

Lecture 7

Implementation of research results into pedagogical practice



**Discipline: Methodological bases of pedagogical research in
the field of education**


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Issues for discussion:

- 1. The concept of approbation
- 2. Implementation of research results into pedagogical practice



Before the results of the research are put into practice, they must go through the process of approbation - discussion, evaluation of what has been done.

The word approbation literally translates as *approval*. **Approbation** is a critical assessment by the scientific community of research conducted by the applicant. Not only the results of the work are evaluated, but also the research methodology, its intermediate results. Types of approbation: presentation at seminars, conferences, participation in competitions, exhibitions, scientific publications.

<https://youtu.be/2drc2llo8O0?si=FXjrrhf7a6yf0hNY>



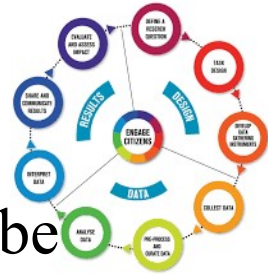
Reviewing is a critical analysis and evaluation of a scientific text. The relevance of the problem, the degree of autonomy of the author, the correspondence of the title to the content, the peculiarities of the author's approach to the study of the problem, the methods for obtaining results are assessed, the clarity of the formulation of theses, provisions, the sufficiency of argumentation, the correspondence of the conclusions are established.





Practice, as you know, is the criterion for the truth of research results.

Therefore, an indispensable element in solving any scientific problem is the introduction of the developed provisions and ideas into pedagogical practice. This is the final stage of the research and should be distinguished from the implementation of the results of scientific work after its completion. The first - clarifies, curls, improves the psychological and pedagogical theory and methodology, the second - puts into practice already proven, worked out conclusions and recommendations.



The process of implementing research results into practice can be divided into several stages:

- familiarization of consumers with the findings and recommendations of the study;
- formation of a positive attitude, interest in them;
- practical training of officials in the ability to use, apply new ideas, rules, methods and techniques in the practice of education and training of students;
- presenting requirements to these persons for the active implementation of research results in the educational process and control over the fulfillment of these requirements.



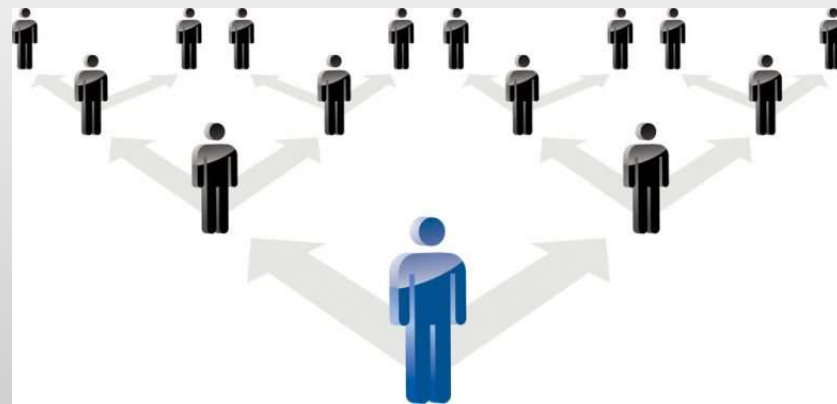
Scientific-practical and scientific-methodical conferences, scientific discussions, creative debates and other forms of discussion of the research problem or related topics provide great opportunities for testing the results of the study. During these events, materials are demonstrated, illustrated, explained, revealing the essence of the proposed new products and showing their advantages over the usual, long-used ones. As a result, the researcher gains even greater confidence in the strength of his arguments, strives to continue his work more actively, to implement the results of the study in life.





The criterion for the readiness of the results of pedagogical research for use and implementation can be expressed as follows:

- a) the results of the work are ready for implementation, normative materials, programs, teaching aids have been developed;
- b) the results of the study are basically ready for implementation, psychological and pedagogical instructions, methodological instructions have been developed;
- c) the results are not ready for implementation.



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.