

However, such image elements as «skills of pedagogical communication» and «appearance» are in need of modernisation and improvement, because appearance, the ability to communicate, accept and understand the position of students are important not only for the professional image of a modern teacher and students.

No matter how professional a modern teacher is in his field of activity, he must constantly engage in his own improvement and development, that is, to develop personal qualities, while creating and improving their own image of the teacher, maintaining their professionalism and status in the eyes of not only teachers, but also their parents.

Conclusion. Thus, in the course of studying the image of a modern teacher, we found that in General terms, the image of teachers is at a high level, but there are elements of the image that need to be modernized and improved. The data obtained will allow us to take this fact into account when developing guidelines for the image of a modern teacher.

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2. Tatarinova, N. V. On the concept of «Image» and its difference from similar concepts «Image», «Reputation», «Stereotype» / N. V. Tatarinova // Certificate. – 2009. – No. 2. – P. 334
3. Sysoeva, E. Yu. The image of a teacher: textbook. allowance. Samara University Publishing House, 2019. – P. 148

DEVELOPMENT OF A TEACHER'S RESEARCH COMPETENCE: THEORETICAL ANALYSIS

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In the shaping innovative economy and its competitive environment, the education system should ensure that the acquired knowledge and skills meet the rapidly changing requirements of society and economy, facilities and technologies, the development of personal initiative and adaptability skills of people, in response to which their abilities to integrate ideas and innovations are expanded. In the period 2021-2030, a transition to a new paradigm of education is expected in the Belarus: learning instead of education, which is based not on ready-made knowledge acquisition, but on the development of learning abilities that allow students to acquire knowledge independently, process it creatively, create something new and put it into practice, and take responsibility for their actions. The main goal at this stage will be the formation of a personality with a systemic worldview, critical, socially-oriented and environmentally-friendly thinking and active citizenship.

Thus, the immediacy of the problem of the development of teachers' research competence is associated with the fact that education in the 21st century changes its vector, ensuring the transition from "multi-knowledge" to personality traits (competencies), which are highly-demanded in the era of globalization. The goals and objectives of education are changing, since the further accumulation of information leads to an overload of students, and the teacher's task is not to summarize knowledge, but to equip the student with a tool that can be used to obtain this knowledge independently. However, pursuing the pedagogical task of the systemic formation of students' research skills, the teacher must, to a large extent, master a complex of professional competencies, including research [1].

Findings and their discussion. Our conceptual analysis of semantic constructs "research competence of a teacher", "research actions", "research activity", "research skills", "research potential of a teacher", presented in domestic and foreign sources of scientific information, allowed us to draw the following conclusions:

- research competence of a teacher is a characteristic of teacher's personality which is mastery of skills and methods of research activity; holistic, integral characteristic of the personality; integral quality of personality, integrative quality of a teacher (L.A. Golub, Yu.V. Ryndina, A.D. Syzdykbaeva, N.G. Lebedeva);

- research activity is defined as an integral characteristic of the personality, acquired in the process and as a result of specially organized activity, which includes objective and subjective readiness as interrelated and interdependent elements (I.A. Rybaleva);

- teacher's research competencies include the ability to work with pedagogical objects; methods and experience of research of the educational process; mastering research forms (A.V. Khutorskoy, T.M. Talmanova);

- research skills are defined as an opportunity to implement a set of operations for the implementation of intellectual and empirical actions, leading to the discovery of new knowledge (P.V. Seredenko);

- research competence of a teacher is an inseparable unity of its constituent competencies; structural structure, consisting of a high level of intellectual abilities, methodological competence, special qualities and skills (EL Makarova, ZN Borisova);

- research competence of a teacher is a personal and professional ability, knowledge and ability in research, research knowledge, skills, experience (Z.N. Apazova, A.A. Sevryukova, U. Lertporn, D. Traiwichitkhun, S. Wongwanich, V.G. Sotnik; T. D. Molodtsova, S. Yu. Shalova, L. I. Kobysheva, E. V. Yakovleva, L. I. Burova, A. M. Kamensky, L. E. Lukina);

- research activity is a developing way of mastering reality, which results in the acquisition of knowledge and the accumulation of individual experience (A.M. Skotnikova).

The identification and analysis of various approaches to the definition of the concept of “research competence of a teacher” as well as a systematic retrospective research analysis in the field of research competence of a teacher allowed us to single out its detailed composition.

To objectify various author's contents and meanings, we used the context analysis method, which allows us to translate textual information into quantitative indicators sufficient to objectify various author's contents and meanings. The contextual units of analysis were 12 scientific and pedagogical texts, of which 7 dissertations, 5 articles in scientific journals.

To determine the semantic units, we proceeded from the fact that professional competence integrates three aspects: cognitive (scientific, subject knowledge), operational and technological (methods of activity, ability to make decisions) and axiological (experience of an emotional and personal relationship to nature, society, person). As additional components of the teacher's professional competence, the ability to generalize personal experience, productively interact with the innovative experience of colleagues, creativity as a way of being in the profession, etc. can be considered.

The semantic units of analysis define the cognitive, operational-technological, axiological reflexive components of the morphological ontology of the teacher's research competence, which served as prerequisites for the development of a meaning coding table as a tool for content analysis.

The overall picture of the author's meanings shows the degree of operationalization of the content of the component composition of the teacher's research competence in pedagogical research (figure 1.1)

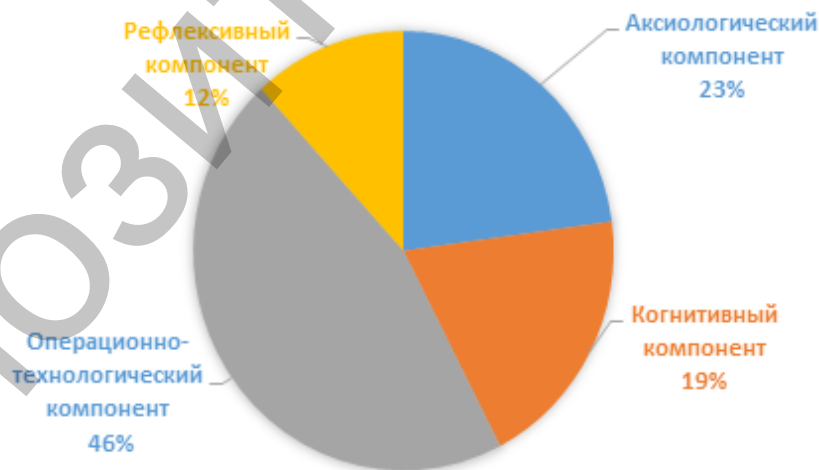


Figure 1.1. – Characterization of the operationalization degree of the ontological model components of the teacher's research competence

The results of the content analysis of the author's meanings indicate that the composition of the teacher's research competence as its characteristics by various authors includes values, motives, value attitudes, research position, cognitive interest, the desire for creative self-realization, focus on continuous

self-development as components of the axiological component; knowledge, intellectual abilities, competence as components of the cognitive component; skills, interests, skills as components of the operational and technological component; the ability to critical analysis, to comprehend, to assess, the ability to reflect, the ability to summarize, analytical and evaluative skills as components of the reflective component [2].

The axiological component of the teacher's research competence stands out and is characterized in 83% of the studies, which reflects a culturological approach to understanding this concept and the presence of a value component in most of the author's concepts. The content of the cognitive component of a teacher's research competence is a system of professional knowledge, including methodological knowledge. This component is represented in 92% of pedagogical studies. The content of the operational and technological component is most concretized - it is highlighted in 100% of publications. This fact indicates that the skills of a teacher are very important in the structure of research competence. The reflexive component is less specific (highlighted in 75% of publications).

Conclusion. The conducted theoretical analysis leads to the conclusion that the formation of a teacher's research competence involves the development of three components: the teacher's personality, characteristics of activity, relations in activity.

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3. Kozinets, L. A. Lecture 3. Pedagogical activity: essence, structure, functions [Electronic resource] – Access mode: <https://clck.ru/SCV42>. – Date of access: 21.08.2018.

DEVELOPMENT OF THE FOREIGN LANGUAGE COMMUNICATION STANDARDS BASED ON COMMUNICATIVE SITUATIONS

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Today, the root idea of the concept of teaching a foreign language is mastering it as a means of intercultural and interpersonal communication. Verbal behavior becomes important, and its success depends on numerous factors, including the ability to adequately interpret the communicative behavior of speech partners and to express an attitude towards the subject of communication. The use of communicative situations in a foreign language class provides students with the necessary practice in socially appropriate behavior,