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DEVELOPMENT OF STUDENTS' RESEARCH COMPETENCE DURING BUSINESS FOREIGN LANGUAGE (ENGLISH) COURSE

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The article deals with the concept of "research competence" and approaches to its development in higher education students during Business foreign language (English) course. The forms of work and conditions for the competence formation have been outlined, recommendations for the development of research competence during Business foreign language (English) course have been presented.

Keywords: research competenc; business foreign language; creating a favourable environment; pedagogical conditions; forms and methods of teaching; pedagogical diagnostics; systematic approach; performing professional tasks.

ФОРМУВАННЯ ДОСЛІДНИЦЬКОЇ КОМПЕТЕНТНОСТІ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ НА ЗАНЯТТЯХ З ДІЛОВОЇ ІНОЗЕМНОЇ МОВИ (АНГЛІЙСЬКОЇ)

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У статті розглянуто поняття «дослідницька компетентність» та підходи до її формування у здобувачів вищої освіти під час вивчення курсу «Ділова іноземна мова (англійська)». Поняття компетентності трактується як інтегральна характеристика особистості, її властивість, що характеризує прагнення і здатність людини реалізувати свої знання, вміння, досвід, особистісні якості для успішної діяльності в певній галузі. Зазначено, що дослідницька компетентність потребує розвитку низки компонентів, таких як теоретичний, діагностичний, проєктувальний, операційний, інтерпретаційний та комунікативний. Окреслено аспекти, які сприяють розвитку дослідницької компетентності здобувачів вищої освіти на практичних заняттях: створення сприятливого середовища для проведення досліджень, використання активних методів навчання та індивідуалізація завдань. Зазначено, що запорукою успішного формування дослідницької компетентності є дотримання таких педагогічних умов, як особистісно-орієнтоване спілкування, використання різноманітних активних форм і методів навчання, стимулювання функціонування студентського наукового товариства, педагогічна діагностика та корекція рівня сформованості дослідницької компетентності. Визначено види роботи, спрямовані на розвиток дослідницької компетентності, які допомагають здобувачам вищої освіти не тільки вдосконалювати мовні навички, але й розвивати критичне мислення та аналітичні здібності; наголошено на необхідності орієнтуватися на принципи системного підходу в побудові навчального процесу, що сприятиме формуванню та розвитку дослідницької

компетентності, підвищенню якості освіти та підготовки здобувачів вищої освіти до вирішення реальних професійних завдань. Представлено рекомендації щодо ефективного розвитку дослідницької компетентності освіти під час вивчення курсу «Ділова іноземна мова (англійська)».

Ключові слова: *дослідницька компетентність; ділова іноземна мова; створення сприятливого середовища; педагогічні умови; форми і методи навчання; педагогічна діагностика; системний підхід; виконання професійних завдань.*

Education in the conditions of reforming the system of future teachers training should provide such a level of education of graduates, which would allow them to quickly and effectively solve specific professional tasks, predict their personal and professional development. In today's economic landscape, a graduate who has not only a strong professional foundation but also nurtures creative, critical thinking, analytical skills, and the capacity to address real-world challenges with unconventional solutions will find opportunities for self-fulfilment. The issues of research competence are important for the current higher education, as they contribute to the development of students as active participants of scientific and research cooperation and prepare them for their future career in different fields.

The issue of students' research competence development is studied and researched in the field of pedagogy, psychology, higher education and scientific research. The problem of research competence development in the conditions of systematic and continuous educational process is studied by scientists N. Bibik, E. Husynskyi, M. Klarin, V. Kremin, O. Savchenko, H. Shchedrovyytskyi, etc., the development of professionally significant qualities of students is studied by N. Aminov, N. Kichuk, L. Fedorova, N. Fomin, etc., research competence development of a modern teacher is the subject of investigation by N. Holub, O. Horoshkina, T. Donchenko, O. Kutsevol, G. Onkovych, N. Ostapenko, O. Semenoh, etc, the specifics of the process of organizing students' research activities is analysed by O. Bondarevska, M. Kantorovych, I. Yakimanska and others.

The purpose of the study is to characterize the concept "research competence" on the basis of scientific and methodological literature analysis as well as the experience of practicing teachers, to indicate the best ways of its formation in higher education students during Business foreign language (English) course.

The recent modernization of the higher pedagogical education system has brought substantial transformations to the training specialists for a new era, capable for updating the content and means of pedagogical activity, conducting scientific and pedagogical research, carrying out research activities, creating the necessary conditions for the professional competence development. The relevance of this study is stipulated by the need to generalize the optimal ways of students' research competence development during Business foreign language course. It will determine the ability to support and replenish their knowledge, skills, develop their communication and information culture; it will be a transition to productive educational technologies of teaching, which are focused on the independent learning activities of the learner as well as general need to carry out professional communication in the context of further globalization and internationalization of society.

The experts of the international commission of the Council of Europe "DeSeCo" (Definition and Selection of Competencies) define the concept "competence" as the ability to satisfy individual and social needs, to perform assigned tasks; they stress the inclusion

of knowledge, cognitive and practical capabilities, attitudes, emotions, values, ethical standards, and motivation in its structure. It is noted, that cognitive skills and knowledge – explicitly transmitted through traditional educational programs – are important educational outcomes [7, p. 18].

The Organization for Economic Cooperation and Development (OECD) established a “series of research competencies to be developed in the twenty-first century, those that would promote problem solving actions to solve problems for reflective thinking, ethical and social impact, communication, adaptability and organization” [6, p. 229]. Research competencies involve “the contextualization of knowledge: working with learning experiences with a realistic approach, promoting an improvement of mindset and problem solving; development of entrepreneurial attitudes by enhancing collaborative work, creative mentality, effective communication, permanent observation, experimentation, analysis of situations, development of innovative proposals” [6, p. 230].

In the National Framework of Qualifications approved by the Cabinet of Ministers of Ukraine “competence” is defined as the ability of a person to perform a certain type of activity, which is expressed through knowledge, understanding, skills, values, and other personal qualities; research competence is regarded as a part of the key ones necessary for the performance of any professional activity [1, p. 85].

We regard “competence” as an integral characteristic of a personality, its property that characterizes the desire and ability of a person to realize his / her knowledge, skills, experience and personal qualities for successful activity in a particular field. Competence formed during the educational process refers to professional competence, in the structure of which each researcher identifies specific components. Accordingly, research competence correlates with the field of research activity of a university graduate.

Taking into account the fact that the main goal of educational research is correlated with personality development, the acquisition of functional research skills as a universal way of assimilating reality, developing the ability of a researcher as well as activating the personal position in educational process on the basis of self-acquired new knowledge, then the formation of research competence, implemented at each of the stages of scientific and research activity is the key to the formation of a versatile specialist [5, p. 242].

Researcher N. Liubchak considers the research competence of students in higher pedagogical educational institutions as a complex system of the following components: theoretical, diagnostic, projective and constructive, operational and procedural, interpretive and reflective, and communicative ones. The theoretical component of research competence is formed in the process of research activity, it includes knowledge of the methodological apparatus of pedagogical research, the essence and technology of the main research methods. The diagnostic component of research competence includes the ability to study the practical state of the research work, to choose the necessary conditions for observation or experience, to work with instructions and diagnostic methods. The design and constructive component of research competence characterizes the qualities necessary to develop a research program. This is the ability to realize the purpose of research activity and the ability to explain it, to see and identify problems, solve them, put forward hypotheses and substantiate them, to plan activity. The operational and procedural component of research competence characterizes the qualities necessary to conduct the research itself. It is manifested in the processing of the acquired skills in solving research problems. It assesses the mastery of the skills of an experiment

conducting, implementing and adjusting the selected actions from the research program. The interpretive and reflective component of research competence is responsible for the development of reflective processes and means the possession of knowledge and skills to analyse the results of activities, i.e. to compare the achieved results with the goal, the ability to interpret the data obtained; to conduct self-assessment of research activities; to form conclusions; to develop methodological recommendations for those who will use the results of the study. The communicative component of research competence implies knowledge of ways to interact with participants in the research process; the ability to act in a team, to present their ideas clearly and convincingly. In the structure of students' research competence, theoretical and operational-procedural components are considered as basic components, since knowledge is a necessary prerequisite and a tool for any practical activity, the basis of skills, and practice develops the skills necessary for research activities [2].

Research competence development during Business foreign language (English) course is a result of successful implementation of research activities and independent research (scientific reports, individual research tasks, scientific presentations at conferences, reports and articles for scientific journals). The leading forms of students' research activity are abstracts, reports, articles, conference presentations, course projects, final qualifying works, participation in student research competitions. The results of students' research work can be presented at meetings of student research clubs, student scientific and practical conferences, in collections of scientific publications written under the guidance of scientific advisors or in co-authorship with them [3]. Students should be encouraged to participate in scientific discussions, presentations of research results at conferences, scientific clubs, to submit works to competitions, and so on, i.e. the result of all the work is the popularization of research results.

Pedagogical opportunities of Business foreign language (English) classes in the formation of students' research competence are that they objectively involve independent active work of students both in the process of preparation to the lesson (work on primary sources and other literature, design, etc.) and during the discussion in the class (report, communication, asking questions, evaluative judgments, etc.). However, their implementation requires a number of tasks: the optimal level of questions and tasks complexity; practical orientation, connection with the surrounding world and virtual reality; the use of techniques, methods and means that contribute to the positive emotional background creation and productive brain activity; providing freedom for creativity; individualization of tasks; organization of communication and exchange of opinions; emphasizing the special value of students' point of view, unique vision of the situation. A prerequisite for the students' research competence development is compliance with pedagogical conditions. Special attention should be paid to organization of creative cooperation between teachers and students on the principles of person-oriented interaction; using of problem solving, games, projects, discussions and other active forms and methods of teaching; ensuring the work of student scientific society; implementation of pedagogical diagnostics; correction of the level of research competence formation. The conditions for the effective development of students' research competence during Business foreign language (English) course are as follows:

- to ensure students' involvement in studying using the combination of individual and team work;
- to set a high degree of cognitive independence of students due to the dominance

of thinking activity techniques (analysis, comparison, analogy, reliance on personal experience, posing problematic and rhetorical questions, presentation of the results of individual and group activities, etc.);

- to solve problems of professional and personal significance.

It is effective to include elements of problem-based learning regardless of the type of training (theoretical, practical) in order to develop research competence during Business foreign language (English) course. In the process of theoretical training, the specificity of problem-based learning is that students mainly perform search activities related to answering problematic questions and completing problematic tasks. In order to enhance the research potential of the tasks and assignments, it is necessary to give them a practice-oriented and professionally-oriented character; the structure of learning activity should be built depending on the level of problematicity and taking into account its dynamic component and motivational substructure.

It will help to develop research competence among students as they will try to find an answer to a question, a solution to a problem. The successful solution will create a situation of success, strengthening confidence in their abilities and further motivation to perform tasks and obtain new knowledge. Independent discovery of new things, creation of working algorithm or model allows students to evaluate the results of their activity, and to be confirmed as a professional in the studied area. This positive range of emotions will be stored in the memory, therefore, there will be a need to experience it again. Thus, there will be interest not just in the result, but in the process of investigation itself – cognitive interest, motivation to knowledge, research competence formation.

It is possible to achieve high quality of foreign language teaching by intensifying the learning process, which aims to maximize the productivity of the learning process and improve the quality of the teacher's activity. The task of the teacher is to create conditions for practical mastery of a foreign language, development of positive motivation; to choose such forms, methods and means of teaching that would allow each student to intensify his / her cognitive activity. The activation of students' cognitive activity and the formation of sustainable positive motivation is facilitated by the use of interactive forms of teaching (work in small groups, discussions, trainings, etc.), teaching methods (project method, method of creating a student portfolio, role-playing and business games, case studies), introduction of information and communication technologies (use of multimedia presentations, access to Internet resources) [4].

Having a clear conviction that the research competence development during Business foreign language (English) course can contribute to improving the quality of training students to solve real professional problems, we provide the following recommendations:

- to build research competence development into the curriculum. Specific goals and objectives that students should achieve at each stage of their education should be defined;
- to involve students in research activity and projects related to business foreign language. For example, it can be analysing international markets, creating business plans, or researching intercultural aspects;
- to use authentic materials (contracts, business literature, financial reports, etc.) in studying language and culture of business;
- to encourage students to communicate internationally through cooperation with

foreign universities, student exchanges or virtual communication projects with business partners;

- to develop students' independent research and learning skills;
- to use interactive technologies (web platforms, online resources) for research and joint projects;
- to organize scientific events where students can present their research and discuss it with other participants;
- to entrust the teaching of discipline to the faculty members who are actively engaged in research activities and participate in research projects in order to stimulate students' interest in research;
- to include the assessment of research skills in the scale of student achievement, for example, through the research paper writing or article publication.

Students' research activity during Business foreign language (English) course should be implemented through searching for information on the Internet; independent work with dictionaries, reference books, newspapers and magazines; summarizing texts; collecting information and processing it; project work; role-playing; finding the best idea as a result of a brainstorming session; analysis and preparing of business papers.

Research competence development during Business foreign language (English) course implies the active use of methods of developmental training – problem, project, heuristic one – which aim to resolve cognitive contradictions in the study of a particular topic. It is an effective means of activating the creative and research potential of students, that stimulates the development of productive thinking, putting forward new ideas, the ability to defend their own position and independence in the learning process. Students who have creative research ability (research competence) will always have an advantage over their peers who have not undergone a serious school of research, and will succeed much faster and more effectively in their professional and social activities.

Research competence of a student is a certain characteristic of a person, which includes knowledge, skills and abilities to conduct research; it allows to carry out scientific work for solving educational problems in accordance with the defined objectives and tasks of professional training. When building a teaching process that contributes to the research competence development, it is necessary to focus on the principles of the system approach. It assumes illumination of the subject of research from different sides, providing a holistic perception, development of the content of research competence development, taking into account the knowledge and skills necessary for research activity. In order to organize the process of research competence development more effectively it is necessary to include students in professional research activity, which will allow students to perceive the basis of research skills and actions, but not just to gain a certain amount of knowledge.

Development of students' research competence during a business foreign language (English) course involves addressing various aspects to ensure a comprehensive and effective learning experience. The key aspects that need to be studied are: teaching students various research methods applicable to business studies, involving methods of planning and organizing research projects, meeting cross-cultural communication challenges in research, fostering collaborative research experiences.

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