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PROBLEMS, PROSPECTS
AND INNOVATIONS**



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**FORMATION OF INVESTIGATIVE COMPETENCE OF TEACHERS IN
HIGHER MEDICAL EDUCATION INSTITUTIONS**

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Summary. The transition to a graded system of higher education involves updating and improving the quality of professional training of physicians at all grades, as well as teachers of all higher medical institutions. Under these conditions modernization of the content obtains particular importance, methods and forms of training of graduates of higher education medical schools, able not only to perform professional duties, but also to be competent in the field of scientific and pedagogical and research activities. The process of training of future teachers requires the formation in them research competence, the value of which lies in the development of creative potential of the individual, improving skills and ways of self-development, raising the professional status.

Key words: teacher, competence, formation, education, medicine.

The aim was to reveal the essence and necessity of developing investigative

competence in Ukrainian higher medical educational institutions.

Results obtained: Taking into account theoretical provisions, peculiarities of teacher's professional activity, essence and structure of research competence of future high school teachers is integral, integrative property of personality, which combines knowledge, skills, scientific experience, The personality values and qualities (creativity, creative thinking, intelligence, diligence) of the researcher and is manifested in the readiness to effectively carry out own research activity and ability to organize productive research work of the students.

The analysis of scientific and pedagogical literature indicates the interdisciplinary nature and richness of the investigated phenomenon of «investigative competence», which manifests itself in the integration of personal and developmental, the competence of the individual and developing scientifically and methodologically as well as value- and opinion-forming functions, and the integration of the motivational and quantitative, visionary, practical and reflective components [1-3]. Its formation ensures that future teachers of higher education institutions master the research activity as an unsurpassed tool of pedagogical excellence, development of abilities to creatively solve non-standard professional and pedagogical tasks, actualization of research potential, formation of research type of pedagogical mentality, abilities to creative self-development. Investigative competence contributes to the expansion of space for creative activities in the process of learning the subject, allows the expansion of forms of teaching and research activities, contributes to the development of a capacity for self-expression, self-development.

Based on the definition of the structural components of research competence, we can state that its successful formation in education students is possible due to the consistency of content and process components of learning on the basis of their mastery of the necessary research methods of action. In the process of implementation, alliances are formed and cemented between the tasks to be performed and the knowledge to be built upon. Research skills, like other skills, have a high level of generalisation. At once they imply awareness of the goal, conditions

of its achievement, formulation of activity tasks, planning and selection of ways of carrying out activities that are necessary to achieve the specified objectives, implementation of scientific and cognitive activity, control and self-monitoring of the activity process.

In addition to what has been mentioned above, the research skills of future educators are related to the skills a practitioner needs in professional educational activity: the ability to detect and analyse problems and formulate proposals for their solution; the ability to receive and select information in accordance with the objective and use this information to achieve the educational or professional objectives, or to develop oneself; the ability to analyse situations; the ability to choose adequate ways and means to achieve the goal; the ability to perform reflexion. The main purpose of professional growth of the future teacher is not only the in-depth acquisition of a certain range of knowledge, skills and abilities required by the educational program, but also his/her personal and professional self-identification, active living position for professional self-improvement, readiness for creative professional self-actualization, formation of educational trajectory. Therefore, it is necessary to pay considerable attention to the pedagogical conditions that contribute to the formation of investigative competence in the future teachers, organization of educational activities in high school, especially during the school for young teachers.

Conclusions. Taking into account the essence and importance of research competence in the activity of higher education teacher, we believe that special attention should be paid to the pedagogical conditions that determine the duration and stages of research competence formation. Among them one of the most important is the implementation of innovative forms and methods of teaching, involving teachers in active creative, research and investigative activities through the use of modern information and communication technologies.

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