

PSYCHOLOGICAL AND PEDAGOGICAL DETERMINANTS OF FORMATION OF RESEARCH ABILITIES

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The article covers relevance of formation of research abilities as part of future doctors' of philosophy research competence in the conditions of postgraduate studies.

The prerequisites of emergence of research abilities, such as "orientation exploratory reactions," "orientation activity," are analyzed; the level of determination of research behavior is outlined.

On the basis of the analysis of scientific literature, the lack of uniform interpretation of the phenomenon "research behavior," because of the difficulty and ambiguity of this mental phenomenon, is stated.

On the basis of the analysis of basic research by scientists, the essence of definitions of "research behavior" and "research abilities" is theoretically proved.

Two main approaches to the definition of the construct of "ability" in psychological literature are defined: 1) the personality and activity one which consists in the consideration of the value of abilities in the structure of personality and studying the genesis of abilities in activities and 2) the functional and genetic one which defines abilities as the functional system having genetic conditionality considers from the position of the category of function.

On the basis of the careful analysis of fundamental theoretical provisions of scientists studied by us in the course of considering the concept of "research abilities," we generated our own definition – individual and psychological integrated education is being constructed on the basis of research behavior of a personality and it can be shown as the result of functioning of mechanisms of research and search activity being a subjective condition for successful implementation of research activity.

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