DEVELOPMENT OF RESEARCH SKILLS IN THE FUTURE FOREIGN LANGUAGE TEACHER IN THE SYSTEM OF CONTINUING EDUCATION

DESENVOLVIMENTO DE HABILIDADES DE PESQUISA NO FUTURO PROFESSOR DE LÍNGUAS ESTRANGEIRAS NO SISTEMA DE EDUCAÇÃO CONTINUADA

DESARROLLO DE LAS COMPETENCIAS INVESTIGADORAS EN EL FUTURO PROFESOR DE LENGUA EXTRANJERA EN EL SISTEMA DE EDUCACIÓN CONTINUA

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Abstract: Modern education, implemented in specially targeted institutions, in most cases cannot ensure high performance of graduates. A future teacher should possess not only a high level of qualifications but also creative thinking, the ability to use innovative methods and technologies. The improvement of the integrated abilities of future teachers is based on the appropriate competent combination of the Russian educational tradition with innovative types of education. University programs usually only follow the state educational standards, without contributing to the individual self-identification of young citizens. Today, education should be positioned as a daily intellectual work that reveals the potential of a schoolchild or student and contributes to building the required competencies. Consequently, non-formal education should become part of a teacher's life, implying both personal cognitive activity and spontaneous education, carried out due to a personal activity in a rapidly developing educational space. The student should not only know a foreign language and master teaching methods, but also demonstrate an adequate intellectual level, the ability to reflect,

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to conduct scientific research, to predict learning outcomes. Unfortunately, at this stage, the potential of non-formal education in the field of foreign languages is not sufficiently used, which makes it difficult to improve the research skills of future school teachers.

Resumo: A educação moderna, implementada em instituições especialmente direcionadas, na maioria dos casos não pode garantir o alto desempenho dos graduados. Um futuro professor deve possuir não apenas um alto nível de qualificações, mas também pensamento criativo, a capacidade de usar métodos e tecnologias inovadoras. A melhoria das habilidades integradas dos futuros professores é baseada na combinação competente e apropriada da tradição educacional russa com tipos inovadores de educação. Os programas universitários geralmente seguem apenas os padrões educacionais estaduais, sem contribuir para a autoidentificação individual dos jovens cidadãos. Hoje, a educação deve ser posicionada como um trabalho intelectual cotidiano que revela o potencial do escolar ou aluno e contribui para a construção das competências necessárias. Consequentemente, a educação não formal deve passar a fazer parte da vida do professor, implicando tanto em atividade cognitiva pessoal quanto em educação espontânea, realizada por meio de uma atividade pessoal em um espaço educacional em rápido desenvolvimento. O aluno não deve apenas saber uma língua estrangeira e dominar métodos de ensino, mas também demonstrar um nível intelectual adequado, a capacidade de refletir, de conduzir pesquisas científicas, de prever resultados de aprendizagem. Infelizmente, nesta fase, o potencial da educação não formal no domínio das línguas estrangeiras não é suficientemente utilizado, o que torna difícil melhorar as competências de investigação dos futuros professores.

Resumen: La educación moderna, implementada en instituciones especialmente dirigidas, en la mayoría de los casos no puede garantizar un alto desempeño de los graduados. Un futuro profesor debe poseer no solo un alto nivel de calificaciones, sino también un pensamiento creativo, la capacidad de utilizar métodos y tecnologías innovadores. La mejora de las capacidades integradas de los futuros profesores se basa en la combinación competente apropiada de la tradición educativa rusa con tipos innovadores de educación. Los programas universitarios generalmente solo siguen los estándares educativos estatales, sin contribuir a la autoidentificación individual de los ciudadanos jóvenes. Hoy, la educación debe posicionarse como un trabajo intelectual diario que revela el potencial de un escolar o estudiante y contribuye a construir las competencias requeridas. En consecuencia, la educación no formal debe pasar a formar parte de la vida del docente, implicando tanto la actividad cognitiva personal como la educación espontánea, realizada por una actividad personal en un espacio educativo en rápido desarrollo. El estudiante no solo debe conocer una lengua extranjera y dominar los métodos de enseñanza, sino también demostrar un nivel intelectual adecuado, la capacidad de reflexionar, realizar investigaciones científicas, predecir los resultados del aprendizaje. Desafortunadamente, en esta etapa, el potencial de la educación no formal en el campo de las lenguas extranjeras no se aprovecha lo suficiente, lo que dificulta la mejora de las habilidades de investigación de los futuros profesores de escuela.

Palabras clave: profesor de lengua extranjera, habilidades de investigación, enseñanza de lenguas extranjeras, educación no formal, sistema, metodología.

1 INTRODUCTION

Considering the essentials of non-formal education in the field of foreign languages, we should first turn to related concepts: additional, formal, non-formal, informal education.

Speaking about additional education, various authors use the terms "out-of-school", "after-school", "non-formal", "informal", "free", etc. At the level of the largest international organizations, the European Union and the Council of Europe, the definition "non-formal education" was fixed, which serves as the basis for its use in this research (Sharonova, Trubnikova, Sokolova, 2018).

The problem of non-formal education first attracted attention in the last third of the 20th century. The corresponding term became popular at the turn of the 1960-70s. The international conference, held in Williamsburg (the USA, 1967), discussed the world crisis in the education sector associated with the obsolescence of the programs and the insufficient adaptive resources of formal education, its inability to meet the requirements of the new reality. The participants came to the conclusion that it is not possible to acquire all the necessary knowledge and competencies only within the framework of formal education. Soon enough, the model of "one education for life" that existed for more than a century was replaced by a fundamentally different approach - education throughout life, lifelong or continuing education (Gorev et al., 2018).

In the early 1970s the International Conference on Education (the Geneva Conference) approved the International Standard Classification of Education (ISCED), the foundation for organizing information on education.

In 1997 the ISCED text was reviewed and revised, and in 2011 it was replaced by new (current) version. It was adopted by UNESCO's 36th General Conference and it clearly divides three types of education due to the present conditions: formal, informal and informal (Bírová et al., 2018).

Non-formal education is institutionalized, intentional and continuous process outside the framework of formal education (Blinova, Dugina, Zabolotskikh, 2018).

We investigated the significant contribution made by various authors to the development of non-formal education (Dolzhich, Dmitrichenkova, 2018; Neverkovich et al., 2018; Baartman et al., 2006; Rogers, 2005; Bertin, Grave, Narcy-Combes, 2011; Podymova, 2008), and determined the main principles of the non-formal education in foreign states, the mechanisms of its interaction with formal education and the delayed effect of this process.

Taking into account that non-formal education originated in Europe, we analyzed the models of additional education in European countries and in the USA. All models currently in use are of two main types: improvement models and patronage (care) models. The study of these approaches allowed us to come to the following conclusions.

In the countries of Western Europe, the patronage model (actively implemented, for example, in the Netherlands) dominates. The essence of a highly developed patronage system is that the recipients of a significant part of the economic support from local and federal authorities are children and youth with disabilities and special needs (approximately 7% of young population). In other words, in the main part of Western European states, non-formal education exists in the framework of non-governmental organizations (Volkova, Panchenko, 2018).

In the Central and Eastern European countries, the model of further development prevails. The state authorities prefer to allocate significant financial resources to meet the needs of young people who do not have serious disabilities, social problems, etc. At the same time, important tasks are associated with the prevention of negative manifestations in the behavior of young people. Consequently, one more function is assigned to additional education – socio-pedagogical. In Central and Eastern Europe, the relevant educational systems are strongly supported by the state authorities, due to which the majority of organizations providing additional education have a high official status.

The United States education system is characterized by rapprochement, interaction and even unification of different types: state, religious and moral, private, commercial, community, etc. The authorities began to interfere in education only half a century ago, in the 1960s.

We come to the conclusion that educational systems built on formal principles are adapting to the changes taking place in society at an insufficient speed. Their development is impeded not only by their own obsolescence, but also by the conservatism of the societies themselves..

2 METHODS

Non-formal education is carried out on a systematic, but not on a daily basis. There are state and community educational institutions in Russia that provide exclusively non-formal education (children centres, part-time music, art and sports school), but it can be implemented not only in institutions (for example, language courses, speaking clubs, etc.). Educational methods are innovative, the tasks are applied and vital, meeting personal educational needs and directions of national and state development. Within non-formal education, a wide range of content, forms and methods are available. In most cases, it is implemented without state-approved programs or standards, as a result, it is not a complex of interrelated elements, but rather a giant mosaic, whose components not only harmoniously combine, but also require ordering. Thus, it is obvious that non-formal education should be considered as the most adaptive, variable and multidimensional component of the continuing education (Skamnitskaya, 2000).

Russian researcher O.S. Kutepova (2016) structured non-formal education programs in terms of goals, methods, duration and control when compared with formal education programs. As a result she proposed ideal models and established to what extent informal educational initiatives, their locality and flexibility, can remain within the state educational standards and curriculum (Table 1).

Table 1. Ideal models of formal and non-formal education

System characteristics of education	Types of education	
	Formal	Non-formal
Goals	Long-term and general	Short-term and specific
	Obtaining officially recognized educational documents	Obtaining officially recognized educational documents is not supposed
Duration	Long cycle, full-time	Short cycle, part-time
Contents	Standardized, state-approved curricula	Individualized, result-oriented
	Academic	Applied
	Well-structured	Flexible, learner-centered
	Entrance requirements determine the contingent of students	Learners determine the entrance requirements
Place	Educational institutions, not focused on proximity to residence	Focused on proximity to residence
Resource-intensity	Resource-intensive	Resource efficient
Control	External / hierarchical	Self-administration / democratic

This table shows that the integration of formal and non-formal education is a process of ensuring the interconnection and continuity of the content, forms and methods, aimed at overcoming the artificial division of knowledge, at ensuring the completeness and integrity of education.

We support the point of view of O.S. Kutepova (2015) that the development of innovations in the field of additional education involves the use of certain criteria for their efficiency. Given the comparative nature of the study, O.S. Kutepova (2017) identified a set of criteria for selecting the best practices in the field of additional education (Table 2).

Table 2. Innovations efficiency criteria

Efficiency criteria	Objectives of criteria	Peculiarities of criteria
Innovativeness	To determine the essence and level of innovativeness in relation to the	There are several levels of innovativeness: absolute, local,

	existing system of additional education	conditional, subjective, differing in the degree of dissemination and scope
Relevance	To determine comprehensive tasks in the field of additional education, to reflect compliance with trends in social development and social demand	Taking into account the fundamental provisions of additional education: pluralism and freedom of choice, creativity, safe learning environment, etc.
Optimality	To identify costs, efforts and means to achieve results	Introducing innovations and achieving high learning outcomes with the least physical, mental and time costs
Good performance	To determine the sustainability of positive results	Ease of measurement, observability and fixability of results, unambiguity of understanding
Sustainability	To track the maintenance of learning outcomes under changing conditions and the achievement of positive results for a sufficiently long time	
Opportunities for applying innovation for wider distribution	Assess pedagogical innovations	A valuable pedagogical idea or technology often remains within the framework of a narrow, limited application due to the peculiarities and complexity of technical support or regional specifics.

This table shows that non-formal education, in contrast to formal education, is characterized by such features as accessibility, voluntariness, complementarity (in some aspects complements continuing learning, including formal education), priority of social competences, activity, reliance on experience, focus on meeting the needs of students.

3 RESULTS

The term "foreign language education" was revised in the 1990s by the Russian linguist E.I. Passov (2009), who saw its main task in the upbringing of moral qualities. The researcher notes that in this context, individuality is characterized by the ability to create new ideas and products, maintain and develop national culture, combining professional discipline and creative freedom. Within the framework of the model proposed by Passov (2006), the goal of education is not so much certain knowledge, abilities and skills as the activation of human individuality. This implies the

improvement of abilities, the use of intellectual resources, enrichment of needs, formation of a morally responsible and socially adapted personality.

Currently, non-formal education in the field of teaching and learning foreign languages is aimed not only at mastering the necessary skills and abilities, but also at comprehending the specifics of the target culture to build a special worldview coherent to its speakers.

The foreign language education being implemented today is a combination of the process and the result of teaching, as well as improving the personality of a schoolchild or student. Knowledge of foreign languages contributes to the formation of intercultural values, the development of socially important properties. It helps tracking systemic relations of all social structures and participants in the complex and ambiguous processes of the cultural interaction, cognitive and professional activities using a native or foreign language.

The development of research skills and abilities is an urgent problem of training a modern foreign language teacher. Improvement of research competencies is aimed at developing practice-oriented research skills as a mechanism for comprehending reality, obtaining individual cognitive experience. In the research of T.N. Fain the following list of research skills is presented (Fain, 2017):

- *Intellectual:* to generate ideas, formulate problems, choose a goal and define a task, propose a hypothesis, raise questions, state assumptions, give reasoned preference to one or another scientific method, carry out intellectual actions (analysis and identification of the main issues, generalization and structuring, comparison, interpretation and explication of concepts, argumentation for and against, detection of contradictions), predict vectors of activity, reflection;

- *presentation:* preparation of an oral report on the work done, determining the forms and methods of demonstrating the results, drawing up a written report on the results;

- *social and communicative:* to understand other opinions, express own position, find a compromise solution, communicate within the team;

- *search engines using:* to find the required information in the reference literature, to use a context   search and cross-references in the World Wide Web, to select key concepts (words, phrases);

- *informational:* systematize data, single out the main information, receive and transmit information, represent it in different forms, store existing information in an organized manner and search for new information.

O.S. Kutepova (2016) analyzed the current definitions of research activities in order to formulate the generalized definition (Table 3).

Table 3. The definitions of research activities

Author	the definition of research activities	Product
E.A.Shashenkova	Specific human activity, regulated by the consciousness of the individual and aimed at satisfying cognitive needs.	New knowledge obtained in accordance with objective laws and circumstances that determine reality and allow achieving the goal.
A.I. Savenkov	The type of activity generated as a result of the functioning of the individual search mechanisms and built on the basis of research behavior.	Analysis of the results obtained (in this case, we mean analytical thinking: analysis, synthesis, classification, etc.), and the assessment of the situation on their basis, forecasting (building hypotheses) further development, as well as modeling future (intended) actions.
E.V.Larkina	All activities, the product of which is new knowledge, new methods of obtaining knowledge or researching an object.	The system of mental actions, united by motive, and in the aggregate, ensuring the achievement of the research goal.
A.S.Obukhov	The creative process of joint activity of two subjects (two personalities) in search of a solution to the unknown, during which cultural values are transmitted between them.	The result is the formation of a worldview.
Our definition	The research activities of a foreign language teacher in the framework of non-formal education is a scientific and cognitive process, the product of which is new linguistic or methodological knowledge, new methods of teaching foreign languages in conditions of multilevel and differentiated approach. That is, research is not only an intellectual and creative search for solutions, but also a process associated with the development of creativity, autonomy, and individual independence.	

Research activity creates conditions for the upbringing of a harmoniously developed individual, contributes to the general improvement of the ability to generalize, classify, find potential solutions, develop an action plan, move (if necessary) to an alternative, study the subject from different positions, compare different objects and their combinations, as well as drawing up assignments on a designated topic and self-assessment.

In accordance with the regulations of the European Commission, research activities belong to the basic conditions of international competitiveness. It should help the school teacher to adapt to the continuously corrected and supplemented list of competencies, to intensify the desire for individual and professional self-improvement.

Research skills in the future will help the teacher demonstrate active and independent scientific thinking, cope with professional problems, build the process of teaching a foreign language according to the Federal State Educational Standard, as well as the requirements of society and employers.

The significant component of the research activity of a future foreign language teacher is the provision of conditions that allow building research skills of students. Let's list some of them: a high level of motivation, the potential for self-development and self-actualization, consistency and targeting, positive emotions, a creative climate, a teacher's personal example, taking into account age specifics, since the necessary skills should be taught at a level that corresponds to the students' abilities.

A school teacher should be not only a translator of knowledge, but also an advisor, assistant and tutor. The teacher does not act as a controller, but as an adult colleague, like-minded person, a team member.

4 DISCUSSION

The criteria for the development of research skills were systematized on the basis of works by L.A. Golub (2006), I.V. Bogovskaya (2013).

Table 4. System of criteria for the development of research skills

Criteria	Indicators of their manifestation	diagnostic methods
Value and motivation	The presence of a motive for mastering research skills, cognitive needs	Questioning, interviewing, individual conversations, observations, sociometry
Cognitive activity	Completeness and strength of knowledge about the means and methods required in research activities. Correctness, transfer, speed of execution of a set of actions for the search (collection), receipt and storage of data; information processing (analysis, structuring,	Individual conversations, observations, drawing up a plan for solving the problem and preparing information, participating in planning the group work. Performing tasks that require complex mental operations, problem or practical tasks,

	generalization, etc.), information coding (verbosity, imagery); solving problems of different levels (requiring simple or complex mental operations, data exchange, creative thinking)	applying one's own observations (on a sensory basis) and thoughts (on a rational basis); tasks on the use of research methods; portfolio, self-assessment cards, presentation of reports, creative projects, multimedia presentations
Reflexivity	The ability to realize the inner world of another person, the adequacy of self-esteem, the ability to take responsibility for the learning outcomes	Analysis and self-analysis of responses in the classroom; monitoring activities, interviewing; sociometry, analysis of communicative situations, participation in discussions, group work, self-assessment cards

Table 5. Criteria for the development of research skills in non-formal language education

Criteria	Indicators
Value and motivation	Student: - realizes the importance of research skills for creative self-development; - is motivated for independent study of linguodidactic problems in order to expand the linguo-cognitive and linguodidactic horizons; - realizes the values and role of pedagogical research, linguodidactics, language theory and linguistics, the importance of mastering diagnostic tools in the independent development of multilevel tasks, identifying the individual characteristics of schoolchildren, etc.; - is motivated for independent research activities in the framework of various types of non-formal language education
This criterion reflects the understanding and assessment of the goals of the research skills development, students' conviction of the personal and social significance of the development of research skills in a non-formal language education, i.e. the students' need for scientific research.	
Cognitive activity	The student is able to: - compare, analyze, synthesize, abstract and generalize knowledge in the field of linguistics, language theory and linguodidactics in the context of self-education; - correct knowledge and skills in the field of research activities and methods of its implementation;

- demonstrate flexibility and originality of thinking, to generate non-standard ideas;

- independent search and cognitive activity, readiness to find and interpret professionally significant information in a foreign language in conditions of autonomous learning;

- demonstrate the ability for research self-development, growth in the process of foreign language professional intercultural communication;

- define urgent research problems, to set tasks, to put forward a hypothesis, to select and apply forms and methods of research activities based on the educational experience.

This criterion indicates the presence of a systematized knowledge about the means and methods required in the implementation of research activities. It is expressed in terms of the completeness and strength of knowledge regarding the means and methods of implementing the corresponding actions. Completeness is the understanding of all essential features, aspects of the process or phenomenon under consideration. Strength is characterized by the preservation of knowledge over time and reproducibility under the necessary conditions.

Reflexivity	The student is able to:

- carry out reflection, self-correction, to benefit from research and communication experience, to transfer foreign language communication and research experience;

- anticipate and evaluate (predict) the results, prospects for self-development, possible deviations and undesirable phenomena;

- analyze, synthesize, assess extracurricular activities

This criterion indicates that the student has: a) a sense of proportion and tact, a special sensitivity to changes in the personality and activity, whether they are positive or negative; b) a sense of belonging, characterized by the student's sensitivity to the shortcomings of own activities, criticality and responsibility for the results.

The combination of all the analyzed criteria made it possible to develop a description of the levels of research competencies of future foreign language teachers.

An advanced level of research competencies is characteristic of students who have a comprehensive understanding of the relevant skills and abilities, are able to apply in practice various methods and forms of research work without outside help.

Students with a satisfactory level of research competencies are able to implement actions included in the structure of the aforementioned competencies, understand their main content, but tend to limit research activity to reproduction, following an accessible template.

Students with an unsatisfactory level of research competencies demonstrate poor knowledge and methods of independent work included in the structure of necessary competencies..

5 CONCLUSION

Within the framework of our research, a persistent correlation was found between two types of education - formal and non-formal. The factors that determine the effectiveness of non-formal foreign language education are the use of elements of formal education and the variety of programs. Non-formal education modifies and optimizes the information acquired through formal education, taking into account the specifics of the multicultural society. For students of pedagogical specialties, non-formal foreign language education is a structured educational activity outside the framework of the state-approved formal system, solving special tasks of self-improvement and self-training.

Drawing on the study and generalization of international experience, we established the connection between non-formal education and continuing or lifelong education. We identified the main properties of non-formal education in the field of foreign language teaching and learning:

- taking into account the specific educational needs of the future foreign language teacher;

- filling the gaps in the professional competencies of graduates;

- non-directive nature, focus on the internal motivation of students;

- responsibility for the learning outcomes;

- high individual importance of foreign language training;

- improvement of personal properties, creating conditions for a spiritually rich personal life, a significant contribution to the status an educational institution, the educational environment;

- intensification of academic and labor mobility in a dynamically transforming social context;

- the desire of students to acquire new knowledge;

- variability of methods and forms of education and self-education;

- self-diagnostics of learning outcomes on the basis of personal important criteria;

- building relationships between teachers and students based on mutual respect, responsiveness, and a democratic style of interaction.

Improving the research competencies of students is a mandatory component of professional education and self-education. It contributes not only to the integration of the Russian educational system into the international intellectual area, but also increase in the qualifications of Russian graduates and their competitiveness in the global and national labor market.

The analysis performed does not exhaust all the components of the problem raised. The topic has the following dimensions for further research: the study of resources for improving the speech competencies of future foreign language teachers, based on interactive technologies of self-

learning, building student-centered educational trajectories in the context of formal and non-formal education, a detailed consideration of the means and methods of intensifying aspiration of students to master a foreign language as part of their independent research activity within the framework of the "university – school – family" scheme, as well as during the development and implementation of research projects..

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