



EURASIAN
NATIONAL
UNIVERSITY

Lecture 2-3. General characteristics of pedagogical research

Methodological bases of pedagogical research
in the field of education

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Plan:

1. The essence of educational research
2. Areas of research on educational problems
3. Sources of pedagogical research
4. Organization of research work at school, at the university.



1. The essence of pedagogical research

Pedagogical research is a process and result of scientific activity, the purpose of which is to obtain new knowledge about the patterns of education, training and development of the individual, the structure of education, the methods and conditions for its functioning.



According to the nature, composition, methods and means used, pedagogical research can be divided into three types: fundamental, applied and development.

Fundamental research is aimed at generalizing concepts, evaluating the results of scientific achievements (theoretical and practical), predicting the prospects for the development of pedagogical systems.



Applied research is aimed at deepening knowledge about the particular aspects of pedagogical systems and processes, the search for patterns that manifest themselves in pedagogical practice.

Developments are connected with the substantiation of scientific, practical, methodological recommendations, based on already developed, formulated and gained fame, recognition of theoretical positions.



Pedagogical research has a logically justified internal structure:

The problem, topic, object and subject of research, its goal and objectives, hypothesis, protected provisions.

The main criteria for assessing the quality of pedagogical research are relevance, novelty, theoretical and practical significance, and reliability of the results.



The research program has two sections:

methodological (theoretical) and procedural.

Depending on the direction, the specifics of the object determine the predominant nature of the study: sociological; psychological; valeological; pedagogical; complex.



Dependence of the nature of the study on the specifics of the object

№	Theme	Character
1	Formation of the image of an educational institution	Sociological
2	The influence of health on the success of education of younger students	Valeological
3	Modern educational technologies as a means of activating the cognitive activity of students	Pedagogical
4	Socio-pedagogical conditions for the formation of civic activity of student youth	Socio-pedagogical
5	Identification of the giftedness of preschool children	Complex



In **scientific research**, there are types: collective research, complex, individual.

Collective research is the development of a common theme by a group of participants. Sometimes such a group is abbreviated as TRT (temporary research team).

Individual research conducted by one researcher, is devoted to one main topic.

Comprehensive research as a kind of collective research is characterized by multidimensionality



Methodological requirements for modern pedagogical research:

1. Objectivity and reliability of the studied facts, a comprehensive reflection of their positive and negative properties;
2. Timely response to new theoretical knowledge, changes in teaching practice;
3. Strengthening the practical orientation of pedagogical research, the quality of their conduct;
4. Increasing the methodological, scientific and methodological competence of the teacher-researcher.



2. Areas of research on educational problems

When organizing scientific research in the field of education, it is necessary to focus on the following areas:

- substantiation of ways, methods of introducing health, saving technologies, creating conditions for promoting a healthy lifestyle;
- increasing the effectiveness of civic and patriotic education of youth, substantiation of the conditions for the implementation of systems to support youth social initiatives;
- comprehensive research on the orientation towards the acceptance of the family as a value, the development of students' competence in matters of family life;



When organizing scientific research in the field of education, it is necessary to focus on the following areas:

- study of the problems of formation of professional competence, competitiveness of a young specialist;
- development of recommendations for the development of the educational information environment - the formation of a holistic information and consulting space;
- search for new approaches in working with gifted youth.



Research into the problems of combining traditional and innovative education is also relevant.

Of particular relevance at the present time are studies of the following problems:

the introduction of new technologies to increase the social activity of young people;

substantiation of new forms of work with gifted youth; search for new education management strategies;

development of cadet education.



“Education without upbringing,” according to the famous philosopher I.A. Ilyin, - does not form a person, but unbridles and spoils him, because it puts at his disposal vitally beneficial opportunities, technical skills, which he, unspiritual, - and begins to abuse.



3. Sources of pedagogical research

The beginning of scientific research largely depends on the desire of the teacher, teaching staff to generalize the existing experience, to scientifically substantiate the effectiveness of the results of creative search. For the pedagogical community, for pedagogical science, a variety of results of pedagogical creativity may be of interest.



Scientists (for example, V.I. Zagvyazinsky) identify five sources for scientific research:

1. Universal and pedagogical humanistic ideals, ideas that allow us to see shortcomings, inconsistencies in pedagogical practice, to look for ways, ways to change reality, to bring the real and the proper into line;
2. The results of studies of other sciences with which pedagogy is associated: recommendations from medicine, pedagogy and psychology, including social pedagogy, pedagogical and developmental psychology;



3. Achieving excellence (past and present); pedagogical innovations;
4. The creative potential of teaching staff, innovative teachers, students, the social environment, social partners, cultural and sports institutions, law enforcement agencies, services of the Ministry of Emergency Situations, the armed forces, parents, the media;
5. Scientific works of teachers-classics, modern teachers-researchers.



It is especially important to pay attention to the role of the creative potential of the staff of the educational organization.

Each teacher and the entire team as a whole in the process of pedagogical activity constantly receive results that can be assessed as creative: Plan of the lesson (or the scenario of an extracurricular educational event) and its implementation, development and implementation of a new elective course; didactic discovery, improvement (development of a new system of education and upbringing for each level of education, development of new techniques, methods: reference signals, project method, case discussion, debates, web quests, virtual museum, youth forum).



The researcher, conducting his research, performs mainly two functions: a) generalizes, systematizes already accumulated knowledge; b) learns new, unknown, that is, enriches scientific knowledge.

Personal qualities of a teacher-researcher:

- dedication, perseverance, patience, a sense of the new;
- ability to concentrate, good memory;
- planning, accuracy, love for creativity;
- solid knowledge of the basics of science, the ability to patiently accumulate facts;
- love for science, chosen specialty;
- optimism, belief in the possibility of improving daily practice.



4. Organization of research work at school, at the university

Participation of the teaching staff in experimental work (EW)

The effectiveness of the EW depends on:

- personality of the head of the educational organization
- from openness to scientific search for a leader.

Currently, in gymnasiums, colleges, lyceums, schools, the position of deputy director for scientific (scientific and methodological) work is being introduced.



The organization of research work at the university is most capaciously represented in the work of such a structural unit as a research laboratory (RL).

The main goal of the NRL is to provide and conduct fundamental and applied research and work, create a scientific and educational base for training specialists at all levels in various scientific fields, and implement the results of research activities.



The main tasks of the RL:

- conducting initiative research by a research team or individual scientists working on topics of dissertation research;
- conducting research within the framework of state budget financing, grants, scientific and technical programs and economic contract topics;
- involvement of students in research work;
- creation of conditions for effective scientific creativity of graduate students, young scientists and doctoral students of the university.



List of required textbooks and additional resources

1. Андрианова Е. И. Подготовка и проведение педагогического исследования: учебное пособие для вузов. Ульяновск: УлГПУ, 2013. 116 р.
2. Беляев, А. В., Гулакова М. В., Харченко Г. И. Методологические основания педагогического исследования: учебное пособие. Киров: Изд-во МЦИТО, 2017 – 190 р.
3. Юдина О. И. Методология педагогического исследования. Оренбургский гос. ун-т. – Оренбург: ОГУ, 2013 -141р.
4. Новиков, В. К. Методология и методы научного исследования: курс лекций. – Москва : Альтаир - МГАВТ, 2015. – 211 р.
5. Шипилина Л.А. Методология психолого-педагогических исследований. Учебное пособие для аспирантов и магистрантов по направлению «Педагогика». 3-е изд., стереотип.-М.: ФЛИНТА, 2011. – 204 р.