



**VI Всеукраїнська (заочна) науково-практична конференція  
ПЕДАГОГІЧНІ ІННОВАЦІЇ В ОСВІТНЬОМУ ПРОСТОРІ  
СУЧАСНОГО ЗАКЛАДУ ВИЩОЇ ОСВІТИ**

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## SCIENTIFIC RESEARCH WORK: CREATIVE POTENTIAL OF HIGHER EDUCATION ACQUIRES

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## НАУКОВО-ДОСЛІДНИЦЬКА РОБОТА: ТВОРЧИЙ ПОТЕНЦІАЛ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ

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Today offers us a huge number of opportunities where every creative person can show their intellectual and creative abilities for scientific work. For the most part, scientific research papers are written by both teachers, scientists, researchers, and students and even high school students, participating in the activities of the National Academy of Sciences, developing projects together with innovative teachers. The research work of students begins and ends in the educational process. In addition, it is traditional to use various forms of extracurricular scientific work: participation in clubs and student scientific societies, creative groups, Olympiads, competitions, round tables, conferences [2].

Research work is carried out by the student independently in extracurricular time, during the period of practice, diploma and course design. It should end with effective developments and innovative proposals. There are international communities of young scientists that open up new perspectives for young people in work and further education.

As for the involvement of high school students in writing scientific papers, one of the urgent tasks of the modern school is the search for optimal ways of interest in creative learning, increasing scientific activity, encouragement to creativity, education of a competent personality capable of making independent choices and making responsible decisions in various life situations; development of skills of practical and creative application of acquired knowledge [1].

As for students, the goal of student scientific work is the development and use of creative potential to solve the problems of increasing the efficiency of one or another

activity. The plan of the students' research work covers all stages from the formulation of the goal and objectives of the research to the approval of its results and implementation [1].

Master's students can implement the results obtained in the educational process in the form of separate sections of training manuals, fragments of keynotes of lectures, etc. An important type of scientific and research work of students is conducting research during coursework and diploma work aimed at improving methods of analysis and management. Theses, based on the scientific work of students, contribute to the improvement of the quality of professional training and the development of creative abilities of graduates, expand their worldview and foster a desire for self-education. Conducting scientific research begins with the selection and justification of the topic.

Research topics are carefully selected in accordance with the student's interests and abilities, discussed and approved based on a joint decision with the academic supervisor. It is advisable to fix the topic of the scientific work for the student for the entire period of study. Work on choosing a topic should be accompanied by a plan for the development of this topic. The development plan reveals the content of the topic. An important requirement during the implementation of the topic of scientific research is the principle of modernity, topicality of the topic [4].

The expression of relevance should not be wordy. It is enough to express the main thing in a few sentences - the essence of the problem, from which the relevance of the topic comes. It is necessary to take into account the degree of development of the chosen topic in the literature [4].

All materials obtained in the process of research are processed, systematized and formalized in the form of scientific products. Each type of scientific production has a corresponding style, structure, logic of construction and volume. The purpose of the scientific article is to present information about the scientific work carried out and the results obtained, and to determine the direction for further development of the topic, current problems that need to be solved. Scientific reports and scientific reports are among the most common forms of scientific production. The reports are presented by the participants of the scientific meeting for the purpose of discussing the presented material. They contain a description of the scientific and practical significance of the topic. An important part of the educational process is the completion of coursework and diploma work. This contributes to the development of initiative and independence. The subject of coursework and diploma works should be relevant, which is ensured through its constant updating in accordance with the needs of modern development and directions of scientific research. Course and diploma work must have a creative character and a certain scientific value. They cannot be a retelling of what is written in the literature, or a description of a simple observation. The results of the study of economic literature, instructional materials, own generalizations and proposals must be turned into a consistent scientifically based study [1].



Therefore, the scientific research work of students is an integral component of the integral system of the educational environment of higher educational institutions, the effective influence of which is ensured by directing all its components to the creative professional training of the future employee[2]. It is important to develop in the future specialist the ability to solve both traditional tasks and new ones that require creative approaches and modern methods of solving. Continuous individual research work of students contributes to the increase of professional and scientific components, which corresponds to the model of training of a modern specialist.

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## ІННОВАЦІЙНІ МОДЕЛІ КОМПЕТЕНТІСНО-ЗОРІЄНТОВАНОГО НАВЧАЛЬНОГО ПРОЦЕСУ У ВИЩІЙ ШКОЛІ.

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Сучасні викладачі мають у своєму арсеналі безліч нових форм та методів, різноманітних технологій викладання навчального матеріалу. Досвідчений викладач уміло використовує педагогічні технології та складає свій арсенал інновацій у методиці викладання свого предмету. Він сам із великої кількості методичного матеріалу обирає той, що найкраще підходить до викладання предметів технічного напрямку і адаптує їх під умови виробництва, на якому



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