

## EUROPEAN INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH AND MANAGEMENT STUDIES

VOLUME04 ISSUE05

DOI: <https://doi.org/10.55640/eijmrms-04-05-42>

Pages: 263-268



### THE PLACE AND SIGNIFICANCE OF EMPIRICAL RESEARCH IN EDUCATION

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#### ABOUT ARTICLE

**Key words:** Position, empirical research, professional competence, constructive function, qualitology and qualimetry, conceptual approach.

**Abstract:** This article is about "The role and importance of empirical research in education", and comments on the theoretical and practical aspects of empirical research in the field of education and ongoing research are given.

**Received:** 21.05.2024

**Accepted:** 26.05.2024

**Published:** 31.05.2024

#### INTRODUCTION

Research in the field of education is carried out by experts in the field of pedagogical knowledge from certain value positions and on the basis of certain knowledge. In recent years, the study of empirical research in the education of the social and humanitarian sphere is gaining special importance.

Empirical research in the field of education is a specific type of work with pedagogical knowledge aimed not at obtaining new knowledge about education, but at using practical experience from existing knowledge to prepare and make decisions in various areas of educational activity. Empirical research in pedagogy is defined as an assessment of the results, process and perspectives of educational activities. This, in turn, requires the use of special knowledge directly related to practical experience in this field. The task of empirical research in pedagogical education is to determine the movement and change in the content of education and pedagogical tools.

The definition of pedagogical empirical research is the analysis of practical experiences related to the professional competence of the pedagogue, the adoption of conclusions related to values, and the understanding of the professional activity of the pedagogue as a certain process of reflection. Together

with diagnosis, control and evaluation, it performs constructive functions related to motivation, prediction and becomes a factor of increasing the professional competence of the pedagogue.

However, at the same time, this concept can be interpreted in a broader sense, that is, it is a special method of studying the educational reality carried out by competent specialists, and the collective assessment of the development of this reality and obtaining the project is carried out by the specialist's decision.

In particular, drafts of regulatory-legal documents related to educational issues are analyzed in relation to regulatory-legal documents. Pedagogical empirical research is conducted in order to identify and prevent situations that have a negative impact on the quality of education or their orientation and learning by students in educational programs at a certain level. The conclusion based on the results of pedagogical empirical research should be reviewed by the executive body that developed the draft of the regulatory legal document or adopted the regulatory legal document that is the object of pedagogical empirical research. According to it, in order to improve the quality of education, the procedure for conducting pedagogical empirical research of the programs is also considered, and the regulatory and legal basis for the implementation of pedagogical empirical research is determined.

It can be seen that pedagogical empirical research is related to different situations, it is considered as a method of analyzing and evaluating the functional efficiency of the educational institution, as a factor of increasing the professional competence of the educator, studying the reality of education and education. appears as a method of eliminating conditions that have a negative effect on the quality of glue. Pedagogical empirical research is considered as a theoretical-practical component of the pedagogical process and objects, and it is appropriate to use the theory of decision-making. According to him, pedagogical empirical research is a component of pedagogical qualimetry, which, in turn, can be considered as a department of pedagogy that examines pedagogical objects and processes based on the methodology of qualitology and qualimetry. However, as can be seen from the descriptions, such approaches make it difficult to understand the essence of pedagogical empirical research, and for practice, they have a low explanatory potential.

In general, the phenomenon of pedagogical empirical research can have different content depending on the specific concept or approach developed by the relevant authors. The main situation in this is that pedagogical empirical research is not equal to other types of research, it is manifested as an independent type of research that includes certain requirements for the object and subject of the research, the procedure for conducting it, experts, etc.

Also, special components of conceptual approaches - mechanisms of scientific and pedagogical research are studied in pedagogical empirical research. The expert method is a common mechanism that allows conducting scientific-pedagogical research - a set of logical-mathematical procedures whose purpose is to collect information for making a rational management decision. The essence of this method is the analysis and synthesis of the results of separate expert evaluations by experts, qualitative and quantitative evaluations of opinions and their official processing.

Thus, it is considered urgent to conduct scientific-methodological research in social and humanitarian directions, to pay attention to the study of the essence of pedagogical empirical research. These studies will be aimed at studying both conceptual approaches to educational research and objects of this research. Pedagogical empirical research on upbringing in the educational system is also developing as a separate direction. In view of the mentioned points, it is appropriate to pay special attention to the study of this problem. So, in the course of scientific-methodical research, the problems of researching the quality of education, the quality of the pedagogue's educational activities, and the like in the theoretical-practical aspect are studied.

A special direction of research, which, along with the above, is the study of the psychological conditions of students - is considered a part of pedagogical empirical research. It includes a large-scale analysis of objects that are important in social, psychological, pedagogical practice (textbooks and training manuals, literary works, educational games, educational environment, innovations, education the safety of the educational space, methodical support, etc.), their pedagogical empirical significance and compliance with psychological requirements, laws and regulations, including psychological models of teaching and educating the learner, the occurrence of pedagogical neglect, the intellectual development of the learner , including research to determine their abilities.

"In the psychological research of the problem of psychological-pedagogical research, the directions and content of psychological-pedagogical research in the educational system are distinguished" [1]. Most of these directions are directly related to the pedagogical empirical research of the educational process, because they focus on the basic principles and conditions that provide the educational process: environment, emotional environment, used pedagogical technologies, methodical study of the process. Focused on quality of supply and quality of results.

In particular, the study of the educational environment, that is, the follow-up and structural possibilities of the educational environment, was studied by V.A. Yasvin, V.V. Rubsov, V.I. Slobodchikov, V. I. Panov. The study of psychological and didactic situations, that is, the content and methods of education based

on the psychological goals of building the educational process, psychological organization of knowledge transfer; the direction reflected in the mission and structure of the educational organization; is to study the psychological environment in the educational organization, including the nature of relations between all subjects of the educational process.

Research of educational technologies, that is, the quality of the educational process in the practice of developmental education; educational conditions of teaching and upbringing, communicative and developmental environment were researched by V.A. Gurujapov, I.M. Ulanovskaya, I. V. Rivina, K. I. Polivanova.

Studying the comfort and safety of the educational environment, that is, the organizational strategy of the educational institution, understanding the opportunities and resources of the environment, the stability and emotional comfort of the educational environment, I. A. Baeva, Ye. It was studied by B. Laktionova, V. V. Kovrov, etc.

Research on the quality of educational services — the availability of educational services (basic general and additional) for different categories of students (including children with special educational needs); The quality of educational services confirmed by the participants of the educational process and independent evaluation (results of monitoring studies conducted by entities not part of the educational organization) Ye.B. Laktionova, Ye. G. Matvievskaya, N. Yu. Researched by Konasova.

Curriculum and curriculum research, i.e. curriculum for pre-school, basic general and additional education; work programs of educational subjects, optional courses; textbooks and training manuals Ye. Scientific research was carried out by S. Romanova, L. S. Makshanseva.

Research of methodological support of educational activities, i.e. didactic materials (games, visual and demonstration materials); educational manuals; diagnostic tools; informational and methodical resources Ye. Studied on the side of O. Smirnova, L. F. Chuprov, O. A. Belobrykina.

Professional activities of teachers, research of educational environment and educational technologies, study of the quality of educational services and the content of innovative processes are part of the full list of psychological empirical research. Another important direction of the research is the study and analysis of the possibilities of scientific-methodological support of pedagogical empirical activity.

Scientific-methodical support is a set of interrelated, purposeful actions and activities aimed at providing comprehensive assistance in solving the difficulties that arise, helping the pedagogue to

develop and define his identity throughout his professional career. Such support should be based on the results of studying the current state of pedagogical activity and the process of its change. Pedagogical empirical research and research on the scientific-methodological support of self-research of the pedagogue allow to see the algorithm of actions in the process of analysis, the methodical tools used in its implementation. This allows to determine the technological procedure of pedagogical empirical research and its important features.

Research types are also considered during scientific and methodical research. They are determined by the type of the research object and the general form of the specialist's work. Individual research can be carried out by a specific expert on a clearly defined content in accordance with current standards or specially developed criteria. In general, general research approaches in education are clearly defined, but pedagogical empirical studies of the educational process in the educational organization have their own characteristics. These features include the following: mutual cooperation of competent specialists with representatives of professors and teachers of the institution, aimed at joint analysis of the level of compliance of the activities of these professors and teachers in the implementation of the educational process. rationality of the set goals and tasks; is to jointly search for ways to solve emerging problems and develop the learning process in a particular organization.

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The essence of pedagogical empirical research is the study of pedagogical activity related to the existing standards or the newly created system of special criteria, the results of the activity of the teacher and the educational institution. As a result of research, as a rule, new knowledge about the object of research, existing contradictions and development prospects emerges.

Thus, the analysis of theoretical and practical approaches to the concept of "research" in the context of modern socio-humanitarian knowledge at the end of the last century - the beginning of the twenty-first century showed that these approaches defined a number of directions, including research, research in the field of education is also developing.

This includes the study of social-humanitarian, psychological-pedagogical research. Scientific research in the field of education includes pedagogic empirical research, pedagogic qualimetry, scientific-

methodological support of psychological-pedagogical research activities. The study of research phenomenology showed that it is not unambiguous and can be considered as a technology, procedure, method, method of researching processes, objects, activities, results.

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