

THE PRIMARY LANGUAGE TEACHING IN ASPECT OF EDUCATIONAL RESEARCH

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It is proposed to discuss the theoretical ideas of how the foreign language works in the context of research activities. The paper considers that educational research may be one of the means to attain educational goals of secondary schools in the Republic of Moldova. It is argued that educational research corresponds on the content and technologically to the competence approach in the primary curriculum. Educational and academic (scientific) research is different. The elements of learning search are presented at different stages of the lesson. Value of educational research is to create conditions conducive to the integrity and effective learning activities of the early age student.

Keywords: *educational research, exploratory behavior, search activity, thinking, creativity, integrity.*

ÎNVĂȚAREA LIMBII STRĂINE PRIN INSTRUIREA INVESTIGAȚIONALĂ

Este abordată problema privind învățarea limbii străine prin instruirea investigațională, aceasta fiind inclusă în tematica secolului cunoștințelor. Se susține că cercetarea pedagogică corespunde conținutul și tehnologic procesului de predare-învățare bazat pe competențe și se arată diferența dintre cercetarea pedagogică și cea din alte sfere ale științei. Elementele de învățare și cercetare sunt prezentate la diferite etape ale lecției. Valoarea cercetării rezidă în crearea unor condiții menite să asigure unitatea activității didactice și formarea caracterului integru al elevului.

Cuvinte-cheie: *cercetare pedagogică, comportament explorator, activitate de cercetare, gândire, creativitate, integritate.*

At the moment when the "informatization and designing are becoming more common," [2, p.3], when integrity and the whole (integrated) personality are the meaning and purpose of education, drew particular attention at the content and technological line of the learning process. According to the philosophers, "on the way to achieving the goal of full educational training a new generation is no longer possible without serious scientific approach. The most important role should belong to scientific and philosophical knowledge, which can be a compass in a modern, increasingly complex of social, socio-natural and, environment conditions" [5, p.405].

In the new cultural and educational conditions "to the forefront individualization of the learning process the use of new technologies and avant-garde methods of teaching" [2, p.4]. Preference is given to the active methods of learning, which entails a completely new opportunities for creativity of the teacher and the student. The Republic of Moldova has created favorable conditions for the variable education that allows the teacher "design tutorial cultural environment," human culture ", which is building its acting as its creation, its support, translator and keeper" [7, p.120]; students develop the ability to create projects, programs, ideas, acquire 'experience in solving practical problems" [2, p.3] for a successful orientation in the flow of current information, skills to build relationships in society and to decide issues of unusual situations. In the considered context, as demanded by the time the technology can perform educational research , which is understood as "the formation of ability to independently and creatively develop and rebuild the new ways of working in any sphere of human culture, thus forming, *exploratory behavior*. This goal is only possible to achieve on *metapredmetny level*: building on the corresponding didactic and methodological foundation, which is to combine the capabilities of all academic subjects, as well as extra-curricular activities for personal development, for the development of each" [6, p.22]. It is especially important at primary stage, when learning activity becomes the leading form of life of the child, and leading quality of the exploratory behavior of the student - *search activity* is laid in this period. Obviously, the solution of new educational tasks lies in understanding the relationship nature between learning of students and their development.

It is well known that the child's intellectual development occurs through activity, by using the learning process these techniques that "will mobilize, bring up educational interests, develop memory, creative thinking, etc" [3, p.42]. History has preserved a lot of documentary evidence of how effective teachers at different times used in educational practice, the natural desire of the child - curiosity to the study and perception of the

world. Mechanisms of exploratory behavior are found by modern pedagogy and psychology: *syncretism* (due to egocentrism thinking) and *reversibility* (expressed in the ability of the child to the theoretical arguments, finding causal relationships, formulating conclusions). Found that in this age there is a gradual internalization of action patterns and turning them into operations that allow the child to compare, evaluate, classify, put in a row, measure, etc. Thus, the thought patterns are diagnostic signs of intellectual development of children aged under consideration. From the standpoint of the theory of activity-learning pedagogy at another level of quality (especially in developed child's imagination) would contribute to the forming in junior students *the ability for reflection as the basis of theoretical thinking*. Developed "divergent thinking" (by Guilford, as a result of the relationship between intelligence and creativity) entails a change in the direction of the search problem-solving process that will eventually lead to a variety of solutions and results. Attention is paid to six parameters of creativity: *the ability to detect and posing problems*; *the ability to generate a large number of ideas*; *flexibility* - the ability to produce different ideas; *originality* - the ability to respond to stimuli outside the box; *ability to improve* by adding details; *ability to solve problems* - the ability to analyze and synthesize. In the above context, based on such forms of mental activity, as "analyzing observation, abstract thinking and doing" [4, p.104], the research training can make effective educational technology, and as an active form of learning that of content and remedially enriches the educational activity.

The Concept of the development of research activities of students considers the *research* as one of the four generic types of mental activity (along with the *designing, modeling, management* - emphasis mine – I.S.) most adequately corresponding socio-cultural mission of education. Referring etymological analysis of the word "research", we note that under this type of activity is meant "remove something" off track ", i.e. to restore some order of things by circumstantial evidence, fingerprints common law in specific, random objects. This is a fundamental feature of the organization of thought in the *search* which involve the development of observation, care, analytical skills" [1, p.27]. From the perspective of educational practice, the *research* (along with the *designing* - my emphasis – I.S.) has a high value for modern education. First, "as a kind of cognitive activity develops creative abilities with support for alternative thinking and intuition" [10, p.32], and secondly, as a tool for the development of intelligence and creativity in teaching the child is characterized by "objective, reproducible, evidence, accuracy" [9]. The main difference between *the research training* (educational research) and *scientific* (academic) consists of the difference of tasks.

The process of educational research, organized by teacher allows students to ensure *scaffold learning* like a vital experience in adapting to the conditions of a dynamic, ever-changing educational environment, "in which basic survival depends on the ability to find their own information, it adequately handle and do on this basis the precise and accurate inferences and conclusions" [8, p.20]. Teacher awareness of problems to be solved in the process of educational research enriches the learning content (we consider the creation of conditions for student learning of new ways of activity, a new style of relations), which would entail the development of personal student qualities and the teacher himself. It should be noted that the exploratory approach as part of the pedagogical culture of the teacher, involves the use of elements of research on the different stages of a lesson. School practice offers: - *mini-survey experiment* as problematic when the study itself is the basis for the assumptions and conclusions of the discussions that allow students to formulate their own theme and objectives for future operations; - the research as a method of learning new material (via *practical work*) when the study itself is a source of information; - *the research as a method of summarizing, organizing, integrating knowledge* (including different sciences / subject areas) when the research itself contributes to a coherent picture of the real world, representations of reality and the ongoing processes; - *the research as a home experiment*; - *the research "beyond the textbook"* (on the topic studied) when the study itself is held in a comfortable environment for the child (own choice of place, time, pace of work) that lets experience like a real explorer does.

These examples demonstrate the broad capabilities of the teacher to organize educational research at various stages. In addition, it creates conditions that allow the teacher to solve complex educational tasks: learning/teaching new knowledge; mastery of general research skills (consider cognitive, practical, communicative) that reflect all aspects of life of the child; personal development. It is important to understand what an integrated approach creates conditions conducive to how the integrity of the most educational activity and the formation of the whole (integrated) person.

Relation to the theme of our investigation: the ability to frame their thoughts in more than one language can give advantages to a youngster in terms of thinking and studying. It means the ability to transmit their own thoughts more than one language, can positively affect the future of mental activity and the child's learning. *Foreign language* as a part of subject area "Language and Communication" seems to us not only as a means of communication, but *as a tool* of educational and professional activities of the teacher; as an academic subject, integrating other content of education and contributing to the formation of universal general educational actions at students. Obviously, in the context of content and the technology component, pedagogically, educational research is justified, and, not casual step to achieve subject goals. As a kind of cognitive activity and as a means of personal development it enriches the educational activity of primary school students, thus meets their neurophysiological stage.

In addition, the technology component of educational research promotes logical and creative thinking of a youngster; formation of such important moral qualities as commitment, responsibility, independence, patience and consistency in the achievement of educational goals. Represented by a combination of skills, experience and personal characteristics contributes to the formation of complex universal educational actions which are important for learning / teaching of any subject. The value of educational research at primary stage is to create conditions that facilitate disclosure, self-fulfillment and the child continued successful development of his abilities at the subsequent stages of learning.

Thus, when the teacher is aware the theory of the research training, it should be considered not only as a universal form of pedagogical culture, and, above all, as a **proficient** teacher (experienced, skilful, capable) for the pursuit of understanding of the educational objectives, nature of the subject content (in the perspective of integration), approach to implement the goals. This approach would eliminate the existing contradiction between the logic of building maintenance and technology of effective learning in socio-humanitarian education of the primary curriculum.

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