ЗМІСТ ОСВІТИ

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THE METHOD OF REFLECTIVE DISCUSSIONS IN THE TEACHING OF RESEARCH METHODOLOGY TO FUTURE VOCATIONAL EDUCATION TEACHERS

Purpose. The article highlights one aspect of preparing vocational education instructors for research activities, specifically a methodology aimed at intensifying the process of developing reflection on research work. This methodology facilitates the transition from reproductive models of behavior and activity to productive ones, fostering their awareness and integration into the structure of the future specialists' personalities.

Methods. A set of research methods was applied in this study, namely: analysis and synthesis of scientific information concerning the teaching of research methodology and pedagogical approaches that address the organization of reflection processes in the educational environment; the design method for developing the content of the elements of the reflective discussion methodology in teaching research methodology to future vocational education instructors.

Results. A methodology for reflective discussions in teaching research methodology to future vocational education instructors has been developed. The analysis of scientific sources showed that students should be active participants in research projects. We have taken into account reflection models and the results of empirical research that confirm the effectiveness of stimulation of students' reflections during the work on research projects. This became the basis for creating the concept of the methodology, which involves the interrelated activities of the instructor, who motivates and directs the discussion, and the students, who engage in reflection during the process of learning research methodology. A key feature of the methodology is the system of instructional-reflective questions, which are formulated according to the stages of research activity and the hierarchy of cognitive processes.

Conclusions. Educational practice demands active research activities from vocational education instructors to improve their own practices. The effectiveness of such activities is ensured through high-quality training within educational institutions. A powerful tool for this training is the methodology of reflective discussions in teaching research methodology, which is based on the scientific foundation of the structure of research projects and productive practices of reflective activities.

KEY WORDS: *reflective discussions, teaching methodology, research methodology***.**

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Introduction

The professional activity of specialists in the pedagogical field involves the processing of huge amounts of information, the study and generalization of teaching methods and technologies that have proven their effectiveness. Such work is necessary for the production of the author's didactic materials, the content of which must correspond to the level of development of the science, the representative of which is a teacher. In addition, systematic work on searching, adapting, or introducing modern educational systems into professional activity and developing one's own involves pedagogical research. Implementation of the mentioned tasks is possible under the condition of carrying out research activities regarding: characteristics of the student's personality, didactic components of educational practices; scientific substantiation, development and implementation of personal innovative technologies and others. The above requires high-quality preparation for the implementation of research activities.

Currently, there is a demand not just for a teacher - translator of knowledge, but for a teacher who possesses the methodology of scientific knowledge, the ability to independently update his or her knowledge, to improve pedagogical practice in a rational and reflective way, through research practice, to introduce modern educational technologies through the implementation research activity. That is, a modern teacher should turn into a teacher-researcher, which will contribute to the implementation of motivation strategies in pedagogical practice [9], actively involve students in research activities [6]. The experience of the interaction of teachers and researchers within two joint projects [12], allows us to form a conclusion about changing the role of a teacher to an active creator of didactic knowledge, through familiarization with the problem that arose in the educational process; characteristics of the educational group (class); possession of educational methods and technologies. Among the key generators of this professional transformation of teachers are collaboration between researchers and teachers (research activities to solve didactic problems) and dialogue [12].

Analysing the content and structure of the teacher's research activity, we proceed from the thesis that it should be based on the stages of research implementation with further specification of the steps of implementation [2]. Thus, the structure of research activity includes the following stages: informational and analytical (definition of the direction, problem, object and subject of research; collection of information and selection of key information from scientific and pedagogical theory; formulation of the hypothesis and concept of research work); model-drafting (formation of research goals and tasks; implementation of pedagogical modelling (construction of a model of the phenomenon being studied: hierarchical, structural-functional, diagnostic, or organizational-management); experimental-measurement (development of an experiment program; determination of methods and means of carrying out experimental work; conducting experimental research); evaluative and reflective (determining the theoretical and practical significance of the data obtained; preparation for publication (processing of copyright documents, preparation for publication). The stages of the research activity of masters of pedagogical education formed in this way make it possible to clearly determine the sequence of their implementation, formulate requirements through knowledge, skills or competences [2]. The further specification of the activity is determined by the element of the pedagogical system (object and subject) that is subject to research.

Modern scientific literature contains a significant number of publications devoted to teaching methods of research methodology. Generalizations of research teaching methods [10] have defined that the following prevail: active, problematic, cooperative; service learning (learning in the context of community service work completed alongside traditional classroom work); some authors also discuss online learning modules. It should be noted that while analysing the use of these technologies in teaching research methodology, we paid attention to the implementation of discussion interaction (communication, relations, discussion) in the systems: student - student, student - teacher, student - group of students.

Authors who implement active methods of teaching research methodology emphasize

the following features: students were involved in the implementation of a joint research project, from building a hypothesis, conducting an experiment to presenting the results; students mastered an activity seminar on studying the methodology of statistical research [1]; students implemented an online research project and attended traditional lectures, discussions, and completed assignments [7]. We draw attention to the methods of carrying out discussions and deliberations in these studies, students reflected on the research experiment through a weekly discussion and dialogue on Blackboard [4]; traditional discussions were implemented [7].

A feature of the application of the problem-based learning method is the formation of students' focus on independent education to solve problems from real practice [15]. As we can determine, the application of a problem-based approach involves the application of the theory of research methods, methods of data collection, processing and analysis. The researcher does not determine the specifics of the implementation of discussions and communications in the method.

The practice of applying critical reflection in the activity of a teacher [4, 17] allows us to single out the following methods of its implementation for students (candidates for the position of a teacher): setting goals, identifying one's weaknesses and strengths; reflection logging; writing reflections on achievements in class or observations made; creating a "growth portfolio" portfolio; coaching and conference after classes; writing a reflective synopsis that reproduces the experience of the course learned.

However, the given practice does not reveal the deep mechanisms of reflection, which are necessary for building the methodology of reflective discussions in teaching the methodology of research activity. That is why we will focus our research on their study in order to form ways of applying reflective discussions in teaching research methodology.

The term "reflection" was introduced by J. Locke. In different philosophical systems (by G. Hegel, G. Leibniz, D. Hume, etc.) it had different meanings [13]. Reflection, as a subject of scientific research, attracts the attention of many scientists from various fields of knowledge [16]. The complexity and multifacetedness of this concept are determined by the fact that the sources of scientific information have presented a significant number of various approaches to defining the very concept of reflection, its structure, functions and types, etc. Our work uses the philosophical definition of reflection. Therefore, reflection (lat. reflexio – turning back, reflection), the term denotes such a feature of human cognition as the study of the cognitive act itself and self-knowledge [5].

To describe reflective processes, in particular, the approach [8] has been used. According to which, to explain the process of reflection, three elements have been distinguished, namely: the subject of activity (S), the object of his or her activity (O) and other subjects (D). Thus, acts of "subject's thoughts" ("reflections") have the following direction: "S" – "O", "S" – "D" and "D" – "O". On the basis of this approach, the following orders of relations have been distinguished. Relationships of the first order (zero rank of reflection, evaluation takes place): SO – evaluation by the subject of the results of his or her activity (self-evaluation of the results); SS – self-evaluation by the subject (self-evaluation of oneself as an individual); SD - evaluation by the subject of other subjects (people as individuals); DO - evaluation by other subjects (people) of the results of the subject's activity; DS - evaluation of the subject (as an individual) by other subjects (people).

Note that within the scope of our study, we will limit ourselves to the dealing with first-order relations. Therefore, the presented approach allows us to clearly define the mechanism of the reflection process within the limits of our study and scientific development.

Research activity is often characterized as creative. A researcher's way of thinking is compared to creative thinking. That is why, in order to study the mechanisms of reflection in research activity, we turned to works that reveal reflective mechanisms in creative thinking and activity.

The description of the experimental study involving the solving of creative tasks is presented in [14]. The obtained experimental data made it possible to determine that reflection serves as a mechanism for organizing creative thinking and the self-development of personality. Summarizing the results of the study, the author states that the

creative process involves the rethinking of the mental images of the task situation and the images of the personality with which the individual identifies themselves. This leads to the emergence of new psychological formations associated with productive self-change and self-development. A key finding of the experimental study is the dependence of the effectiveness of thinking activity in solving creative tasks on the combination of intellectual and personal reflection [5].

In-depth research on the methodological tools for studying reflection processes is presented in the work [11]. The researcher identifies indicators of the reflection process according to stages: review of experience (the ability to adequately describe the situation/event; identify the main aspects and describe one's own thoughts and feelings); critical analysis (the ability to ask and answer inquiry questions and to be aware of the conditions of the situation in which it occurs) and the reflective result (the ability to formulate conclusions and describe concrete plans and goals for future actions). This study demonstrates the interconnection between reflective and communicative activities.

Based on the presented data, we formulate conclusions important for our work. Thus, in the process of solving creative tasks, the analysis of intellectual activity through communication allows us to trace reflective processes; the decisive factor in the transition from reproductive and regressive reflection to progressive and productive reflection is active subject-subject interaction between the teacher and the learner.

Methodology

The object of research presented in this scientific article is the research activity of vocational education instructors. We used theoretical research methods, specifically the analysis and generalization of scientific information, with the goal of obtaining a theoretical result characterized by novelty. The developed methodology is based on the structure of pedagogical research presented in our work [2, 3] and includes the following stages: informational-analytical, modeling-design, experimental-measuring, and evaluative-reflexive. According to the presented stages, the content of the discussions is formed, aimed at implementing self-reflection (first-order reflection) during the execution of research work in the pedagogical field.

Research results

The implementation of the educational process involves the use of a systematic approach to the determination of its components (identification of elements and relationships between them). In the pedagogical field, this approach is implemented through the concept of "teaching method", which includes the following components: goals, content, principles, techniques, forms and means of teaching. All elements of the structure are in a strict sequence, that is, the goal determines the content, which in turn determines the principles of teaching, and the latter together determine the techniques and means of teaching. Based on these provisions, we will present the method of implementing reflective discussions in the teaching of research methodology in the pedagogical field.

The construction of the method is based on the concept of organizing the interrelated activities of the teacher (motivates and directs the discussion) and learners (reflect) in the process of teaching research methodology in the pedagogical field. Therefore, the goal of the method is the construction of educational and reflective interaction, which is aimed at intensifying the process of development of reflection in research activities, ensuring movement from external to internal, from reproductive patterns of behaviour and performance of work to productive ones, their awareness and inclusion in the personality structure of future vocational education teachers.

On the basis of the formulated goal, we will define the task of the method as a sequence of stages of its achievement. Therefore, the tasks of the method are the implementation of the following stages of interrelated activities of the subjects of the educational process:

1) presentation of the results (increasing personal experience) and the product (material object) of the stages of research activity;

2) fixing the degree of correspondence

between the set goal and the obtained results and the product of the activity;

3) definition and formulation of methods of action that caused complications;

4) clarification of the error correction algorithm (through team or collective discussion);

5) assessment of one's own activity and state (manifested qualities) during research work;

6) assessment of the impact of the team or the collective of the group on the results obtained and the product of the activity;

7) outline the goals of the next stage of research work.

The implementation of the stated goal and objectives of the method is based on the observance of certain principles of education. Based on the fact that the content of the method is aimed at organizing a discussion, during the process of their definition we relied on the principles of cooperation in the educational process. Therefore, the implementation of the method involves the observance of the following principles: subject-subject interaction between the teacher and the learner (the teacher is a partner, co-participant in the educational and reflective process, and the learner is free to express his or her thoughts and opinions); the priority of arguments and evidence (new knowledge is adequate due to the logic of proving its truth through a system of reasoning and empirical results); productive communication (the interaction between the teacher and learners is built in such a way as to contribute to the independent generation of ideas, making constructive decisions, and formulating conclusions).

Formulated goals, tasks and principles of teaching direct us to determine the content of the method. It is based on the stages of research activity in the pedagogical field (creation of a scientific project). Reflection, in this context, performs the function of initiating the revelation, "decrystallization" of the meaning and content of research activity. It is a carrier that is self-valuable until the meaning of the activity for the learner is not "revealed" and creates the conditions under which the learning process takes place. So, the content of the method will be presented as a list of issues to be discussed (Table 1).

Table 1.

The content of the method of reflective discussions in the teaching of research methodology in the pedagogical field

№	Topic and issues for discussion
1.	Informational and analytical stage
1.1	Research planning (definition of direction, problem, topic, object and subject of research)
1.2	Collection of information and selection of key information
1.3	Formulation of the hypothesis and concept of the scientific project
2.	Model and drafting stage
2.1	Formation of the goal of a scientific project
2.2	Formation of the tasks of a scientific project
2.3	Pedagogical modelling in a scientific project
3.	Experimental and measuring stage
3.1	Development of the experiment program
3.2	Determination of methods and means of conducting experimental work
3.3	Implementation of experimental research
4.	Evaluative and reflective stage
4.1	Determination of the theoretical value of the results of a scientific project
4.2	Determination of the practical significance of the results of a scientific project
4.3	Preparation of the results of the scientific project for publication

Four meetings (classes) should be provided for the implementation of the formed content. In the educational schedule, they should be placed after lectures and practical classes devoted to studying the stages of research activity.

Further work was aimed at determining the teaching method adequate to the presented goals and content. In accordance with the topic of our work, discussion was chosen as such a method. Pedagogical theory and practice contain a significant amount of information regarding the implementation of the discussion method in the educational process. Let us present its key positions. Thus, the first stage of the discussion involves familiarizing the students with the topic and issues to be discussed (Table 1). At the same stage, the teacher informs about the regulations, rules and conditions of the discussion, and instructs the students. The second stage of the discussion involves a dialogue of students, which should be very constructive. The teacher's task is to motivate and direct the discussion. The key issues for discussion are presented as means of training (Table 2).

At the final stage of the discussion, the results of the discussion are summarized and reflection is carried out. It is necessary to sum up the results, discuss what they learned, and how they worked. That is, everyone evaluates his or her contribution to the achievement of the goal set at the beginning of the lesson, his or her activity, the effectiveness of the group's work. Learners can express themselves by choosing the beginning of a phrase: today I found out..., it was interesting..., it was difficult..., I performed the task..., I realized that..., now I can..., I felt that..., I acquired..., I learned ..., I managed to..., I was able to..., I tried..., I was surprised..., the lesson gave me… for future activities, I wanted to... and others. Within the scope of our study, reflection of communicative interaction is important. Answers to questions can be used to analyse the level of communication during a training session. Questions for reflection on communicative activity in class:

1. How did communication during the work affect the performance of the task? (Answer options: made it more effective; inhibited the performance of the task; prevented accurate performance of the task, spoiled relationships in the group).

2. At what level was communication in the group? (Answer options: information exchange; interaction; mutual understanding; all levels were equally involved).

3. What level of communication difficulties did the group members experience during their working on the task? (Answer options: lack of information; lack of means of communication (language samples, texts, etc.); difficulties in communication).

Hence, we have presented a generalized description of the implementation of the discussion method. Its implementation involves the use of a system of educational and reflective questions. In this work, they are presented as means of training, i.e., they are used to direct and develop the discussion. Educational and reflective questions have been constructed according to the stage of research activity and the hierarchy of mental processes, namely: remembering, understanding, application, analysis, synthesis, and evaluation (Table 2.). Note that the questions have been structured according to the content (Table 1)

Table 2.

Means of the method of reflexive discussions in the teaching of research methodology in the pedagogical field

№	Learning and reflective questions
1.	Informational and analytical stage
1.1	Does the scientific project solve a complex theoretical or practical issue? What conclusion can be drawn if the topic mentions the issue, clearly outlines the direction, specifies the goal? Do you agree that time limits, spatial limitation, perspective, reference group, research methodology, studied sources, implemented approaches, practical focus are criteria for concretizing the topic? What is the similarity (difference) between the object and the subject of research?
1.2	What can impede the implementation of the principles of information provision of research: relevance; reliability, completeness of display, information unity? What are the advantages and disadvantages of the "concentric circles" and "forward search" methods?

1.3	What functions does a hypothesis perform in a scientific project? What type of research question is presented in the project (description, explanation, forecast, organization, criticism)?
2.	Model and drafting stage
2.1	Does the goal meet the following characteristics: concreteness, realism, contains the topic of the research, explains the motivation for conducting the research?
2.2	What is the connection between the purpose of the research and its tasks? Is it possible to distinguish the theoretical and empirical tasks of the research?
2.3	What is the purpose of pedagogical modelling? What will the developed model of the studied phenomenon be useful for?
3.	Experimental and measuring stage
3.1	Is it true or false that the more carefully an experiment is planned, the more objective the results will be obtained? What does the experiment program consist of?
3.2	Do you think that the pedagogical experiment should be based on the entire arsenal of research methods? What conclusion can be drawn from the fact that each of the methods used leads to the accumulation of empirical material? Does the degree of knowledge of the essence of the studied phenomena increase in this regard?
3.3	What are the similarities (differences) between the parallel and sequential structures of experimental research? Are the following questions important: how to make a representative sample of experimental objects? What should be the duration of the experiment?
4.	Evaluative and reflective stage
4.1	What impact do the obtained results have on the development of theory, transformations and changes of ideas on the most important issues of training, education, history and methodology of pedagogy or a separate discipline? What problems, concepts, areas of pedagogical knowledge are being changed based on the results of the research?
4.2	What influence do the obtained results have on the educational process, teaching or learning methods, organization of educational work? Are the work results formed in the form of specific rules, prescriptions, recommendations, etc. What specific shortcomings of practical activity can be corrected with the help of the obtained results?
4.3	What is the best way to present the results of a research project: theses of the report, a scientific article?

The system of learning and reflective questions presented by us covers the stages of the research activity of their components, the formulation of questions involves the implementation of a hierarchy of mental processes. Theoretical development is a method of implementing reflective discussions in teaching research methodology in the pedagogical field. It contains the following elements: goal, task, content, description of the implementation of the method and a system of educational and reflective questions as a means of teaching.

Conclusions

We presented the results of a theoretical study on the development of the method of reflective discussions in the teaching of research methodology in the pedagogical field. Based on the results of the analysis of the sources of scientific information regarding the theory and practice of teaching the methodology of research activity, we've determined that the learners should be involved in vigorous activity while working on a research project. In addition, we took into account the models of reflection and the results of an empirical study, which confirmed the effectiveness of the teacher's verbal stimulation of students' thinking when solving creative tasks. This led us to construct a concept of how to build a methodology. Further work was aimed at defining the components of the method: goals, content, principles, techniques and means of teaching. All the components of the structure are in a strict sequence, that is, the goal determines the content, which in turn determines the principles of learning, the latter together determine the techniques and means

of teaching. The key feature of the developed method is the development of a system of learning and reflective questions, formed in accordance with the stage of research activity and the hierarchy of mental processes.

Conflict of interest

The author declares that there is no conflict of interest regarding the publication of this manuscript. Furthermore, the author has fully adhered to ethical standards, including those related to plagiarism, data falsification, and duplicate publication.

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МЕТОДИКА РЕФЛЕКТИВНИХ ДИСКУСІЙ У НАВЧАННІ МЕТОДОЛОГІЇ ДОСЛІДЖЕННЯ МАЙБУТНІХ ВИКЛАДАЧІВ ПРОФЕСІЙНОЇ ОСВІТИ

Мета. У статті висвітлений один з аспектів підготовки викладачів професійної освіти до здійснення дослідницької діяльності – методика, спрямована на інтенсифікацію процесу розвитку рефлексії дослідницької діяльності, що забезпечує перехід від репродуктивних зразків поведінки та діяльності до продуктивних, їх усвідомлення та включення в структуру особистості майбутніх фахівців.

Методи. У дослідженні застосовано комплекс методів дослідження, а саме: аналіз та узагальнення наукової інформації щодо навчання методології дослідження та педагогічних підходів, що розглядають процеси організації рефлексії в освітньому процесі; метод проєктування для розроблення змісту елементів методики рефлексивних дискусій у навчанні методології дослідження майбутніх викладачів професійної освіти.

Результат. Розроблено методику рефлексивних дискусій у навчанні методології дослідження майбутніх викладачів професійної освіти. Аналіз наукових джерел показав, що здобувачі освіти повинні бути активними учасниками дослідницьких проєктів. Нами враховані моделі рефлексії та результати емпіричних досліджень, що підтверджують результативність стимулювання роздумів здобувачів освіти під час роботи над дослідницькими проєктами. Це стало основою для створення концепції методики, що передбачає взаємопов'язану діяльність викладача, який мотивує та спрямовує дискусію та здобувачів освіти, які здійснюють рефлексію в процесі навчання методології дослідження. Ключовою особливістю методики є система навчально-рефлексивних запитань, сформованих відповідно до етапів дослідницької діяльності та ієрархії розумових процесів.

Висновки. Запити освітньої практики вимагають від викладача професійної освіти активної дослідницької діяльності для покращення власної практики. Результативність такої діяльності забезпечується якісною підготовкою в закладі освіти. Потужним інструментом такої підготовки є

методика рефлексивних дискусій у навчанні методології дослідження, що спирається на наукове підґрунтя структури дослідницького проєкту та продуктивні практики рефлексивної діяльності.

КЛЮЧОВІ СЛОВА: *рефлексивні дискусії, методика навчання, методологія дослідження.*

Конфлікт інтересів

Автори заявляють, що конфлікту інтересів щодо публікації цього рукопису немає. Крім того, автори повністю дотримувалися етичних норм, включаючи плагіат, фальсифікацію даних та подвійну публікацію.

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