

Fomentar una identidad investigadora en la formación de futuros docentes en el Reino Unido

Fostering the researcher identity in UK student teacher education

Olena Bartosh¹  Oleksandra Kanyuk²  Daryna Stanko³  Dana Danko⁴  Iryna Kozubovska⁵ 

Afiliación autor:

¹ Candidate of Pedagogical Sciences, Professor, Department of Sociology and Social Work, Uzhhorod National University, Uzhhorod, Ukraine.

olena.bartosh@uzhnu.edu.ua

² Candidate of Pedagogical Sciences, Associate Professor, Department of Foreign Languages, Uzhhorod National University, Uzhhorod, Ukraine.

oleksandra.kanyuk@uzhnu.edu.ua

³ Doctor of Philological Sciences, Associate Professor, Department of English Philology, Uzhhorod National University, Uzhhorod, Ukraine.

daryna.stanko@uzhnu.edu.ua

⁴ Doctor of Psychological Sciences, Associate Professor, Department of Social Medicine and Hygiene, Uzhhorod National University, Uzhhorod, Ukraine.

dana.danko@uzhnu.edu.ua

⁵ Doctor of Pedagogical Sciences, Professor, Department of General Pedagogy and Pedagogy of Higher School, Uzhhorod National University, Uzhhorod, Ukraine.

kozub@hotmail.com

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Resumen

Este artículo explora el desarrollo de la identidad del investigador en el contexto de la formación docente en el Reino Unido. En respuesta a las cambiantes exigencias del panorama educativo actual, el estudio analiza cómo la cultura investigadora del futuro docente se transforma de una habilidad opcional a una necesidad profesional fundamental. Un elemento central es el nexo investigación/docencia, que fomenta la transición de los métodos de instrucción tradicionales a un paradigma de desarrollo orientado a la investigación. Basándose en el modelo académico británico, el artículo examina la integración de competencias gnósticas, diagnósticas y reflexivas en los planes de estudio. Los hallazgos subrayan que fomentar la identidad del futuro docente investigador es un proceso multifacético que involucra componentes motivacionales-axiológicos, evaluativos-resultativos, procedimentales y prácticos. Elementos clave, como el uso de diarios reflexivos y módulos basados en la indagación, se identifican como fundamentales para desarrollar la autonomía del estudiante y la independencia metacognitiva. El fomento de las competencias de investigación en los planes de estudio de formación docente se define por la flexibilidad cognitiva y la generatividad. La flexibilidad cognitiva implica la adaptación didáctica de los planes de estudio para alinear las actividades de aprendizaje con los perfiles cognitivos de los estudiantes. Por su parte, la generatividad cognitiva refleja el potencial del plan de estudios para cultivar un intelecto creativo, fundamentado en marcos cognitivos basados en la indagación. El estudio concluye que, al priorizar la práctica basada, el modelo británico proporciona un marco para transformar a los futuros docentes de receptores pasivos de conocimiento en profesionales autónomos, creativos y resilientes.

Palabras clave: investigación pedagógica, formación del profesorado, profesor-investigador, cultura de la investigación, I+D.

Abstract

This article explores the development of a researcher's identity within the context of student teacher education in the UK. In response to the shifting demands of the modern educational landscape, the study analyzes how a future teacher's research culture transforms from an optional skill into a core professional necessity. Central to this is the "research/teaching nexus," which fosters a transition from traditional instructional methods to a research-oriented developmental paradigm. Drawing on the British academic model, the paper examines the integration of gnostic, diagnostic, and reflective competencies within curricula. The findings underscore that fostering a future teacher researcher identity is a multifaceted process involving motivational-axiological, evaluative-resultative, procedural, and practical components. Key elements, such as the use of reflective diaries and inquiry-led modules, are identified as critical for developing learner autonomy and metacognitive independence.

Fostering research competencies within teacher education curricula is defined by cognitive flexibility and generativity. Cognitive flexibility entails the didactic adaptation of curricula to align learning activities with students' cognitive profiles. Meanwhile, cognitive generativity reflects the curriculum's potential to cultivate a creative intellect, grounded in inquiry-based cognitive frameworks. The study concludes that by prioritizing research-based practice, the British model provides a framework for transforming student teachers from passive recipients of knowledge into autonomous, creative, and resilient practitioners.

Keywords: pedagogical research, teacher education, teacher-researcher, research culture, R&D.

Introduction

Nowadays, politics, economics, and education are undergoing major changes. Education in this context deserves much attention, as the implementation of progressive shifts in politics or economics is unattainable without highly educated and qualified specialists. Modern society requires educators who demonstrate not only a high level of professional training but also a research culture – readiness to conduct research within pedagogical practice, scientific independence, the ability to systematically analyze school-based educational processes, creativity in identifying and forecasting pedagogical phenomena, productive thinking skills, efficient information processing, and a high standard of communication and ethical behavior. Several factors define the necessity for a research approach (R&D) applied to pedagogical activity:

- Socio-economic changes reshape the function of the education system. The modern educational paradigm focuses on teachers who bring creativity and unconventional thinking to the classroom. R&D serves as a primary mechanism for updating educational practices.
- The humanization and humanitarianization of education direct the teacher's efforts toward adapting the learning process to the students' individual needs and facilitating their self-disclosure.
- The emergence of new types of educational institutions demands a continuous search for non-traditional organizational forms and the integration of innovative technologies. In this context, the role of pedagogical research significantly intensifies.
- A shift in how teachers perceive and apply pedagogical innovations ensures their active involvement in purposeful professional development.

The main objective of this study is to identify the specific features and mechanisms of research skills formation among student teachers in the UK, with a focus on fostering a professional “researcher identity” within the initial teacher training system.

Literature Review

Effective teaching is built on the principle that teachers should study their own work. The process of planning, acting, and reflecting is a spiral that leads to higher levels of expertise (la Velle, 2024).

Currently, one of the leading global trends in higher education is the integration of a research component into the training of future specialists, commonly referred to as the research/teaching nexus (Bartosh et al., 2023). The implementation of this research component within university curricula varies across higher education

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institutions. Specifically, it may be integrated directly into subject-specific courses or facilitated through dedicated courses on research methodology (Bartosh, 2023).

Scholars Clark and Hordosy (2019), Joseph-Richard, & Jessop (2020), Perron et al. (2020) advocate for a consistent and holistic approach to developing students' research skills. It should be emphasized that in numerous international research universities, such an approach is considered an imperative.

Therefore, the objectives and content of teacher education (TE) are currently being revised. This primarily concerns the cultivation of a student's creative potential and the fostering of a need for self-actualization and self-expression, not only during the training period in the higher education institution, but throughout the entire lifespan. The educational process is being reoriented from a purely instructional to a developmental paradigm, resulting in a model that meets the following criteria: professional mobility, adaptability to the information environment, high intellectual capacity, professional expertise, creative abilities, critical thinking, autonomy, initiative, and a commitment to self-improvement.

The issue of scientific research and the transition of TE toward a research-oriented approach is highly relevant across Europe.

Belgium has focused on structural funding, moving from a purely vocational training model to evidence-based teaching, enabling pedagogical departments to compete with other scientific fields for prestige and resources (Organisation for Economic Co-operation and Development, 2024).

In Denmark, this trend is illustrated by the establishment of research-focused universities, which actively link academic research with societal needs, facilitating high-level research cooperation and strategic synergies with global academic partners (University of Southern Denmark, 2026; Danish School of Education, 2026).

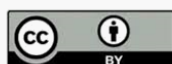
In Finland, TE has been university-based for decades and has a strong research-based approach, prioritizing research methodology to equip future teachers with the skills to independently analyze their own practice (Chung, 2023).

Ireland demonstrates its path with specific scholarship programs for school educators engaged in research. The Irish National Teachers' Organisation (2026) and the Teaching Council of Ireland (2026) offer grants to support teachers who implement educational research projects during their ongoing professional learning and integrate academic research into their classrooms to enhance student learning. Research should align with national priorities. Thus, it strengthens the links between research, policy, and practice.

TE in Portugal is designed to move beyond simple pedagogical training to develop "reflective practitioners" (Ferreira, & Cravino, 2022).

Spain has elevated scientific research to a mandatory requirement within a teacher's professional activities. This shift is primarily driven by national legislation and strict accreditation systems that link career progression directly to research output. Boletín oficial del estado legislación consolidada (2023) mandates that universities must foster an environment where teaching is constantly updated through active research. Every six years, teachers submit their best five research outputs to the National Commission for the Evaluation of Research Activity. A positive evaluation

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results in a permanent salary increase. Thus, Spain has transitioned to a model where the “teacher-researcher” profile is legally and financially reinforced, ensuring that higher education is strictly tied to the production of new scientific knowledge.

Sweden focuses on developing educational institutions for training in education, science, and educational technology, alongside significant investments in educational research. The Swedish Institute for Educational Research (2026) specifically funds research aimed at improving classroom practices, prioritizing projects in which teachers are active participants and ensuring that findings are directly applicable to schools.

Overall, there is a notable increase across Europe in the number of teachers who pursue further education and conduct scientific research. The Organisation for Economic Co-operation and Development’s international survey (2024) reports that, in Europe, the “teaching researcher” model is currently at the center of several systemic controversies regarding workload and professional identity:

- The “publish or perish” paradox. There is a sharp tension between research-driven career metrics and teaching duties. Since promotions and funding are largely tied to publication output, researchers often view teaching as a hinder to their professional advancement.
- Invisible labor. Official contracts only account for “contact hours” in the classroom. This ignores the massive amount of time required for curriculum design, grading, and student pastoral care, leading to chronic overwork and burnout.
- Precarious contracts. Researchers often combine teaching loads on short-term contracts. This instability forces them to conduct research during unpaid personal time to remain competitive for permanent positions.
- The controversial “teaching-only” track. It is intended to reduce research pressure, often leading to the stigmatized “second-class” role, creating a hierarchy that devalues pedagogical expertise compared to scientific discovery.

According to Loughran et al. (2016), TE is a developmental process designed to produce insightful, well-informed, and highly skilled professionals.

Consequently, it is essential to examine how TE evolves to meet the demands of modern classrooms, which are increasingly influenced by technological transformations, global integration, and shifting populations (Townsend, 2011).

Methodology

The following research methods have been applied: (i) Theoretical – a secondary analysis of academic literature was conducted to synthesize existing data. This approach incorporates international academic sources to ensure global relevance. It was conducted in distinct phases. During the initial identification phase, search queries were formulated using keywords such as “R&D in teacher education,” “research-based learning,” and “higher education teacher training” across peer-reviewed academic sources published within the last 10 years, ensuring a focus on contemporary global trends. In the synthesis phase, the selected materials were categorized and evaluated based on their relevance to both theoretical frameworks and practical applications in student-teacher training. (ii) Comparative – to identify the significance of R&D for both the theoretical and practical training of student teachers within higher education institutions.

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British pedagogical practices were examined as part of the UK–Ukraine University Twinning Scheme “Strengthening democracy through work with various social groups: the military and veterans, community representatives, and national communities” in cooperation between Uzhhorod National University and the University of Lancashire (2022–2026).

Results and Discussion

Integrating research skills into TE is central to the British academic model. Unlike general educational research, pedagogical inquiry involves teachers as active participants in the research process (Elliott, 2001). Consequently, the cultivation of research competencies is a fundamental element in the professional development of a teacher-researcher. In this context, skills are defined as a teacher’s readiness to perform practical and theoretical tasks with precision and conscious intent, drawing upon both academic knowledge and experience.

Drawing on a synthesis of existing classifications by British scholars and the UK Department of Education (2024a), we categorize the skills for a teacher-researcher into several key groups:

- *Gnostic skills* – the intellectual perception and conceptualization of information, as well as cognitive activities employed in research, such as comparison, analysis, synthesis, abstraction, generalization, and hypothesis formulation.
- *Information research skills* – the ability to work with diverse information sources and to represent ideas and findings concretely through visual aids such as models, diagrams, and graphs.
- *Constructive-design skills* – effective planning in educational research, the construction of research models, self-analysis, self-monitoring, and the regulation of actions during the problem-solving process.
- *Diagnostic skills* – practical application of research methods aimed at studying the individual characteristics of students, their achievements, and difficulties experienced. These skills include conducting pedagogical experiments, observing and evaluating facts and events, and processing empirical data obtained through various research techniques.
- *Communicative skills* – the ability to conduct collaborative research, demonstrate assistance and peer review, and present the results of individual and collective research publicly in a professional, reasoned manner consistent with scientific ethics.
- *Prognostic skills* – the ability to predict the outcomes of scientific research as a whole and its individual stages, as well as to identify potential complications during the research.
- *Reflective skills* – the ability for self-knowledge, self-assessment of professional activity and behavior, and self-actualization.

Significant attention is paid to the development of research skills in student teachers during the development of curricula, which, in British education, are characterized by cognitive flexibility and generativity (Murray et al., 2009). The cognitive flexibility of a curriculum refers to its capacity for the cognitive adjustment of both individual and collective work, specifically, the didactic focusing of content and teaching methods on the cognitive characteristics of learning activity. Cognitive generativity refers to the curriculum’s ability to foster a mindset that creatively employs research-based, constructivist, and hermeneutic forms of human cognition.

Besides, in the British education system, specific strategies for developing research

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skills in student teachers have been elaborated (Department of Education, 2024a; Department of Education, 2024b; Healey & Jenkins, 2009). These strategies represent a stable complex of actions purposefully organized by an educator to solve various types of research tasks embedded in lecture content, independent study assignments, and assessment materials. These strategies define the content, methods, and technologies of research activity, characterizing the executive activity of future teacher-researchers: methods of data processing, evaluation, and reflection. The foundation for determining the content and technologies of R&D within each strategy is the leading research method employed. The algorithmic strategy aims to master the research technologies and the methods for empirical data processing. The primary teaching methods used are the partially exploratory method and problem-based instruction. Through these methods, skills in information processing, the establishment of interdisciplinary links, and the application of research methods from related sciences are developed. The creative strategy orients teachers toward reflecting on their research experience to solve new research problems and transfer known solution methods to unfamiliar areas. This strategy is represented by case studies (descriptions and analyses of real pedagogical situations), analytical reporting, peer and self-review, expert activity, and abstract writing.

Byrne and Butcher (2020) claim that the development of research skills takes place during the theoretical and practical training of student teachers. As a result, a student teacher develops the readiness to perform R&D that encompasses motivational-axiological, evaluative-resultative, procedural, and practical components.

- *The motivational-axiological component.* It characterizes an individual's attitude toward R&D, specifically: the level of development of research interest, the desire and aspiration to demonstrate initiative and autonomy in solving research tasks, and the awareness of the need to engage in R&D. Students become motivated to conduct research when their personal interest and external goals work together. In this context, an orientation toward the process and methods of R&D serves as an indicator of internal cognitive motives. This orientation manifests in an interest in active research, the search for methods of its implementation, the pursuit of rational ways to solve research tasks, and a commitment to self-improvement. This component involves helping student teachers understand that science and research are key to social progress. It also emphasizes that a teacher's own research work should be seen as a core professional value. The cultivation of motivation for R&D typically begins with the student teacher's interest in a specific pedagogical issue or its individual aspects, and through the manifestation of intellectual initiative – the desire to independently find new information, propose ideas, develop projects, and master other fields of knowledge, which enhances the quality of student learning outcomes.

Thus, students gradually move from basic curiosity to higher levels of professional initiative. They progress from simply observing pedagogical phenomena to solving practical problems using scientific knowledge and conducting research. Ultimately, these student teachers become young scholars who value research. This process is significantly facilitated by the faculty members.

- *The procedural component.* It serves as a conceptual framework for practical application and comprises a system of students' knowledge about the essence of research in schools, the methodological characteristics of pedagogical research, and relevant techniques and methods of activity. The content of TE in the UK may vary across different higher education institutions. Besides

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specialized training, all programs focus on developing students' research skills. By using research-based education, schools turn students from passive learners into active knowledge producers. This model focuses on the areas, such as connecting students with faculty research, encouraging teamwork across different subjects, and sharing student work publicly. While this is most common for Master's and Doctoral levels, the foundations of research knowledge and skills are established as early as the undergraduate level. The modules are designed to develop students' aptitude for inquiry-based activities and creative problem-solving in educational contexts; to facilitate the mastery of the theory and practice of scholarly pedagogical research; to build proficiency in working with diverse information sources; and to ensure the acquisition of a comprehensive knowledge system for organizing and conducting pedagogical research.

The organization of TE is based on the notion that a teacher's R&D constitutes a system-forming strategic priority within the educational process. Effectiveness is attributed not to the breadth of an individual's knowledge but rather to their proficiency in the instruments of acquiring, organizing, and applying knowledge from diverse information sources. To achieve these objectives, it is essential to align the instructional process with the principles of scientific inquiry. Achieving these goals requires a research-focused education. This approach links learning content directly with research skills and intellectual development.

The procedural component encompasses the conditions for organizing the educational process to develop the research skills of student teachers: the integration of educational modules into professional training to provide student teachers with scientific knowledge and to cultivate constructive, prognostic, and other skills necessary for research activities; the specific design of courses with a research trajectory; student-faculty collaboration; continuous self-development of students; and the integration of theory and practice. By providing mentorship, promoting autonomy, and using innovative tools, the system helps student researchers present and share their work with the wider academic community.

An analysis of sources (Universities Council for the Education of Teachers, 2019) provides grounds for identifying the following directions in TE aimed at developing the research skills of student teachers:

- Conceptual exploration – examining the essence of the concepts “research activity” and “school-based research activity” during lectures, practical sessions, and seminars, as well as identifying the objectives, tasks, methods, principles, and tools for their implementation.
- Placement strategy – assigning student teachers to practices in schools that already run research projects, so they can join ongoing activities.
- Extracurricular engagement – using the potential of extracurricular activity, including meetings with famous scholars, applying for student research grants, and attending academic conferences.
- The “Bridge Model” – utilizing research activities within higher education institutions as a functional “bridge” for transitioning to various forms of research within professional pedagogical practice.

It should be noted that particular importance in organizing the instructional process is placed on independent study. A significant portion of training, as defined by the curriculum, consists of students' independent work, or learner autonomy. While developing autonomy within the university, the student teachers consistently engage

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in reflection on the problems or situations arising during the lesson. The very idea of “teaching autonomy” may appear paradoxical. However, there is no inherent contradiction. No specific course is dedicated solely to teaching autonomy. Instead, it gradually becomes an integral part of the learner’s personality through the purposeful transfer of responsibility for learning outcomes from an instructor to a student. Little (1991; 1995) claims that autonomy is not synonymous with self-instruction. It is not limited to acquiring knowledge without teacher assistance, nor does it imply that an instructor is absolved of responsibility for the educational outcomes.

Let us examine the process of diminishing teacher control over students’ educational and cognitive activities within higher education institutions in the UK. Alexander et al. (2019) identify five distinct stages of the educator’s role in the acquisition of learner autonomy.

During the initial phase, an educator controls the entire learning process, providing knowledge, selecting study materials, monitoring, and correcting the student’s progress.

In the observation stage, a teacher simultaneously engages students in more active educational and cognitive activities and the process of self-reflection. Occasionally, this stage incorporates limited opportunities for students to make independent decisions, such as conducting small-scale experiments.

The pedagogical support stage is characterized by the students’ ability to self-organize group work during class. Responsibility for learning outcomes is shared among all participants in the educational process.

At the recommendation stage, students may partially or fully conduct lessons, independently researching the required material, selecting tasks, and organizing project-based activities. A teacher acts as a consultant, providing guidance only when students need deeper information or want to verify their decisions. By the end of the course, students are expected to demonstrate professional competence developed through this increased learner autonomy.

The concluding stage presupposes a high level of learner autonomy, specifically the ability for continuous study without teacher intervention. Furthermore, at this point, an educator is to determine whether students have sufficiently developed metacognitive strategies – actions that enable the monitoring of one’s own cognitive processes and the coordination of the learning process.

However, this approach does not always proceed at the same pace. A student might be very independent with one task but still need guidance with another. Because of this, teachers must constantly reflect on how they structure lessons and check if students are achieving the desired outcomes, and whether they are maintaining academic success.

- *The evaluative-resultative component.* It constitutes a system of students’ skills in self-analysis and self-monitoring of their R&D. In the process of self-monitoring and reflection, students analyze the results of their activities, reflect on their actions, and adjust or refine their practical performance. Self-monitoring plays a significant role in shaping a student’s self-esteem. The results of self-monitoring allow students to assess their abilities while identifying areas for improvement.

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This component indicates the effectiveness of developing a student teacher-researcher during TE, including the motivation for choosing the teaching profession, the formation of personal and professional qualities, and the ability for pedagogical research. This entails the presentation of research findings and their evaluation by the teacher-researchers themselves, as well as other stakeholders (educators, administration, students, school teachers, various pedagogical organizations, etc.). If the research was conducted within a school setting (e.g., studying a student's personality, interpersonal dynamics within student or staff collectives, management styles, or developing original teaching methodologies for specific subjects), teachers from that institution are typically involved in the analysis and evaluation of the results. Reflection entails a conscious, critical analysis of one's own assumptions, beliefs, and conclusions at the beginning, throughout, and especially upon the completion of the research. Reflecting on the specific outcomes of research activities serves as the foundation for further reflection, which generates new, previously undefined ideas. The evaluation of pedagogical research activities also includes an analysis of portfolios and reflective diaries, the maintenance of which is mandatory. Keeping a reflective diary helps beginning teachers and students to transition from the "student" role to the "teacher" role, allowing tracking the progress, which greatly increases professional confidence. Diaries serve as a means of navigating the complex psychosocial environment of the school. Teachers use them to analyze critical incidents, manage stress and prevent burnout, transforming emotional challenges into constructive strategies. Reflective writing forces teachers to critically compare theoretical knowledge with real situations in the classroom. This contributes to a deeper understanding of students' needs and to adapting teaching methods.

- *The practical component.* The school-based practice allows student teachers to apply what they have learned in a practical setting. It gives students the chance to use and deepen their knowledge in real classrooms. This experience helps them strengthen their research skills and serves as a vital step in turning everyday teaching into a base for scientific research. The practice placement provides particularly favorable conditions for the development of research skills.

A substantial shift in TE is the marked increase in the scope of practical research, a significant portion of which is conducted during school placements. Thus, the necessary conditions for student self-development and self-actualization are provided. As an integral component of TE, pedagogical practice is aimed at the creative application of acquired theoretical knowledge, specifically from courses in pedagogy, psychology, methodology, and specialized courses, and the formation of practical skills essential for professional pedagogical activity.

When training future teachers, developing research skills during school practice involves more than just a deep study of the subjects they teach. It involves a specific form of research-oriented thinking that encompasses not only the technical performance of professional duties and the pursuit of optimal pedagogical technologies but also the elucidation of the essence of pedagogical communication. This requires future teachers to have a profound awareness of their actions within the professional context, which influences the development of students' personalities. Such self-reflection becomes a source of high pedagogical efficiency through the application of innovative technologies and teaching methods. Most importantly, it serves as a vector for continuous self-education and lifelong learning. Pedagogical practice occupies a central role in TE. Government documents consistently emphasize its significance for enhancing the quality of TE and refining research activities. Pedagogical practice of student teachers is categorized into three types: school-based practice, provided by professional mentors and curriculum

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leaders; a two-week internship conducted at a teacher training center; and a one-year internship course based at the university. The most prevalent form of practice in the majority of UK universities and liberal arts colleges is the one-year internship course designed for individuals who already hold a specialized higher education degree (typically at the Bachelor's level). Concentrating professional pedagogical training within a single year offers distinct advantages: through the organization of an extended practice, student teachers have the opportunity not only to outline but also to resolve a comprehensive range of practical and educational tasks. The practice objectives include: elevating professional skills essential for independent school-based work to a high level; consolidating theoretical knowledge acquired in previous courses; observing and analyzing the school's educational process; conducting independent work with students; and participating in specialized seminars regularly held by university faculty. Such a structural approach to educational content ensures the attainment of a higher level of professional training for the student teacher-researcher.

The development of research skills during school placement is a process of the student's voluntary transition into the role of a researcher. It is driven by an internal source of personal development, providing freedom in selecting goals, methods, and means of implementation, while maintaining a focus on reflexive activity. Consequently, pedagogical practice serves as a structured form of the research process. It becomes a motivated, self-organized activity by the scientific inquiry and a personal commitment to the issues under study, aimed at generating new knowledge. It should be noted that the researched problems can vary significantly, encompassing both instructional and social-behavioral aspects. Examples include researching the causes of underachievement in specific students, the influence of family upbringing on student behavior, and the effectiveness of various teaching methodologies. Thus, the individual research activities of student teachers stimulate a reflexive perception of material and develop the ability to formulate problems and critically select information.

During the period of pedagogical practice, it is crucial not only to actualize and refine the student teacher's theoretical knowledge on R&D but also to teach the practical application. On one hand, this research-based approach helps students to master the system of actions and professional relationships inherent to a school teacher. On the other hand, it helps them understand themselves and their professional behavior better. This allows future teachers to see how they are developing and how they will continue to develop while engaging in R&D during the practice.

Keeping a research diary during studies and practice plays a key role in developing students' research skills. In the UK, it is considered a vital research method and is extensively practiced. It is viewed as an intrinsic component of the research process rather than merely a tool for data collection or the recording and analysis of findings. Several characteristics render diaries particularly relevant: they reflect daily observations of both one's own professional activities and those of colleagues. Research diaries are effective for several reasons. They are easier to organize than other methods and can include various types of data. They allow students to record fresh ideas immediately. By documenting both successes and failures, the diaries provide a rich source of information for later, more detailed analysis.

A research diary is a tool for personal growth. It connects previous experience with classroom practice and records a student's reflections. By keeping a diary, students can track their progress and the social context of their teaching. These diaries include observations, interviews, and even photos, alongside thoughts on research methods and self-assessment. Most importantly, the diary ensures that data,

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reflection, and analysis always go hand in hand.

Despite the UK's emphasis on the "teacher-researcher" model, several barriers hinder its implementation (University College London, 2021). Recent reforms have shifted focus toward a "technical-rationalist" approach, prioritizing standardized techniques over deep inquiry. This is complicated by "performative pressure," where heavy workloads force trainees to prioritize survival over research. Furthermore, a lack of specialized mentorship and inconsistent curricula across providers results in an uneven development of research skills among new teachers.

Conclusions

Today's education is moving away from traditional teaching toward a model focused on R&D. This study shows that being able to conduct research is no longer just an extra skill. It is now a basic requirement for teachers. Because the world is changing so fast, modern educators must be more than just subject experts. They need to be autonomous professionals who can reflect on and improve their own work.

An examination of the British academic model highlights that the transformation of a student-teacher into a professional teacher-researcher is the result of a systematic development of diverse competencies. The skills, such as gnostic, diagnostic, reflective, and prognostic, ensure that pedagogical inquiry is an active and conscious process. Furthermore, the development of research skills is a multifaceted process that integrates motivational-axiological, evaluative-resultative, procedural, and practical components.

Fostering a research culture begins with a shift in perception. Students are taught to value scientific inquiry. The strategic priority of research activity in TE acts as a system-forming element, where content mastery and research culture are linked. The application of specific frameworks and strategic placement programs facilitates a smooth transition from theoretical inquiry to professional practice. This fostering of learner autonomy is essential for the training of teacher-researchers, capable of self-actualization and lifelong learning. Autonomy is a purposeful process where responsibility for learning outcomes is gradually transferred from an instructor to a student, without an instructor losing accountability for the final educational results. The development of autonomy involves a systematic reduction of teacher control, transitioning through stages where the educator's role shifts from a primary controller to a facilitator of student initiative. There is no standalone course for "teaching autonomy." Instead, it is cultivated as an integral personality trait through consistent reflection and independent study within the existing curriculum. The use of tools like the "reflective diary" supports this growth, transforming daily school-based experiences into deep professional self-analysis.

In conclusion, the readiness of a student teacher to conduct research is the synergy of four essential components: motivational-axiological, evaluative-resultative, procedural, and practical. A personal commitment to research, together with strong theory and self-reflection, prepares future teachers to do more than just follow a curriculum. It gives them the tools they need for constant professional growth.

Future research will investigate specific modalities and practical instruments, such as interactive technologies and action research, designed to sustain the research competencies of pre-service teachers. Furthermore, emphasis will be placed on strategies for integrating research into daily classroom activities, thereby bridging the gap between initial teacher education and professional practice.

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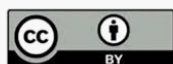


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