

OPPORTUNITIES AND WAYS TO DEVELOP RESEARCH ABILITIES OF STUDENTS IN THE PROCESS OF LEARNING

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The present paper aims to underline the importance of acquiring competence by students while learning. They, as future teachers, must develop abilities, capacities and skills in order to be better educators. So, they must change the way they think about their future profession, about their future pupils, and about their professional status. The capacity to think critically, to identify many different ways of solving a problem or a complicated situation can be acquired by applying critical thinking tools. It is important that students think more rationally and accurately and, first at all, have the courage to apply this in every day practice. There are many ways to explore, to question, and to search for answers and solutions needed to increase competence in our students. But the sheer volume of sources and the dangers of fake news and media misrepresentation require students to develop the right skills to find what they are looking for. By teaching students to plan their research and judiciously consider the information they get, students can become better decision makers and influencers who can convincingly put forward an argument whether at school or in the workforce. Encourage curiosity. Curiosity is a strong desire to know things and is a powerful driver of learning. Curious students will naturally ask questions that demand answers. This hunger for knowledge can see students stepping outside their comfort zone and learning about the unknown. It is also said that curious people are better listeners and are more open to listening to other people's ideas and perspectives, and not just their own. What you can do. So, encourage questions, allow time for exploration and help students to enjoy the journey, and not just the destination. Prioritise learner autonomy. Instead of presenting students with information on a platter, have students find out for themselves and get them to draw their own conclusions. This may take a lot more time than simply spoon-feeding them with information, but the process will teach students to think for themselves, especially if you consider the fact that a lot of the information we impart to students may no longer be accurate or relevant by the time they are in the workforce. What you can do- So, the next time a student asks you a question, ask them one right back and have them find things out for themselves. The answer might just be a lot more memorable that way. Vary the ways students find out about things- Do your students turn to Professor Google every time they need to find out about something? Do they tend to click on the top answers that their favourite search engine presents them with and be satisfied that they've done their research on the topic? Find opportunities to show students why relying on the same research method and resource can produce skewed results. There are a plethora of publications, search engines, online search methods that can inform students about what's been previously explored. What you can do- Encourage students to find out about things via a range of resources, including ones they are less familiar with. Then get them to build upon this existing knowledge by applying it to their context, conducting surveys, experimenting, or speaking in detail to someone of interest. Help students exercise focus and practise goal-setting- While it might be more straightforward finding out about the circumference of the earth or how food is digested in the human body, larger questions might require a more extensive research plan. When confronted by the complexity of the different stages needed to piece together information about a topic, students might feel lost and not know where to start. During the process of their research, they might encounter other interesting pieces of information that might distract them and get them sidetracked.

The development of students' research skills is primarily formed in learning activities. Presentation, cubing, carousel, zigzag, debate, discussion, various teaching methods and tools are used during the teaching process to form and develop research skills. For this process to be effective, it is necessary to create conditions for the participation of students not only in school, but also in extracurricular and extracurricular activities or clubs, and to keep them in constant focus. Only in this case, the improvement of the skills and habits of the research students, the development in the right direction can create the basis for great success in training.