowledge of their subject, communication skills, activity (leadership, initiative). Analysis of the answers revealed the tendency of teachers to underestimate the need for the formation of research activity and they believe that it is not in demand in modern society. 4,7% of participants in the CG and 15,6% in the EG do not consider research competence as a professional value. About 31,3% of participants in the CG and 28,2% in the EG are at the so-called critical level, which means they have a poor idea of the importance of research competence in the professional activity of an English teacher.

Diagnostics of the motivational criterion of research competence of the subjects was carried out using 2 methods:

- writing an essay "What is research competence?"
- questionnaire "Attitude of English teachers to research competence"

The results of writing essays of both test groups are similar in content: research competence for teachers, this quality is exclusively associated with research activities, scientific work, and therefore, in their opinion, is very far from the practical activities of an English teacher. Based on the results of the survey, it was possible to judge the development of motivation, the need for professional activity, scientific interests, aspirations, ideals, and attitude to professional work. The answers to the questionnaire showed that the majority of teachers, both in the control and experimental groups, poorly or insufficiently fully understand the importance of scientific cognition methods in the organization of the pedagogical process.



Diagnosis of research competence according to the cognitive criterion was carried out using the method of self-assessment of the theoretical and methodological readiness of English teachers for research activities (modernized questionnaire of E.M. Muraviev). As a result of diagnostics, only 19,6% (10 teachers) of the experimental group have a high level, and in the control group this indicator is much higher and amounts to 25,4% (15 teachers). Teachers know the stages of research work, are able to set goals, define tasks, plan stages of work, be able to navigate in a large flow of information. The average level was found in 35,2% (18 teachers) teachers, as well as 29,4% (15 people) teachers. These teachers have certain ideas about the choice of research topics, they are able to work with sources of information. But at some stages they have difficulties, and they need the help of the research or project leader.

The low level is 43,1% (23 people) in the EG, which is quite a lot. Half of the teachers know how to plan their activities, look for and propose solutions to problems. They constantly need the help of the research leader. In the control group, a low level was identified in 41,1% (21 people).

Diagnosing research competence by the fourth criterion (activity). The purpose is to identify the initial level of development of research skills among English teachers [7]. The card is filled in according to the following criteria: formed, not the level of each of the selected skills is formed or is being formed. Diagnostics is based on the method of observing the actions of teachers during research activities. Analysis of the diagnostic results of the experimental and control groups made it possible to classify 13,7% of teachers (7 people) and 15,6% (8 people) respectively. These are teachers who independently work with sources of information, are able to generalize, analyze, identify a problem in research, independently look for ways to solve it, formulate conclusions, act outside the box, and show creativity at all stages of work.

The control and evaluation component was diagnosed using the method of self-assessment of reflexive skills. At the ascertaining stage of the study, the subjects of both groups were characterized by following criteria: the skill is well expressed, the skill is sufficiently formed, the skill takes place, the skill is formed to an insignificant degree, the skill is not formed. The participants in the experiment were offered statements. They assessed the formation of their reflexive skills in accordance with the designated criteria. At the same time, the lowest values were obtained for the ability to - originally comprehend pedagogical problems; evaluate the ongoing professional activity according to the following characteristics: problem, topic, object of research, its subject, tasks, hypothesis, etc. Skills were rated more highly: to analyze the experience of others in order to apply it further in their activities; analyze your feelings and experiences; critically assess their actions and behavior.

The developed model of the formation of research competence is a system of structural and functional blocks, consisting of a set of elements: target, defining the goal; meaningful, reflecting the structure of research competence, procedural (stages, methods, pedagogical conditions); evaluative-productive (result, levels of its evaluation) and the system-forming connections between

them [8]. The procedural component involves the phased organization of educational work, the selection of certain methods and means of forming the research competence of a teacher. The formation of research competence is an integral, irreversible process, which implies a qualitative transformation of all its content components gradually. Therefore, we have identified the stages of the formation of the research competence of an English teacher: preparatory, comprehension, awareness and implementation.

When constructing these stages, we were guided by the position: the formation of research competence begins with the process of understanding the English teacher of himself as an active subject of professional activity, its goals and values, finding personally significant meanings in it and gradually moving into the stages: awareness and realization.

RESULTS/DISCUSSION

The results of diagnosing the motivational criterion for research competence of teachers according to the method of writing an essay "What is research competence?" in the KG remained unchanged.

The study of the results of self-assessment of the theoretical and methodological readiness of teachers to carry out research activities made it possible to determine the low level of its manifestation at the ascertaining stage of the research. Let's analyze the results of the control stage: as a result, 41,1% (21 teachers) of the experimental group have a high level, and in the control group this indicator remained stable 29,4% (15 teachers). Teachers know the stages of research work, are able to set goals, define tasks, plan stages of work, be able to navigate in a large flow of information. The average level was found in 43.1% (22 teachers) teachers. These teachers have certain ideas about the choice of research topics, they are able to work with sources of information.

The study of the results of self-assessment of research and creative skills allows us to state, in general, a low level of their manifestation at the beginning of the experiment. The results of the CG were unchanged, in the EG such skills as: the ability to formulate and substantiate the research topic were subjected to a higher ranking score; generalize and systematize the results of their own professional activities; determine the most effective ways to solve the research problem; predict the results of ongoing professional activities; navigate and rebuild ways of acting in a changing environment; self-organize professional activities; to use methodological knowledge, research skills and abilities in practice; make non-standard innovative solutions.

The control and evaluative component was diagnosed using the method of self-assessment of reflexive skills. At the ascertaining stage of the study, the subjects of both groups were characterized by 5 levels of formation of reflexive skills (the skill is well expressed, the skill is sufficiently formed; the skill takes place; the skill is formed to an insignificant degree; the skill is not formed). At the control stage, there are no changes in the CG, students in the EG have a scientific and professional understanding of all aspects of pedagogical activity: educational, educational, social and pedagogical.

Analyzing the features of competence development (in terms of the formation of the skills of the teacher-researcher), we come to the conclusion that the main pedagogical conditions for the development of the research competence of teachers of a foreign language are:

1. Providing the process with a creative, experimental orientation, attracting foreign language teachers to the implementation of tasks of a problematic, cultural, axiological nature.

2. Mastering the methodological culture of working with a professional text in the study of linguistic and linguodidactic disciplines.

3. Implementation of creative projects by teachers in the process.

4. Activation of scientific research and scientific and methodological cooperation of teachers of a foreign language.

5. Creation by teachers of their own innovative projects in the form of extracurricular circles, educational programs for teaching a foreign language in conditions of inclusion, work in a small academy of sciences, etc.

6. Constant self-control, control and correction of the levels of development of research skills.

CONCLUSION

At the beginning of the experimental work in general, low and average levels of research competence prevailed (in the CG - 37,2% and 47%, and EG - 43,1% and 43,1%), moreover, the lowest indicators of the formation of research competence among teachers were obtained according to cognitive and activity criteria: 41,1% and 37,2% in the CG and 45% and 43,1% in the EG.

Having determined that the educational environment of the school does not sufficiently motivate teachers to be active in their professional activities: it is not a functional sphere of interaction between the subjects of the educational process, methodological recommendations and a model are proposed at the formative stage of the study. With the help of the proposed model, teachers learned about the methods, techniques, technologies of organizing not only scientific research, but the use of the latter in the educational process of the school. The task of the control stage of the study is to test the effectiveness of the developed model and the research hypothesis. We used the same diagnostic tools as at the ascertaining stage of the study. The analysis of the obtained results revealed the positive dynamics of changes in the EG: the low level of formation of research activity in average decreased by 16,2%, the average level by 15.26%, the high level increased by 25.22%. The result is an increase in the level of components of research competence in the EG. The results of the CG are practically unchanged.

Thus, the effectiveness of the developed model, implemented in the experimental group, is confirmed by the results of repeated diagnostics.

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Қашықтықтан жұмыс жасау жағдайындағы ағылшын тілі мұғалімдерінің ғылыми-зерттеу қызметі мәселесі

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Шетел тілі мұғалімдерінің ғылыми-зерттеу құзыреттілігін меңгерудің жоғары қажеттілігі қашықтықтан оқытуға көшу жағдайында өзекті бола бастады. Ғылыми-зерттеу қызметін жүзеге асыру проблемасы бірқатар маңызды мәселелерді алға тартты,

олардың шешімі көбінесе университеттің ғылыми-зерттеу процесінде ақпараттық коммуникациялық технологияларды (АКТ) қолдану бойынша шет тілдері оқытушыларын даярлауға байланысты. Ағылшын тілі мұғалімдерін қашықтықтан оқыту жүйесінде ғылыми-зерттеу жұмыстарына дайындауда, ең алдымен, осы құзыреттіліктің қалыптасуының мотивациясы мен мәселелерін анықтауға көңіл бөлу қажет. Мұғалімдердің зерттеу қызметін дамыту үшін ең қолайлы диагностикалық әдістер таңдалды. Зерттеу құзыреттілігін диагностикалау үшін зерттеу қызметіне дайындықты бағалау әдістері қолданылды: аксиологиялық, эмоционалды-мотивациялық, когнитивті, мінез-құлық және бақылау-бағалау. Мақалада мұғалімнің жеке басының танымдық, шығармашылық бағытын дамытуға ықпал ететін дағдылар ретінде зерттеу дағдыларының маңыздылығы қарастырылады. Мұғалімдердің зерттеушілік дағдыларын қалыптастыру мен одан әрі дамытуға байланысты негізгі проблемалар келтіріліп, оларды әрі қарай шешуді ұсынады. Бұл мақалада негізгі проблемалар, зерттеуге дайындық критерийлері және оларды шешу жолдары көрсетілген.

Кілт сөздер: зерттеу құзыреттілігі; қашықтықтағы жұмыс; педагогикалық шарттар; ғылыми-зерттеу қызметі; мотивация.

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К проблеме исследовательской деятельности учителей английского языка в условиях дистанционной работы

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Высокая потребность в обладании исследовательской компетенцией учителей иностранного языка стала более актуальной в условиях дистанционной работы. Проблема осуществления научно-исследовательской деятельности выдвинула ряд важных вопросов, решение которых во многом зависит от университетской подготовки преподавателей иностранных языков (ИЯ) по применению информационно-коммуникационных технологий (ИКТ) в исследовательском процессе. При подготовке учителей английского языка к исследовательской работе в системе дистанционного обучения важно, прежде всего, обратить внимание на мотивацию и выявление проблем формирования данной компетенции. Для развития исследовательской деятельности учителей были выбраны наиболее подходящие методы диагностики. Для диагностики исследовательской компетентности использовались методы оценки готовности к исследовательской деятельности: аксиологический, эмоционально-мотивационный, когнитивный, поведенческий и контрольно-оценочный. В статье исследуется важность исследовательских навыков как навыков, способствующих развитию познавательной, творческой направленности личности учителя. Представлены основные проблемы, связанные с формированием и дальнейшим развитием исследовательских навыков учителей, и предложено их дальнейшее решение. В статье раскрываются основные проблемы, критерии определения готовности к исследованиям и пути их решения.

Ключевые слова: исследовательская компетентность; дистанционная работа; педагогические условия; исследовательская деятельность; мотивация.

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