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METHOD AND STUDY OF FORMATION LEVELS OF FUTURE PRIMARY SCHOOL TEACHER'S RESEARCH SKILLS

Abstract. Article review study methods of the research levels skills of students with specialty "Elementary education". The essence of the research method is covered. It is well known, that scientists used methods for studying research skills of students in different combinations.

Methods and study of formation levels of future primary school teacher's research skills are determined.
Key words: research method, research skills, and future primary school teachers.

Introduction. Modernization of primary education and modern requirements for the competitiveness of specialists emphasize the need for future primary school teachers to have research skills. They are an important component of professional competence, as they provide the study of various pedagogical phenomena and include the ability to determine the purpose of research and its stages, apply the necessary tools, perform research operations and actions, analyze and interpret results and more. The study levels of their formation requires the use of appropriate methods.

Levels of formation of research skills in students were studied by T.P. Babenko [1], A.I. Zemka [2], V.P. Opanasenko [5]. The essence of the research method was revealed by M.M. Fitsula [6], V.V. Yagupov [7].

The purpose of the article is to determine methods and study of formation levels of future primary school teacher's research skills.

Results and discussion. V. Yagupov observes method of research as "certain techniques and solutions to scientific problems" [7 p.129]. M.M. Fitsula reviews method of scientific and pedagogical research in the context of psychopedagogical and educational processes as "study path" [6, p. 19]. Thus, the method in the plane of research is its obligatory component, which allows to characterize the researched process or subject, to determine the state of its development.

Aiming the study levels of formation of exploratory 's skills of students, scientists used a method of and research in different ways their combination . Zemka O.I. established high, medium and low levels of formation of research

skills of future teachers of vocabulary through questionnaires, rankings, creative tasks, pedagogical observation [2, p. 11]. Babenko T.P. used to study the reproductive, reproductive-productive and creative levels of research skills and abilities of medical college students questionnaires, conversation, testing, observation, educational experiment [1, p. 5]. Opanasenko V.P. defined creative-modernizing, integrative-constructive, imitative-reproductive , adaptive levels of formation of research skills of future engineering-teachers by means of questionnaires, interrogations, testing, analysis of reporting documentation of researches, pedagogical experiment [5, p. 3].

In the context of higher school Fitsula M.M. describes the three groups of methods of pedagogical research: empirical (teacher observation, interviews, discussions, interviews, questionnaires), analyzing the content of educational documentation and performance (rating, testing, expert evaluation, pedagogical experiment); methods of theoretical pedagogical research (induction and deduction, analysis and synthesis, comparison, classification, abstraction and concretization, imaginary experiment); methods of quantitative processing of the results of pedagogical research (registration, ranking , modeling, measurement method) [6 , p. 19-29]. In study of the levels of research skills of primary school teachers necessitates use, primarily following methods: Rankings – to determine student space research skills as a part of professional competence; testing – assessment of theoretical knowledge about the study, its types, stages, methods, tools, etc.; questionnaires – self-

assessments of the level of mastery of research skills; pedagogical experiment – studying the effectiveness of the influence of the developed pedagogical conditions on the level of formation of research skills; comparison – comparative characteristics of the levels of formation of research skills in the control and experimental groups; observation – detection of difficulties that arise in students during research; conversation – outlining the range of research of interest to students.

In addition, it is important to use psychodiagnostic techniques that create opportunities for more complete description of the subject, for example, the method of "Studying the motives of students' learning activities" by A. Reana and V. Yakunin [3, p. 434-437] – to diagnose students' motivation to master research skills, "Scale of self-esteem personality and (Dembo-Rubinstein test)" [4, p. 109-110] – self-assessment of achieved results, etc.

In the process of applying methods of studying the levels of research skills of future primary school teachers, it is necessary to take into consideration the relevance to the target audience, the possibility of combination and the potential assessment completion of the phenomenon under study.

Conclusions and prospects for further research. Thus, in the study of the levels of research skills of primary school teacher's important role play methods, including: ranking, survey, testing, pedagogical experiment, comparison, observation, conversation, which in its unity provide more accurate and meaningful analysis. Forecasts for further research are to study the criteria and indicators for determining the levels of research skills of future primary school teachers.

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