**Test "Methodological foundations of pedagogical research"**

**1. Pedagogical research is**

1) systematic research work to test innovations with accurate recording of initial and final results, variation of facts affecting the result, deliberate creation of a development situation;

2) it is a complex and purposeful process and the result of scientific activity aimed at obtaining socially significant knowledge about the patterns, structure, mechanisms of training and education, theory and history of pedagogy, its methods;

3) the process and methods for determining the degree of development of personal qualities, difficulties in learning, development, communication, mastering the profession, as well as the effectiveness of the functioning and development of psychological systems, technologies, methods, pedagogical projects.

**2. There are 3 levels of pedagogical research: empirical, ……, methodological.**

**3. The level of pedagogical research associated with the collection of factual material and based on observation and experiment data is called**

1) empirical;

2) theoretical;

3) methodological.

**4. The level of pedagogical research, at which the main regularities are put forward and formulated, the conceptual apparatus is improved, is called**

1) empirical;

2) theoretical;

3) methodological.

**5. The level of research associated with the study of the pedagogical theories themselves, the development of ways to build them, is called**

1) empirical;

2) theoretical;

3) methodological.

**6. Concept is**

1) a set of generalized provisions that form a science or its section;

2) a system of initial theoretical positions, views on something, the main idea, which serves as the basis for a research search;

3) a task of a scientific nature that requires scientific research.

**7. A way to achieve socially significant goals based on objective patterns is called……………….**

**8. Taking into account all the facts related to the phenomena under study and their correct interpretation, analysis of all the materials received is called**

1) evidence;

2) reliability;

3) objectivity;

4) scientific.

**9. Comprehensive coverage of the components and connections of the pedagogical system, knowledge of the nature and mechanisms of these connections and relationships is called**

1) the principle of conceptual unity;

2) the principle of scientific character;

3) the principle of a systematic approach.

4) the principle of objectivity.

**10. The study of the genesis and structure of an object or a pedagogical phenomenon is called**

1) the principle of unity of the logical and historical;

2) the principle of correlating what is and what should be;

3) the principle of taking into account the natural change of the objects under study;

4) the principle of conceptual unity.

**11. A natural change in the pedagogical system and its elements in the course of the life of the object under study is called**

1) the principle of conceptual unity;

2) the principle of the unity of the logical and historical;

3) the principle of taking into account the natural change of the objects under study;

4) the principle of scientific character.

**12. Comparison of the studied phenomena with the norm or ideal, correlation with the current state of theory and practice is called**

1) the principle of reliability;

2) the principle of correlating what is and what should be;

3) the principle of taking into account the natural change of the objects under study;

4) the principle of conceptual unity.

**13. The unity and logical consistency of the approaches chosen by the researcher and assessments of the facts obtained is called**

1) the principle of conceptual unity;

2) the principle of scientific character;

3) the principle of a systematic approach;

4) the principle of objectivity.

**14. Analysis of the diversity of influences and influences of factors, the establishment of subordination between the links of the process under study is called**

1) the principle of objectivity;

2) the principle of the unity of the logical and historical;

3) the principle of highlighting the main factors;

4) the principle of a systematic approach.

**15. Predicting the occurrence of negative trends in the object under study and the desire to avoid them is called**

1) the principle of unity of research and practical work;

2) the principle of taking into account the natural change of the objects under study;

3) the principle of a systematic approach;

4) the principle of objectivity.

**16. The validity, reasonableness of the initial provisions of each step of the study, the adequacy of the methods and the impartiality of the conclusions is called**

1) the principle of conceptual unity;

2) the principle of evidence;

3) the principle of scientific character;

4) the principle of the unity of the logical and historical.

**17. The criterion for the effectiveness of pedagogical research, which indicates the timeliness and need to solve the problem at the present time, is called**

1) the criterion of novelty;

2) the criterion of relevance;

3) a criterion of practical significance.

**18. The criterion for the effectiveness of pedagogical research, which reflects the contribution to the theory of pedagogy, is called**

1) the criterion of novelty;

2) the criterion of relevance;

3) a criterion of practical significance.

**19. The criterion for the effectiveness of pedagogical research, which determines the impact of the results obtained on the pedagogical process, is called**

1) the criterion of novelty;

2) the criterion of relevance;

3) a criterion of practical significance.

**20. Research, the purpose of which is the development and development of scientific concepts, hypotheses, theories, is called**

1) fundamental;

2) applied;

3) development;

4) production.

**21. The study, the purpose of which is the development and development of a methodological proposal, the identification of patterns, is called**

1) fundamental;

2) applied;

3) development;

4) production.