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ORGANISING RESEARCH ACTIVITIES IN THE EDUCATIONAL PROCESS

Abstract: The paper provides the rationale for the relevance of research activities in modern educational environment; it examines; analyzes basic principles of students' research work organization, discusses the main stages of research work as a joint activity of student and teacher.
Key words: research activity, research, student, teacher, educational process.

The changes taking place in social life have led to the development of new ways and methods of educational activity. Pedagogical technologies related primarily to individual personal development, independence in the information circle of society, creative development, and the formation of students' skills in setting and solving problems arising in the process of life - in professional activity, self-realisation, everyday life and everyday life - are being improved, whereas the previous educational research activities were limited only to essays and reports. The new educational formula puts more emphasis on cultivating a free personality, developing independence, freedom of thought, the ability to acquire and apply existing knowledge, to think carefully about solutions, to plan clearly the activities and, most importantly, to be open to interaction with the world around us. Nowadays the main activity of an educational organisation is the creative activity of the learner, where the pupil becomes a subject capable of constructing activities according to his/her own exclusive idea. In this context,

methods and technologies based on the students' research activities are being introduced in the secondary school educational process.

Research work broadens students' horizons and knowledge of the educational subject, promotes the acquisition of public speaking skills, creates an attitude of common purpose, and creates an atmosphere of mutual support. Research work rapidly leads to learning about the world and acquiring professional competences, and participation in research provides an opportunity to understand one's skills and abilities in more detail.

Research is a type of creative activity for learners which aims to acquire new knowledge through their own efforts. The nature of the knowledge gained may vary according to the specific nature of the investigation. Research activities are primarily aimed at providing students with the skills to explore as a universal way of grasping the reality around them. From the point of view of the educational environment, the main meaning of research is that it is educational, because the development of the learner's personality comes to the forefront in relation to the acquisition of an objectively new result.

The basic principles of the organisation of research activities are as follows:

- The principle of independence, which means that the learner can only master the course of his/her research if he/she is able to live the research through his/her own experience. Each research result should be thoroughly analysed, so that new plans and ideas are formed which are subsequently implemented in new research.

- The principle of accessibility implies that the research topic should be chosen on the basis of the pupil's perception of it. The teacher, therefore, when determining a research topic, a problem to be studied and analysed by the pupil, should give him or her the opportunity to determine its degree of difficulty and choose it independently, so as not to abandon it later because the topic chosen by the teacher is uninteresting and incomprehensible to him or her.

- the principle of naturalness, which means that the research topic should not be invented. It should be interesting and real, and therefore feasible, something that the students can do on their own, without help, without prompting or guidance.

- the principle of clarity or experimentation. This principle allows the pupil to experiment with those objects, materials and things which he or she is studying as a researcher and to perceive visually the course of his or her study through the example of an experiment with those or other objects.

- the principle of meaningfulness of the work being done, which means that the knowledge gained in the investigation must be understood and understood by the child in order for it to become a personal value for the child. This is only possible when the whole research process is a product of the learner's thinking, rather than being prompted by a supervisor. Reflection on the problem takes place in an independent activity. Only then is the child able to discover the cause-and-effect relationships of his/her research process, to formulate and explain the results in his/her own words.

Student research is a purposeful and time-consuming task for both the teacher and the student. The teacher's task is to identify and engage a gifted pupil in research activities. In the follow-up work, guide the students in solving practical problems, and create the necessary conditions for the full development of their intellectual and creative potential.

The process of research as a joint teacher-student activity can be divided into certain stages:

1. Identification of research-prone students is a function of the teacher;

2. Selecting the topic of the research work and defining its main objectives is a joint function of the teacher and the pupil. The beginning of any research is the selection of the topic of the student's work. The topic reflects the main problem - what needs to be proved, what needs to be discovered. Choosing a research topic is not an easy task for either the pupil or the teacher. Here

he/she cannot do without the teacher's advice. Experience shows that the choice of the topic is related to what the pupil is interested in or has suitable material. The aim of the study is brief and precise, reflecting the main action to solve the problem. Defining the purpose means answering the question: Why are you doing the research? The objectives of the research clarify the purpose, revealing the main steps step by step. The object of research is a set of relations, relations and properties, which exists objectively in theory, practice, requires some clarification and serves as a source of necessary information for researchers. The subject of the study is the element that more specifically establishes the relationships and relations that are to be directly studied in this study.

3. direct performance of the work - a function of the pupil:

- proposing hypotheses;
- planning the research;
- preparing the necessary equipment and materials for the experiments;
-observations and measurements, using various instruments;
- recording and analysing the results of the experiment.

When all the information has been collected, all the necessary calculations and experiments have been made, it should be explained to the students that all the ideas they have proposed should be proven, and conclusions drawn from the results of the study.

4. analysis of the research carried out - a joint function of the pupil and the teacher;

5. Defending the research work - a function of the student.

It is not possible to teach students about research simply by telling them about it. The work has to be tried and tested in practice. The results depend on the activity of the student, so the teacher's task is to have a favourable influence on the student, to create all the necessary conditions for the work to go in the right direction. However, the teacher is only the organiser of the activity, the

main implementer of the work is the student. The teacher, therefore, supervises the progress of the study, observing the student and his/her work.

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