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# Formation of the research function among history teachers in universities in the vocational education system

**Abstract**

Research and teaching are two main components of the content of the work of a university teacher. Reforms and modernization carried out in various education systems unambiguously increase the importance of scientific research of university teachers, various quantitative and qualitative indicators of the effectiveness of scientific research are used by government bodies and rating agencies to determine the effectiveness of the university, its divisions and individual teachers. Due to the lack of unambiguous facts in the scientific literature confirming the positive or negative influence of the teacher's active scientific activity on the quality of his teaching and student satisfaction, the article formulates possible areas of synergy between scientific research and teaching.

**Key words:** research activities, higher educational institutions, the effectiveness of teaching, quantitative, qualitative, indicators.

## Introduction

The professional activity of a university teacher has its own cultural tradition. In the history of civilization, the phenomenon of a university teacher's culture was formed together with the development of universities. Over time, his main professional characteristics were approved. In general, scientific analysis allows us to identify what constitutes the content of the professional culture of a university teacher.

A university teacher is, first of all, a representative of a civilization, a certain culture, a figure for the benefit of society. Since science is the core of modern culture, the teacher is at the same time a person of a high level of education, good breeding and citizenship. At the university, he is the main element-sample of the transmission of these personal qualities from generation to generation.

Since the personality is formed in society, the socio-cultural competence of the university teacher comes to the fore. The teacher organizes the educational environment, introduces role models into it, guides the personal development of his students. In the general case, the task of a university teacher is to organize and control such an educational environment that is necessary for the personal growth of pupils, striving for the choice of an ideal, i.e. education of the ability to value orientation, which is combined with the formation of skills of self-knowledge [1].

Solving the problem of humanizing the educational environment has given rise to a new problem of harmonizing education, the basis for which is the general cultural competence of the teacher [4]. In education, the solution to this problem is made dependent on the ideological, moral and general cultural training of the teacher. The integrated intellectual constructions of the teacher become an active cultural background against which a clear, harmonious and strict structure of the taught subject is built. This background is created by a system of teaching programs that have ideological and methodological contexts, the inclusion of elements of culture, history of science and local history in the content of teaching and has a personal connotation. An intellectual worldview background is also created by the development of special courses related to the subject, independent research work of students, led by a teacher.

Such integration begins, first of all, with the solution of the methodological problem of the integration of scientific knowledge and then extends to the integration of scientific knowledge and practical activity [3]. In order for the knowledge transmitted in the education process to constitute integrity in the activities of a university teacher, it is necessary to integrate his scientific and educational work, based on philosophical understanding. The philosophical and methodological culture of teaching at the university is designed to ensure the integrity of the development of a young person, the humanization of education, necessary to overcome the phenomena associated with fragmentation, fragmentation of education. The creation of such an integral system of knowledge lies at the basis of cognitive activity. In the process of educational activity, the problem of integration is put in dependence on the personal culture of the teacher, on his ideological, moral and general cultural training. Since philosophy plays an integrating role not only in relation to various fields of knowledge, but also in relation to the entire culture, it is the philosophical competence that allows the teacher to build the content of the subject he is describing into an integral system and present it as part of the entire education system.

Educational traditions are developing in the direction of improving collective education and education of the individual, "useful" for the team [5]. This is the reason for the ratio of collective and personal reflection in the intellectual systems of the university. Cognitive and sociocultural training of a teacher is simultaneously involved in the processes of purposeful formation of collective reflective thinking. In order for intellectual reflection to retain its creative character in various didactic processes of the university - in dialogue, when reading texts, collective learning, it is necessary to manifest the personal nature of this mental process, while reflection becomes intellectual and personal.

The reflexive-personal organization of the learning process should be accompanied by the teacher's target reflection, since only the realization of the goal opens the real path to creativity. Such tasks are solved when trainees are included in reflective intellectual activity. The solution to a creative problem is possible only after the mind realizes it as the goal of its activity. Further work of the intellect can be chaotic, unconscious, more or less controlled by consciousness, but the first condition is the awareness of the goal, reflection of the goal of creative activity.

As Weil notes: “In Germany, it was considered the norm that every university professor was a scientist conducting independent scientific work, and, conversely, any scientist, and more or less significant researcher, was a professor at some university. Therefore, all outstanding representatives of science were engaged in everyday teaching activities”[2].

With such a setting of the matter for the student, "truth becomes not something once and for all given, but a thing to be looked for, and the university teacher, instead of teaching students the wisdom gleaned from books, begins to teach them the art of discovering new truths." These undertakings have become the pride of German universities, especially the universities in Halle and Göttingen.

The modern student expects a significant enrichment of the educational process with intellectual activity. The conditions necessary for this must be specially created; among them, at least - psychological comfort, vocational guidance, the ability for this purpose to have a rolling stock of recruited groups of students; a sufficient amount of up-to-date information; professional literature that allows you to be free in relation to the textbook; technical means necessary for the uninterrupted functioning of the educational intellectual system in which the student is included; qualified teachers who are able to design and organize such systems and to direct training and education in practice towards personal development.

The listed conditions create the possibility of maintaining a stable process of personality formation in the education system [1]. They can be divided into external (the ecological state of the educational environment) and internal (the presence of scientific didactic methods that contribute to the optimal formation of the personality). The rest is for the individual: both his self-development and personal interaction with nature and society.

The reform of national education presupposes the leading role of the research activity of the university teacher. The fruitfulness of teaching at the university is directly related to the scientific achievements of the scientist-teacher. This provision increases the responsibility of universities for improving the education process and the competence of teaching staff.

For several decades in the field of higher education, there has been a constant increase in attention to the research activities of university teachers. The processes

of reforming and modernizing higher education systems in various countries increase the importance of scientific research at the university [1]. This trend is based on the influence of several factors. First, the reduction in state funding for universities increases their dependence on external sources, including various channels for financing research activities [2]. Secondly, government agencies and rating agencies are increasingly using quantitative and qualitative indicators of the effectiveness and efficiency of scientific research of a university as an indicator of the effectiveness of a university, which determines its place in national and international rankings [3]. The requirement to actively engage in scientific research and demonstrate high results is extended by the university to its structural units and individual teachers, becoming a key component of the assessment and motivation system [4].

Scientific publications based on the results of individual studies, examples of individual universities [5] or polls of teachers and administrators [6] show the growing pressure on the effectiveness of scientific research on the teachers from the university; In response to this pressure, teachers are demonstrating an increase in scientific activity not only in research universities, but also in universities focused primarily on teaching. The inclusion of indicators of research activity in the system of motivation of university teachers is often explained by the fact that the active scientific work of a teacher has a positive effect on the quality of his teaching. However, in the scientific literature one can find both confirmation of this opinion and doubts about its validity [7].

In fact, the fact of the potentially positive impact of research activities on the quality of teaching is not as obvious as some authors believe, and requires confirmation and proof. In terms of the skills that these two types of activities (research and teaching) require from the teacher, they are quite different. The purpose of scientific research is the increment and creation of new knowledge; observation, a tolerant attitude towards uncertainty, and skills in analysis and synthesis are important for a researcher. Teaching activity is aimed at the formation of certain skills in students and the creation of favorable conditions for the transfer of knowledge. A teacher is, first of all, a communicator, for whom the skills of social interaction and empathy are important [8].

In addition, high-level research and development activities and quality teaching are different career paths that occupy a person's entire time; he cannot be expected to be able to do both at the same time with equally good results. In the scientific literature there are publications of research results confirming the lack of correlation between teaching and research [9].

An analysis of the careers of "star" researchers1 showed that stars become stars when a combination of personal interest in research activities, developed skills

of self-organization and the availability of additional research support in the form of grants, assistants and assistants, as well as the availability of free time for research, which are paid for by the university, that is. that is, ultimately, under the condition of less teaching load [10].

Since the level of requirements for the scientific activity of a teacher and a university is growing along with the growing attention of society to the transparency and accessibility of universities, it is necessary to strengthen the research-teachingnexus chain. And for this you need not be guided by some “super teacher” who miraculously and incomprehensibly combines the qualities of an effective scientist-researcher and a talented teacher [11].

It is required to correctly formulate the tasks facing the university and the teacher, allowing to achieve a synergistic effect: how does scientific research support teaching? In this article, we will focus on how research affects teaching and explore this interaction through the following interrelated areas:

1. Implementation of the results of scientific research of teachers in the practice of teaching at the university.

2. Involvement of students in scientific research.

The assertion that research educators incorporate it into their teaching practice and that students benefit from it is widespread, but not supported by any empirical research. Moreover, there are examples when, in surveys, students complained that teachers interested in a certain narrow area of research violate the logic of the discipline, paying too much attention to their area of research to the detriment of other issues and topics of the discipline. In addition, educational standards existing in Russia, procedures for approving work programs and schedules of the educational process, especially at the undergraduate level, leave little opportunity for the teacher to go beyond the main issues of the course and devote some time to the results of their own research [12].

When carrying out scientific work, any researcher is faced with problems that need to be clarified, for which information needs to be collected, generalized, and structured in a certain way. In the student audience, the same researcher, acting as a teacher, teaches students clearly formulated questions, the answers to which the student simply has to choose from the information available in the same course, practically reproducing what the teacher told him. Instead of trying to adapt the content of their scientific interests to the curriculum, university teachers can transfer research processes and procedures into this program, and universities, through systems and indicators of teacher assessment, motivate them to introduce scientific research into the student audience [13].

**Conclusion**

The data of empirical studies available in the scientific literature [14; 15] confirm the fact that the involvement of students in scientific work during their studies at the bachelor's level not only increases the percentage of successful completion of studies by students at this level, but also increases the motivation of students to continue their studies at the master's level, and also positively affects student satisfaction and improve the perceived quality of educational programs. Although many authors point to the possibility of students gaining new knowledge through participation in research while studying, the empirical base confirming this fact is rather weak. There are also insufficient research results confirming that students participating in scientific research during their studies acquire additional skills that are useful to them during their studies at a university, although there is some evidence of this. It should be noted that many authors agree that all students participating in scientific research during their studies perceived their experience extremely positively [13], which increased their overall satisfaction with their studies and their loyalty to the university.

Universities with a developed research component can, through the involvement of students in helping teachers conducting research, offer them a unique opportunity to gain experience in mastering research methods and procedures already during their undergraduate studies. To support the above initiatives that integrate research and teaching, it is necessary for the institution to formally recognize the usefulness of such methods and to motivate the faculty involved in such work.

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