



Research Activities in the Modern Educational Environment

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Abstract: *the article substantiates the relevance of research activities in the modern educational environment, analyzes the basic principles of the organization of research work of students, and considers the main stages of research work as a joint activity of the student and the teacher.*

Keywords: *research activity, research, student, teacher, educational process.*

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I. Introduction

The ongoing changes in public life cause the development of new ways and methods of educational activities. Pedagogical technologies are being improved, connected primarily with the individual development of the individual, independence in the information circle of society, creative improvement, the formation of students' skills to set and solve problems that arise in the process of life - in professional activities, self-realization, household and everyday life, while as the previous educational research activity was limited only to abstracts and reports.

II. Literature review

The new educational formula focuses more on the upbringing of a free personality, the formation of independence in children, freedom of thought, the ability to acquire and apply existing knowledge, think carefully about decisions, clearly plan activities, and most importantly, be open to interacting with the outside world.

At present, the main activity of an educational organization is the student's creative activity, where the student becomes a subject capable of building activities according to his own exclusive idea. In this regard, methods and technologies are introduced into the educational process of the secondary school based on the research activities of students.

Work on research expands the horizons of students, knowledge of the educational subject, contributes to the acquisition of public speaking skills, and creates an attitude of common purpose, an atmosphere of mutual assistance. The research work of students rapidly leads to knowledge of the world and mastery of professional competencies, as well as participation in the study makes it possible to understand their skills and abilities in more detail. Research is one of the varieties of creative activity of students, which is aimed at obtaining new knowledge through their own efforts.

III. Analysis

The nature of the knowledge gained may be different depending on the specifics of the study. Research activity is aimed primarily at mastering the skills of research as a universal way of mastering the surrounding reality. From the point of view of the educational environment, the main

meaning of the study is that it is educational, since the development of the student's personality comes to the fore in relation to obtaining an objectively new result.

The main principles of the organization of research activities are: - the principle of independence, the essence of which is that the student can master the course of his research only if he can live this research from his own experience. Each result of the study should be carefully analyzed, as a result of which new plans and ideas should be formed, which are subsequently embodied in new studies; the principle of accessibility, involves choosing a research topic based on its degree of perception by the student.

Therefore, the teacher, defining the topic of research, the problem for the student to study and analyze, must give him the opportunity to independently determine the degree of its complexity, choose it on his own, so as not to quit doing it later, because the topic chosen by the teacher is uninteresting and incomprehensible to him; the principle of naturalness, which lies in the fact that the research topic should not be fictitious. It should be interesting and real, and therefore realistically feasible, the one that the teacher can do on their own, without outside help, without prompting and guidance; the principle of visibility or experimentation.

This principle allows the student to experiment with those objects, materials and things that he studies as a researcher and visually perceive the course of his research on the example of an experiment with certain objects; the principle of the meaningfulness of the work performed, boils down to the fact that the knowledge gained in the course of the study must be recognized and comprehended by him in order for them to become the personal values of the child. This is possible only when the entire research process is the fruit of the student's thoughts, and not the tips of the leader. Comprehension of the problem occurs in independent activity.

Only then is the child able to reveal the cause-and-effect relationships of the process of his research, to formulate and explain the results obtained in his own words. The research activity of students is a purposeful and time-consuming work of a teacher and a student. The task of the teacher is to find a gifted student and involve him in research activities. In subsequent work, orient students towards solving practical problems, as well as create the necessary conditions for the full disclosure of intellectual and creative potential.

IV. Discussion

It is far from easy to engage in research activities in a modern school, especially during school hours. So research work is much more effective outside school hours, when it is possible to freely search for information, conduct systematic observations, and in some cases experiments. The process of research work, as a joint activity of a teacher and a student, can be divided into certain stages:

1. Identification of students prone to research is the function of the teacher;
2. The choice of the topic of research work and the definition of its main tasks is a joint function of the teacher and the student. The beginning of any research is the choice of a topic for the student's work. Choosing a research topic is a difficult moment for both the student and the teacher. Here he will not do without the advice of a teacher. Experience shows that the choice of topic is related to what the student is interested in or that he has the right material. The purpose of the study is characterized briefly and accurately, reflects the main action aimed at solving the problem. Defining a goal means answering the question: Why are you doing research?

The objectives of the study clarify the goal, gradually reveal the main steps. The object of study is a set of connections, relationships and properties that exists objectively in theory, practice, requires some clarification and serves as a source of necessary information for researchers. The subject of

the study is an element that more specifically establishes those connections and relationships that are subject to direct study in this study.

3. Direct performance of work - the function of the student:

- hypotheses;
- research planning;
- preparation of the necessary equipment and materials for experiments;
- observations and measurements, using various instruments;
- Recording and analysis of the results of the experiment.

When all the information has been collected, all the necessary calculations and experiments have been made, it is necessary to explain to the students that all the ideas they propose must be proven, to draw conclusions based on the results of the study.

4. Analysis of the conducted research - a joint function of the student and teacher;

5. Protection of research work is the function of the student. It is impossible to teach a student research work by simply telling him about it. It is necessary to try the work in practice.

V. Conclusion

The effectiveness depends on the activity of the student, so the task of the teacher is to have a beneficial effect on the student, to create all the necessary conditions for the work to go in the right direction. But, it must be taken into account that the teacher is only the organizer of the activity, the main executor of the work is the student. Therefore, the teacher exercises control over the course of the study, observing the student and his work. However, this control should not be intrusive and too obvious; otherwise the student's initiative may fade away.

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