

IFTE 2019
5th International Forum on Teacher Education
WAYS TO ENHANCE THE RESEARCH ACTIVITIES OF
UNIVERSITY STUDENTS

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Abstract

The modern education system deeply requires the ways and mechanisms to enhance the creative, research activity of students. Generational change has led to the fact that traditional approaches do not lead to an increase in productivity, and often, on the contrary, reduce them. There is a need to find new tools and methods to enhance the creative activity of students. In this regard, the author comes to an understanding of the need to use and innovative approaches and combining of existing methods. This goal is reflected in a number of strategic state documents: in the Federal target program for the development of education for 2016-2020, in the Concept of long-term socio-economic development of the Russian Federation for the period up to 2020. Also, the main task defined in the Concept of the Federal target program for the development of education for 2016-2020 is the implementation of measures for the development of scientific, educational and creative environment in educational institutions. The research work of students is analysed at the Elabuga Institute of Kazan Federal University, the analysis of their desire to acquire new knowledge is carried out. The level of scientific activity and involvement of students in science was not high enough. It was found that to intensify the research activities of students it is necessary to organize classes using audio-visual means. During the research different methods of analysis, synthesis and deduction were used. For the reliability of the results of the study, a sociological survey was conducted.

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Keywords: Research work, audiovisual means of education.



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1. Introduction

Today in Russia, the most important task facing society is innovative development. To ensure such development, a qualitatively organized system of all levels of education, including higher education, is necessary. The education system should be focused on the creation of a mechanism that will ensure that the needs of the individual meet the needs of the state. Thus, this direction of social development predetermines the setting for the educational organization, in our case, for the University the following goal: the formation of future specialists of professional, intellectual and personal competencies necessary to solve problems in the relevant fields of activity.

This goal is reflected in a number of strategic state documents: in the Federal target program for the development of education for 2016-2020, in the Concept of long-term socio-economic development of the Russian Federation for the period up to 2020. Also, the main task defined in the Concept of the Federal target program for the development of education for 2016-2020 is the implementation of measures for the development of scientific, educational and creative environment in educational institutions (The Ministry of Education and Science of the Russian Federation, 2008; The Ministry of Education and Science of the Russian federation, 2015).

2. Problem Statement

In connection with all the above, there are significant changes in the requirements for the level of professional training of students. Therefore, one of the important points of training is to involve students in research work in various fields, areas of knowledge that require human intellectual effort and creative effort.

Research work in the process of educational activity plays a major role in the formation of competencies in the research field, the development of the ability to search for and resolve certain pressing problems, as well as ultimately in the formation of a competitive person, a specialist in the modern labour market.

The content and functions of students' research work is based on:

- Promoting the implementation of activity-based, personality-oriented approach in the process of vocational education.
- The development of analytical, design, communication skills of students.
- The development of students in the unity of emotional and communicative, activity and mental aspects.
- Active participation in educational and research work, both within and outside the University.
- Participation in seminars, conferences, round tables, pedagogical readings organized by students or jointly with teachers.

Research work contributes to the development of the following abilities of students:

- To be included in the solution of practical problems from a scientific position, as well as the ability to distinguish between a scientific position and everyday life, especially when reflecting on their own ways of solving professional problems.

- Find and formulate problems.
- Apply theoretical knowledge in practice.
- Think alternative.
- Solve non-standard problems.
- To think creatively and develop professional pedagogical creativity as a component of professional pedagogical competence.
- To form habits to intellectual work, ability to derive pleasure from occupation by intellectual activity.
- Join the scientific search.
- Promote self-determination in research.
- Be aware of personal involvement in the development of scientific concepts, disclosure of issues important for the professional community.

3. Research Questions

What methods of work with students can enhance their research activities?

4. Purpose of the Study

To consider the reasons of the low research activity of students and to identify the mechanisms of its activation.

5. Research Methods

Studying the chronology of the works of scientists affecting the problem of research activities and its activation, we saw that mostly the researchers of the XX century were engaged by that problem (Gorbunova, 1972; Bondarevsky, 1973; Yakovleva, 1997; Avdeeva, 1984; Vergasov, 1985; Slastenin, 1997). Nowadays we notice a trend of gradual reduction of the importance of the topic, and scientists engaged in the study of problems of organization and implementation of Research Work of Students become less (famous are the works of Zavalko, 2011; Berezhnova & Kraevsky, 2013; Pizhurin, 2015; Zasobina, 2015). Probably, as a consequence, this causes a decrease in the activity of students engaged in scientific activities. Although, as noted earlier, today research activity is in the block of main tasks for the implementation of the target program of education development.

The analysis of works of Ganchar (2011), Larionova (2011) and Klarin (2007), as well as other scientists, has allowed us to identify research as an independent learning, as well as finding solutions to specific, important both for companies and for individuals, with the aim of building a socially relevant new knowledge. In other words, research work is a process of development and realization of students intellectual and research abilities.

6. Findings

Thus, in addition to traditional methods of enhancing students' interest in research activities it is important, in our opinion, to widely introduce modern audio-visual teaching tools into practice. Among the means that promote activation of cognitive activity of students, develop their cognitive interests and creative abilities, formation of skills of self-knowledge, audio-visual aids is one of the leading places. They have a great informational value, reliability and allow students to penetrate into the depth of the studied phenomena and processes, increase the visibility of learning, and enhance the emotional perception of educational material.

As the main feature of audio-visual means it is possible to note the expressed orientation on activation of educational, and at the same time and research activity of trained.

1. Activity is created by the inclusion in the learning process of a variety of search tasks. The basis of cognitive tasks included in the content of audio-visual aids is the contradiction between the figurative presentation of the conditions of the problem and its verbal design.

2. Activation of learning is closely related to the formation of sustainable cognitive interest. Stimulation of interests of students is realized by means of an Arsenal of methodical means: firstly, through the content of the training material and, secondly, through the special organization of the learning process. Stimulation of cognitive interests with the help of the content of educational material is determined primarily by the novelty of the content, causing an indicative reaction of students. The efficiency of audio-visual information, especially television and video recording, plays a crucial role here (Karasova, 2014).

The effectiveness of the use of audio-visual means of communication is determined by three interrelated aspects of its provision-technical, methodological and organizational. One of the reasons for the weak use of audio-visual teaching aids by many teachers of the organizations of the Elabuga Institute of Kazan Federal University is that many teachers face problems of a technical nature, as they are not able to ensure the technical efficiency of such teaching aids. Of great importance is the organizational support of audio-visual training in educational institutions-maintenance and maintenance of technical training, modernization and timely replacement of equipment.

7. Conclusion

We conducted a study of the effectiveness of the use of audio-visual learning tools at the Elabuga Institute of Kazan (Volga region) Federal University. It was revealed that the effectiveness and expediency of their application in the educational process is achieved due to the fact that the majority of teachers thoughtfully and consistently include audio-visual tools in the learning process; develop a certain methodological system for the use of audio-visual tools in their classes. In this case, the most commonly used screen learning tools (tables, charts, slides, e-learning courses, etc.).

Students like the use of audio-visual learning tools in the classroom; they have increased interest in learning and its positive motivation. The usage of audio-visual aids provides a more effective means of organizing and conducting the learning process, stimulates cognitive activity of students, promotes

conscious learning, development of thinking, spatial imagination, observation, thereby improving the quality of learning.

Acknowledgments

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

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