**Lecture 10. Pedagogical Research Methods: Observation Method**

**Issues for discussion**

1. The concept of observation as a research method.

2. Types of observations.

3. Requirements for the organization of observation.

**Observation** is one of the most common research methods in pedagogy and psychology.

Observation is a method of cognition of pedagogical reality based on the perception of it by the senses with simultaneous initial primary processing of the material in the mind of the researcher (V. I. Zhuravlev).

*Observation* is carried out on the basis of perception, but differs from it, since perception is a mental process, and observation is a method of cognition of the pedagogical process.

Scientific observation differs from the ordinary fixation of phenomena by its systematic nature, purposefulness, reliance on a certain concept, analytical, complex nature.

The main function of observation is the selective selection of information about the process under study in the conditions of direct and feedback of the researcher with the object of observation.

A feature of observation is that it is used as an independent method of solving a research problem and as an integral part of other methods.

In the methodology of psychological and pedagogical research, various types of observations are distinguished, which can be classified according to a variety of reasons:

1) according to the type of connection between the object of observation and its researcher,

 direct observation;

 Indirect observation.

Direct observation is observation that is carried out by the researcher himself. With direct observation, 3 positions of the researcher are distinguished:

1) researcher - witness (neutral person);

2) researcher - head of the pedagogical process;

3) researcher - a participant in the pedagogical process, included in the composition of the subjects.

Indirect (indirect) observation is an observation that is carried out through authorized persons working according to the program and task of the researcher. The success of mediated observation is determined by the quality of training of authorized persons.

2) according to the temporary organization allocate

 continuous monitoring;

 Discrete observation.

**Observation** is called continuous if it reflects the pedagogical phenomenon in its finished form: the beginning, development and completion (for example, a lesson in a preschool educational institution).

Observation is called discrete (discontinuous) when a longer process acts as the subject of research, and when the pedagogical process itself is hidden, and its phenomena in a certain situation are revealed to the observer's gaze (for example, a study of the interaction of children in a group).

3) allocate by volume

 broad observation;

 Specialized observation.

In the process of broad observation, the researcher studies the phenomenon in a comprehensive manner, simultaneously fixing various aspects of the pedagogical process (for example, when observing a lesson, the general background of children's employment is simultaneously studied and the individual activity of each child is monitored, and as a result of comparing the data, overloading of some children and underloading of others is revealed).

In the process of highly specialized observation, one phenomenon is observed, in isolation from everything else (for example, the cognitive activity of an individual child is observed).

4) according to the nature of awareness of the fact of the presence of the researcher, they distinguish

 open observation;

 covert surveillance.

Open observation takes place in the conditions of the fact of the presence of an outside observer realized by the teacher or the child. This can cause a distortion of the real picture, so getting used to the stage is necessary to obtain reliable information.

Covert surveillance is surveillance of the activities of people who are not aware of the fact of control.

5) by the presence of the structure, they distinguish

 structural (controlled) observation;

 non-structural observation.

Structural (controlled) observation is an observation that is carried out according to a certain scheme, matrix, table, according to predetermined criteria.

Non-structural observation is an observation in which the record of the observed is carried out in a free form.

The limitation of observation as a research method is manifested in the fact that

 only external manifestations of the process are available to him. The motive of the act, the emotional state, the train of thought are often hidden from the researcher;

 It does not allow to actively intervene in the process being studied.

There are certain requirements for the organization of monitoring. The researcher needs to develop a program and method of observation.

An observation technique is a system of actions for implementing an observation method. Its structure, types, directions, technique are determined by:

 features of the object of observation;

 experience of the researcher;

 the conditions in which you have to work.

A surveillance program needs to be developed, which should include a number of components.

**Questions for self-examination:**

1. What is the main function of the observation method?

2. What types of observations can be classified in the methodology of psychological and pedagogical research?