

UDC 001.891-057.87

DOI: 10.31470/2518-7600-2020-8/2-157-175

**ORGANIZATIONAL AND PEDAGOGICAL CONDITIONS
AND FACTORS OF DEVELOPMENT OF READINESS
FOR RESEARCH ACTIVITY OF A FUTURE
VOCATIONAL TRAINING TEACHER (LABOUR
PROTECTION) IN A PROCESS OF VOCATIONAL
TRAINING**

**ОРГАНІЗАЦІЙНО-ПЕДАГОГІЧНІ УМОВИ ТА
ФАКТОРИ РОЗВИТКУ ГОТОВНОСТІ ДО
ДОСЛІДНИЦЬКОЇ ДІЯЛЬНОСТІ МАЙБУТНЬОГО
ПЕДАГОГА ПРОФЕСІЙНОГО НАВЧАННЯ (ОХОРОНА
ПРАЦІ) У ПРОЦЕСІ ПРОФЕСІЙНОЇ ПІДГОТОВКИ**

**ОРГАНИЗАЦИОННО-ПЕДАГОГИЧЕСКИЕ УСЛОВИЯ
И ФАКТОРЫ РАЗВИТИЯ ГОТОВНОСТИ К
ИССЛЕДОВАТЕЛЬСКОЙ ДЕЯТЕЛЬНОСТИ
БУДУЩЕГО ПЕДАГОГА ПРОФЕССИОНАЛЬНОГО
ОБУЧЕНИЯ (ОХРАНА ТРУДА) В ПРОЦЕССЕ
ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ**

Serhii Laun,

кандидат педагогічних наук,
старший викладач
кафедри теорії та методики
професійної підготовки
E-mail: Loveckiy@i.ua
<https://orcid.org/0000-0002-4921-0805>
ID: D-3092-2019
ДВНЗ «Переяслав-
Хмельницький державний
педагогічний університет
імені Григорія Сковороди»,
вул. Сухомлинського, 30,
м. Переяслав-Хмельницький,
Київська обл., Україна, 08401

Serhii Laun,

PhD in Pedagogical Sciences,
Senior Lecturer at Department of
Theory and Methods of
Vocational Training
E-mail: Loveckiy@i.ua
<https://orcid.org/0000-0002-4921-0805>
ID: D-3092-2019
Pereiaslav-Khmelnytskyi
Hryhorii Skovoroda State
Pedagogical University
30, Sukhomlynsko Str.,
Pereiaslav-Khmelnytskyi, Kyiv
region, Ukraine, 08401

ABSTRACT

The article deals with a problem of essence and activation of pedagogical factors influencing on development of a process of forming readiness for research activity of future vocational training teachers (labour protection).

The article states that future vocational training teachers' (labor protection) research activity is a powerful source for formation of individual creativity and is one of urgent tasks of higher education in accordance with new public needs in training a competent specialist, which will contribute to an effective solution of a problem of compliance with education requirements of XXI century, integration into international and European education systems.

Based on analysis of the scientific literature, it is proved that the pedagogical process of forming readiness of future vocational training teachers (labour protection) to research activities can be considered as a purposeful, meaningful system of educational-research and creative activity, which will be implemented under relevant organizational and pedagogical professions (consideration of research incentives and qualities of future vocational training teachers (labour protection) in a process of vocational training, availability of sufficient materia and technical base for formation of readiness for research activity of future vocational training teachers (labour protection), development of creative skills and abilities of future vocational training teachers (labour protection) to solve problematic tasks in a scientific students' society) taking into account specific factors of formation of readiness of a future vocational training teachers (labour protection) to research activity (content of educational material; organizational and pedagogical education; scientific discipline of students; vocational orientation; factor of time spent). It has been proved that conditions and factors can coincide in content but can differ in functions. Factors can be seen as causes and drivers of professional training of future vocational training teachers (labour protection), whose functioning is always connected with presence of organizational and pedagogical conditions as necessary circumstances that contribute to development of something new and make qualitative changes.

Keywords: *conditions, factors, activity, research activity, higher school, readiness for research activity, research and professional qualities and indicators, future vocational training teachers (labour protection).*

Problem statement. In accordance with the new public needs for training a competent teacher, which arise with constant changes in the political, economic and cultural life of our country, the social consciousness is transformed, the system of value orientations is revised, requirements to individual qualities of a person, called to live actively and initiatively in the modern world, are fundamentally changed. Today our society needs specialists able to think creatively, conduct independent researches and make sound conclusions. Therefore, in the higher education system there is a need to search for new ways of forming a creative, active personality of the modern teacher. One of the ways of such development is a research activity. Today in a context of modernization of education, a specialist capable of independent, active and non-standard solution of professional and research tasks is needed more than ever before.

A similar approach to a future teacher's training nature, in particular a future vocational education teacher (labour protection), directs researchers to identification and stimulation such integrative characteristics as readiness for research activities, if it could serve as an indicator of professional formation and development, characterize a person's desire for active, creative and initiative research activities.

Thus, in conditions of modern education rapid development and introduction of the latest technologies and large amounts of information into the educational space, the task of researching a question of forming a creative personality of future vocational training teachers (labour protection) to a research activity in a process of their professional training. That is why a research activity should be planned in advance, and for the rationality of its phased implementation, the most effective pedagogical conditions for its development should be created.

Analysis of recent researches and publications. The problem of preparation of a future teacher for research pedagogical activities is considered in researches of: V. Andreev (Andreev,

1988), Y. Barchuk (Barchuk, 1986), A. Lynenko (Lynenko, 1995), Y. Muraviiev (Muraviiev, 1996), P. Pidkasistyi (Pidkasistyi, 1998), N. Yakovleva (Yakovleva, 1977), V. Sheiko (Sheiko, 2008),

The object of the article is to analyze psychological and pedagogical sources in view of studying pedagogical conditions and factors of development of professional qualities of future vocational training teachers (labour portection) and on the basis of studying of advanced experience to formulate organizational and pedagogical conditions of efficiency of scientific and research activity in the process of class, laboratory and practical studies. To achieve this goal the author has set the following **tasks**: to analyze a current state of the problem of forming readiness for research activity of students of the specialty 015 Vocational education (labour protection) in educational-research and creative activity and to determine organizational and pedagogical conditions of effectiveness of research activity in a process of professional training.

Results. In conditions of modern development of national education, there is a need to carry out qualitative professional training of future vocational training teachers (labour protection) for research activities in higher education institutions, which promotes new knowledge, formation of skills and abilities of research organization in accordance with professional qualities of a teacher and will contribute to an effective solution of a problem of compliance of education with requirements of the XXI century, integration into the international and European education systems.

It should be noted that readiness for research activities of future vocational training teachers (labour protection) is a result of professional training and is a qualitative characterist of a creative activity of an individual on basis of appropriate skills and competences necessary for fulfillment of future research tasks and projects, which provide an opportunity to show already available practical skills to carry out scientific-research research by means of students' formed theoretical basis of essence and content of process of research activity. Therefore, we consider the research activity of future vocational training teachers (labour protection) as a creative search, research process, which begins with appearance of a motive, has both its purpose and a result, requires a number of theoretical knowledge and practical abilities, skills and competences, namely:

creative and technical thinking, deep insight into facts and phenomena with use the laws of thoughts.

Theoretical analysis of psychological and pedagogical literature related to readiness for research activities of teachers of vocational training (labour protection) gives every reason to state a need to create appropriate organizational and pedagogical conditions for improving development of future teacher's readiness for research activities in a higher education institution.

The reviews of scientific literature also prove that there is no common single final definition of a concept of «condition» and, accordingly, opinions of scientists vary regarding their creation in the most rational way.

The philosophical encyclopedic dictionary defines a term «condition» as a philosophical category, reflecting relation of a subject to surrounding phenomena, without which it cannot exist. The object itself acts as something predetermined, and a condition as a relatively external to an object variety of the objective world. Unlike a cause giving rise to a phenomenon or process, an immediate condition is the environment, the situation in which the latter arise and develop (Sheiko, 2008, p.734).

Therefore, in other words, this concept can be regarded as a philosophical category, characterized by a relevant relation of a subject to phenomena of the world around, without which it can not exist.

From a pedagogical point of view, a notion «condition» can be understood as certain necessary circumstances contributing to development of something new, as well as circumstances that are characterized by features of reality, under which qualitative changes occur.

Thus, by a term «condition» we can understand certain necessary circumstances that contribute to development of something new, as well as circumstances that are characterized by features of reality, under which qualitative changes happen.

There are many works devoted to the study of a problem of forming research skills and appropriate pedagogical conditions for their development. The most active research in this area among educators becomes in the late XX century. According to analysis of psychological and pedagogical literature, we can say that basic

conditions for formation and development of students' readiness for research activities are considered: compliance with basic requirements for a future technology teacher, which is based on a need to take into account availability of pedagogical tools; possession with research abilities and skills for realization of process of formation of readiness for students' research work; availability of material and technical base, material and pedagogical conditions in theoretical, laboratory and practical classes.

The organizational and pedagogical conditions listed above require more detailed consideration to formulate a definitive system of factors and conditions that will influence a process and a result students' readiness development to research.

From a pedagogical point of view it is important to remember that organizational and pedagogical conditions should be considered as a basic base, availability of appropriate circumstances that will qualitatively contribute to achievement of set goal and tasks.

According to analysis of psychological and pedagogical literature, which first of all deal with development of pedagogical research mastery and professionalism of future vocational training teachers (labour protection) (Nisimchuk, 2007; Podlasyi, 1999; Sheiko, 2008), we can state that the main condition for formation and development of students' readiness for research activity is consideration of professional and research qualifications and qualities of a future teacher of vocational training (labour protection) in a process of vocational training.

I. Podlasyi considers a concept of pedagogical potentials as a quality of personality, which is expressed by a tendency to work with children, love for children, enjoyment of communication with them. He identifies seven main groups of inclinations: organizational (lesson planning, responsibilities assignment and summarizing); didactic (selection, preparation and accessible presentation of educational material); perceptual (ability to penetrate a spiritual and psychological world of a student); communicative (ability to build connections with students and colleagues); suggestive (emotional impact on students or students); researchive (knowledge and objective assessment of pedagogical situations, processes); scientific-cognitive (ability to absorb scientific knowledge in a chosen field) (Podlasyi, 1999: 240-242).

Therefore, taking care about developing creative potentials and skills a researcher must be hard-working and patient, creative, and initiative. Only under these conditions he will be able to successfully overcome various difficulties and failures, which are plenty on a way to the truth (Sheiko, 2008: 40). In a process of research under favorable conditions such qualities as: invention, the pursuit of new knowledge and discoveries, creativity, evidence, personality and others will be able to develop and evolve. A research activity also requires a strong willpower, perseverance, diligent work and many other qualities that must be characteristic of a future teacher of vocational training (labour protection).

It is important to add other components to a list of professional qualities of a future vocational training teacher (labour protection), as it is his task to form a basis of readiness for a research activity. Therefore, the professional list can be expanded with such qualities as: psychological motivation, pedagogical-professional erudition, knowledge of technologies of pedagogical-research activity, possession of technology of development of creative personality, organizational inclinations, pedagogical and educational skill, pedagogical discipline, tact and technique, ability to conduct business talks, artistic and aesthetic taste, a sense of beauty and more.

With regard to availability of professional and pedagogical qualities and indicators of teachers it can be stated that they are many and various. However, the majority of scientists in their works mention only main, basic professional qualities and inclinations, such as: initiative, organizational, scientific, communicative, research cognition, cultural, upbringing, progressive and others. But a true professional teacher of vocational training (labour protection) must possess not all qualities and inclinations, but also be able to develop and form them in his students and students. Therefore, it is also important to attribute such a professional indicator to the main ones.

Thus, a condition of effective formation of readiness for research activities, with consideration of professional research potentials and qualifications of a future teacher of vocational training (labour protection) in a process of vocational training requires the following teacher's skills and abilities: be able to

organize research work in laboratory and practical studies; be able to offer students theoretical and practical research tasks in the most rational way, using a variety of technologies and techniques, and, if necessary, seek a right way to solve them, which is most necessary to form a readiness for systematic research; direct students to show initiative in a process of applying their own research knowledge, skills and attains; be able to teach students to search for several options for overcoming difficult problem situations in a course of vocational, research disciplines; a desire to be successful and popular with students' and teaching staff through a personal ability to find the most urgent problems and to experimentally try to find ways to solve them, thus setting an example for the youth.

The second condition for scientific creativity effectiveness, optimal use of scientist's potentials is its dependence on a rational organization of work. The higher a level of organization of a scientist's work is, the greater results he can achieve in a short term. Conversely, when organization of scientific work is unsatisfactory, a term of a research is prolonged and its quality and efficiency decrease (Sheiko, 2008: 51-60). Thus, students' readiness for research depends on availability of appropriate material-technical base.

The availability of sufficient material and technical base is an organizational and pedagogical condition that has a right to exist due to availability of all necessary means, tools, instruments and materials to carry out a planned qualitative pedagogical, scientific or general technical process. It is a dominant foundation for a formation of future vocational training (labour protection) teachers' readiness for research activities.

Thus, in classroom excersices we suggest using the following visual and technical training tools: devices, mechanical models, diagrams, posters, graphs, tables, diagrams, movies, slides, video projectors, microscopes, personal computers, etc

It should be noted that we share P. Pidkasystyi's opinion regarding use of aforementioned technical and visual means of training for realization of the following functions: acquaintance with a subject's appearance in its modern form and in historical development; a visual representation of comparison or change of characteristics of a phenomenon or process; stages of exploitation,

manufacture or design of the product; a clear idea of an object's structure and principles of its operation, management, safety rules (Pidkasisty, 1998).

Therefore, taking into account a state of a material and technical base for the educational process requires sufficient attention, since the quality and level of research knowledge and readiness indicators depend on how much it is equipped, coordinated and suitable for carrying out research activities. Therefore, lectures for listening to material, laboratory and practical classrooms should be favorable for students who will prepare for research skills and use various devices for experiments and examinations, measurements and comparisons, as well as maquettes, models and other means.

The next effective organizational and pedagogical condition is development of creative skills and abilities of future vocational training teachers (labour protection) to solve problematic tasks in a scientific students' society.

The Students' Scientific Society at the University works with a purpose of comprehensive development of students' scientific, inventive and creative activity, coordination of work at faculties, as well as establishing close relations and carrying out joint scientific activities with scientific student organizations of other higher educational institutions.

Thus, taking into account professional research qualifications and qualities of a future teacher of vocational training (labour protection) in a process of vocational training (condition I) leads to formation of students' readiness for research in a process of vocational training, which depends on availability of sufficient material and technical base (condition II) and is manifested in development of creative skills and abilities of future vocational training teachers (labour protection) to solve problematic tasks that are acquired in scientific students' society (condition III).

In pedagogical literature, along with a concept of «condition» there is also a concept of «factor». Yu. Hilbukh compares the concept of «condition» with the concept of «factor» (Hilbukh, 1994). The author believes that conditions and factors can coincide with content but can be different in functions. The factors are considered by the author as causes and driving forces of a process of education,

functioning of which is always connected with a presence of necessary pedagogical conditions, which are external and internal in character with a pupil. Therefore, we consider it necessary to analyze the essence of the concept of «factor».

The encyclopedic dictionary interprets a term «factor» as a cause or motive power of any process or phenomenon that determines its character or individual features (Sovetskiy entsiklopedicheskiy slovar', 1980: 1408). Another dictionary interprets the concept of «factor» in a slightly different formulation: «Factor - is a moment, a significant circumstance in a certain process or phenomenon» (Ozhegov, 1984: 754). From a pedagogical point of view, understanding of a concept of factor is somewhat different. For example, on the basis of analysis of pedagogical literature, I. Pidlasyi states that the factor is a significant reason, which is formed by at least two productive reasons of one group (Podlasyi, 1999: 336).

A. Nismchuk, considering an issues of technology of personality's development and its factors, gives a following definition of this term: «Factor is a condition, a driving force, a cause of motion of any process» (Nisimchuk, 2007: 20). V. Myzherykov in the psychological-pedagogical dictionary gives the following definition of this concept: «The pedagogical factor is any pedagogical phenomenon that has become a driving force for another phenomenon» (Mizherikov, 1988: 464).

So, the factor is a driving force and a set of specific causes and circumstances of processes or phenomena that determine its characteristics.

Thus, having analyzed the essential content of these concepts, we came to a conclusion that both concepts and their content should be taken into account in order to achieve effectiveness of a process of training of future vocational teachers (labour protection), since factors are certain driving forces, prime causes development of a pedagogical process directed to formation of readiness for research activities, an adequate result of which is impossible without the same pedagogical conditions.

Let us consider in more detail the factors that may affect the success of a pedagogical process of forming readiness of future vocational training teachers (labour protection)

From the analysis of works of such scientists as V. Andreiev, Ye. Barchuk, Ye. Muraviov, N. Yakovlev (Andreev, 1988; Barchuk, 1986; Murav'yev, 1996; Yakovleva, 1977) and others it can be stated that that main factors influencing effectiveness of the pedagogical process of research activities are the following: the content of educational material; organizational and pedagogical education; scientific discipline of students; vocational orientation; factor of time spent.

The content of the educational material is the first factor that will influence a result formation of readiness for research activity, since students' level of awareness and theoretical training it will be dependant on what educational material is provided to them.

The next is a factor of organizational and pedagogical education, which in the classroom extracurricular classes involves a combination of individual components, which together have a direct impact on a process and a result of formation of readiness for a research activity. These components include the following: use of different teaching methods; use of individual and collective organizational forms; anticipation of different educational situations; carrying out control and verification of results of activity; introduction of various means of an educational process; observance of necessary qualitative conditions for training; presence of teacher's professional and pedagogical qualities; availability of a student's basic research knowledge.

Each individual component is a necessary one, a more detailed study of which will provide a better approach to a process of formation of research readiness of future vocational training teachers (labour protection).

Therefore, implementation of different methods of teaching in a process of organizing the learning process to study theoretical foundations of a research activity involves a use of the following methods and techniques, such as: conversation, questioning, lecture, discussion, training and logical tasks, laboratory and practical methods, control and cognitive developing exercises, «brainstorming», technology of solving research problems that will stimulate a search for ways to solve creative and research problems

In its turn a use of individual and collective organizational forms helps to organize a learning process so that students will be

able to work on research assignments, both individually and in groups, depending on a complexity and a scope of a task itself. Thus, three forms of training will be involved: group, individual and frontal, which will be a rational decision for a process of forming readiness for a research activity.

It is also important to anticipate different learning situations, because depending on them, there are different ways of a teaching material. For example, at lectures, some of time should be allocated to study a prepared material about a research process and its peculiarities along with other theoretical questions, and in practical classes it may be possible to direct students to independent research and solving theoretical questions or research problems, thus developing tools for self-study and development of cognitive activity and initiativeness.

Carrying out control and verification of results of activity is one of main components of organizational and pedagogical influence, because it is this very component that regulates a sufficiency or efficiency of a pedagogical process and its rational scientific organization. Therefore, an appropriate level of students' readiness for a research activity will depend on quantity and quality of control.

The introduction of various means of the educational process makes it possible to qualitatively and fully organize students' educational and research work. Due to a variety of such tools as: scientific literature and information sources (textbooks, manuals, directories, encyclopedias, dictionaries); educational and technical means used for clarity (samples, models, designs, models); laboratory reference tools (tables, diagrams, diagrams, maps, graphs, formulas, drawings, posters, technology cards, etc.), through which we can qualitatively expand a scope of research knowledge, creative imagination and technical thinking of future vocational training teachers (labour protection).

Particularly importance in research activities of future vocational training teachers (labour protection) has such a mean of an educational process as a personal computer. After all, if a student has not found any theoretical material in a textbook or in additional literature, then he will surely find it by means of an electronic resource of information through access to the World Wide Web (Sheiko, 2008: 45).

Another essential element of organizational and pedagogical influence is a need to consider and observe necessary qualitative conditions for training and development of readiness for a research activity, because the quality of the output will depend on how favorable conditions of work are.

A student having basic research knowledge is one of the basic requirements, because in order to form readiness for a research process, it is necessary to have some basic theoretical baggage of knowledge that can be repelled and directed to developing and deepening. Therefore, a student needs knowledge on a basis of which he can carry out a research work. Thus, the main requirement is presence of interest in a research process, which will be achieved if teachers regularly offer students homework of various kinds of research puzzles, crossword puzzles on research topics, problematic tasks of a research character, interesting tests that search for information research and its historical origins. On a personal example, a teacher should cultivate a desire to work independently with literary and reference sources, which will increase frequency of attendance of this particular teacher's classes, because he was able to show a student that he himself can carry out different plan and complexity of a study, using access to the same sources of information that a teacher did. This will increase a level of authority, respect for a teacher and reduce a distance between who teach and who learn, thus opening up an access to search for students capable in research activity.

Thus, considering a factor of educational material content, features of components of organizational and pedagogical influence and corresponding conditions necessary for better perception and assimilation of educational material in classroom were characterized. But it is worth considering organizational and pedagogical influence in extra-curricular activities, as it includes components that also influence a process and results of formation of research knowledge for further development of future vocational training teachers (labour protection).

Another major factor that has been identified as a result of analysis of psychological and pedagogical literature and which has a significant impact on a process of organization and development of research activities in higher education institutions is a students'

scientific discipline. This factor can be considered as a set of ordered, acquired potentials to an educational process as a result of proper, disciplined and organized training, a conclusion of which will be a desired quality educational result in a predetermined time.

Therefore, a rational disciplined organization of a young scientist's work requires a use of a huge set of individual characteristics of a researcher, his character traits, self-control, values, physiological and mental capacity. It is because of this that different views, opinions, opposing points of view on the same phenomena are formed, which are a basis for movement and development of researches and professional development of a teacher-researcher.

We move on to the next factor – career orientation, which is of no less importance than previous ones. The result of teaching and scientific activity will depend on a true professional orientation of a teacher. After all, only a real teacher by vocation will be able to realize the main pedagogical function, which is to manage a processes of learning, upbringing, development and formation of pedagogical and value qualities, achievement of which must be realized as a result of not pattern-based learning, but of directing pupils and students to personal creativity, in which a teacher should only direct and manage those potentials to which a student is more inclined.

Therefore, the main professionally oriented functional task of future vocation training educators is to organize a learning process so that students who fall under their professional influence can have freedom to choose methods to reach a level of knowledge, to be able to independently find rational ways to solve creative problems and an ability to take initiative in disciplines which they are interested in more.

And the last factor is a factor of time spent in classroom and extracurricular activities. In a process of forming readiness for research activities, taking into account the organizational and pedagogical influence and appropriate pedagogical conditions, the classroom time will be spent on: a process of perception and assimilation of knowledge about research activities, implementation and solution of training creative tasks, and implementation of current control tasks, and in extracurricular activities, self-study will

take time to complete homework, study additional literature, and participate in research and laboratory circles.

Therefore, having reviewed the main factors that can affect effectiveness of a process of forming readiness for research activities, we can conclude that they are also a prerequisite for development of research knowledge of future vocational training teachers (labour protection), so the conducted detailed study of them is of an important value.

Conclusions and prospects of further research in the area.

In a course of the research it was found out that today it is necessary to carry out qualitative preparation of future vocational training teachers (labour protection) for research activities in higher education institutions, which will contribute to an effective solution of a problem of compliance of education with requirements of the XXI century, integration into the international and European education system.

Having analyzed the psychological and pedagogical literature in view of studying pedagogical conditions and factors that influence development of professional qualities of future vocational training teachers (labour protection), organizational and pedagogical conditions of forming readiness for research preparation in a process of professional training were identified and substantiated.

The prospect of further exploration may be an issue of formation of research competence of future teachers of vocational.

ДЖЕРЕЛА ТА ЛІТЕРАТУРА

1. Андреев В. И. Диалектика воспитания и самовоспитания творческой личности. Казань: ИКУ, 1988. 240 с.

2. Барчук Е. И. Формирование исследовательских умений в лабораторном практикуме в высшей школе: дис. канд. пед. наук. Киев, 1986. 193 с.

3. Гільбух Ю. З. Інноваційний експеримент у школі: на допомогу початковому дослідникові. Київ, 1994 90 с.

4. Лаун С.Ю. Формування творчої особистості майбутнього педагога професійного навчання (охорона праці) до дослідницької діяльності у процесі професійної підготовки *Соціум. Документ. Комунікація: збірник наукових статей. Вип. 5 (Спецвипуск). Серія «Історичні науки»* Переяслав-Хмельницький, 2019. С.316-331

5. Линенко А. Ф. Педагогічна діяльність і готовність до неї : монографія Одеса: ОКФА, 1995. 80 с.

6. Мижериков В. А. Психолого-педагогический словарь для учителей и руководителей общеобразовательных учреждений. Ростов на Дону: изд-во «Феникс», 1988. 544 с.

7. Муравьев Е. М. Психолого-педагогические условия подготовки учителя к исследовательской работе : дис. канд. пед. наук. Москва, 1996. 176 с.

8. Нісімчук А. С. Педагогіка: підручник. Київ: Атіка, 2007. 344 с.

9. Ожегов С. И. Словарь русского языка: Ок. 57000 слов. Москва: Рус. Яз., 1984. 816 с.

10. Педагогіка: учеб. пос. для студ. пед. учеб. зав. / В. А. Слостенін, І. Ф. Ісаєв, А. І. Мищенко, Е. Н. Шиянов. Москва: Школа-Прес, 1998. 512 с.

11. Підкасистий П. І. Педагогіка: учеб. пос. для студ. пед. вузов и пед. колледжей. Москва: Пед. общ. России, 1998. 640 с.

12. Подласый И. П. Педагогіка. Новый курс: учеб. для студ. пед. вузов: в 2 кн. Москва: Гуманит. изд. центр Владос, 1999. кн. 1: Общие основы процесса обучения. 576 с.

13. Советский энциклопедический словарь. Москва: Советская энциклопедия, 1980. 1600 с.

14. Философский энциклопедический словарь / гл. редакция: Л. Ф. Ильичёв, П. Н. Федосеев, С. М. Ковалёв, В. Г. Панов Москва: Сов. Энциклопедия, 1983. 840 с.

15. Шейко В. М. Організація та методика науково-дослідницької діяльності: підручнику Київ : Знання, 2008. 310 с.

16. Яковлева Н. М. Формирование исследовательских умений у студентов педагогического вуза (на материале педагогики): автореф. дисс. на соис. науч. степени канд. пед. наук. Челябинск, 1977. 19 с.

REFERENCES

1. Andreev, V. I. (1988). *Dialektika vospitaniya i samovospitaniya tvorcheskoy lichnosti [Dialectics of education and self-education of a creative person]*. Kazan: IKU [in Russian].

2. Barchuk, Ye. I. (1986). Formirovaniye issledovatel'skikh umeniy v laboratornom praktikume v vysshey shkole [The formation of research skills in laboratory practice in higher school]. *Extended abstract of candidate's thesis*. Kiev [in Ukrainian].
3. Hilbukh, Yu. Z. (1994). *Innovatsiyni eksperyment u shkoli: na dopomohu pochatkovomu doslidnykovi [Innovative experiment at school: to help a beginner researcher]*. Kyiv [in Ukrainian].
4. Laun, S. Yu. (2019) Formuvannia tvorchoi osobystosti maibutoho pedahoha profesiinoho navchannia (okhorona pratsi) do doslidnytskoi diialnosti u protsesi profesiinoy pidhotovky [Formation of creative personality of future teacher of vocational training (labour protection) for research activity in a process of vocational training]. *Sotsium. Dokument. Komunikatsiia – Socium. Document. Communication*, 5, 316-331 [in Ukrainian].
5. Lynenko, A. F. (1995). *Pedahohichna diialnist i hotovnist do nei. [Pedagogical activity and readiness for it]*. Odessa: OKFA [in Ukrainian].
6. Mizherikov, V. A. (1988). *Psikhologo-pedagogicheskii slovar' dlya uchiteley i rukovoditeley obshcheobrazovatel'nykh uchrezhdeniy [Psychological and pedagogical dictionary for teachers and heads of educational institutions]*. Rostov-on-Don: Phoenix Publishing House [in Russian].
7. Murav'yev, Ye. M. (1996). *Psikhologo-pedagogicheskiye usloviya podgotovki uchitelya k issledovatel'skoy rabote. [Psychological and pedagogical conditions for the preparation of a teacher for research]*. *Extended abstract of candidate's thesis*. Moscow [in Russian].
8. Nisimchuk, A. S. (2007). *Pedahohika [Pedagogics]*. Kyiv: Attica [in Ukrainian].
9. Ozhegov, S. I. (1984). *Slovar' russkogo yazika [Dictionary of the Russian language]*. Moskva: Rus. Yaz. [in Russian].
10. Slastenin, V. A., Isayev, I. F., Mishchenko, A. I., Shiyarov, Ye. N. (1998). *Pedagogika. [Pedagogy]*. Mosvka: Shkola-Pres [in Russian].
11. Pidkastyi, P. I. (1998). *Pedagogika [Pedagogics]*. Mosvka: Ped. obshch. Rossii [in Russian].
12. Podlasyi, I.P. (1999). *Pedagogika. Novyy kurs [Pedagogics. New course]*. Mosvka: Gumanit. izd. tsentr Vlado's [in Russian].

13. *Sovetskiy entsiklopedicheskiy slovar' [Soviet encyclopedic dictionary]*. (1980). Moscow: Soviet Encyclopedia [in Russian].

14. Ilyichev, L. F., Fedoseev, P. N., Kovalev, S. M., Panov, V. G. (Eds.). (1983). *Filosofskiy entsiklopedicheskiy slovar' [Philosophical Encyclopedic Dictionary]*. Moscow: Sov. Entsiklopediya [in Russian].

15. Sheiko, V. M. (2008). *Orhanizatsiia ta metodyka naukovodoslidnytskoi diialnosti [Organization and methodology of research activity]*. Kiev: Znannia [in Ukrainian].

16. Yakovleva, N. M. (1977). *Formirovaniye issledovatel'skikh umeniy u studentov pedagogicheskogo vuza (na materiale pedagogiki)*. [The formation of research skills of students of a pedagogical university (based on pedagogy)]. *Extended abstract of candidate's thesis*. Chelyabinsk [in Russian].

АНОТАЦІЯ

У статті розглядаються проблема сутності й активізації педагогічних факторів впливу на розвиток процесу формування готовності до дослідницької діяльності майбутніх педагогів професійного навчання (охорона праці).

У статті на основі аналізу наукової літератури доведено, що педагогічний процес формування готовності майбутніх педагогів професійного навчання (охорона праці) до дослідницької діяльності можна розглядати як цілеспрямовану, змістовно насичену систему навчально-пошукової і творчої діяльності, яка буде реалізовуватися за відповідних організаційно-педагогічних умов з врахуванням конкретних факторів формування готовності до дослідницької діяльності майбутніх педагога професійного навчання (охорона праці)). Доведено, що умови і фактори можуть збігатися за змістом, але різнитися за функціями. Фактори можна розглядати як причини і рушійні сили професійної підготовки майбутніх педагога професійного навчання (охорона праці), функціонування яких завжди пов'язано з наявністю організаційно-педагогічних умов як необхідних обставин, що сприяють розвитку чогось нового, здійснюють якісні зміни.

Ключові слова: умови, фактори, діяльність, дослідницька діяльність, вища школа, готовність до дослідницької

діяльності, дослідницько-професійні якості і показники, майбутні педагоги професійного навчання (охорона праці).

АННОТАЦІЯ

В статье рассматриваются проблема сущности и активизации педагогических факторов влияния на развитие процесса формирования готовности к исследовательской деятельности будущих педагогов профессионального обучения (охрана труда).

В статье на основе анализа научной литературы доказано, что педагогический процесс формирования готовности будущих педагогов профессионального обучения (охрана труда) к исследовательской деятельности можно рассматривать как целенаправленную, содержательно насыщенную систему учебно-поисковой и творческой деятельности, которая будет реализовываться при соответствующих организационно-педагогических условиях с учетом конкретных факторов формирования готовности к исследовательской деятельности будущих педагогов профессионального обучения (охрана труда). Доказано, что условия и факторы могут совпадать по содержанию, но различаться по функциям. Факторы можно рассматривать как причины и движущие силы профессиональной подготовки будущих педагогов профессионального обучения (охрана труда), функционирование которых всегда связано с наличием организационно-педагогических условий как необходимых обстоятельств, способствующих развитию чего-то нового, обуславливают качественные изменения.

Ключевые слова: *условия, факторы, деятельность, исследовательская деятельность, высшая школа, готовность к исследовательской деятельности, опытно-профессиональные качества и показатели, будущие педагоги профессионального обучения (охрана труда).*