

## Theoretical and methodological foundations of research activities in social pedagogy

**Abstract.** *The article considers the scientific foundations of the theory and methodology of research activities in social pedagogy, reveals the methodological levels of research of a particular problem of social pedagogy. This article presents the structure of a scientific research. In comprehending the essence of the methodology of social pedagogy, the need to take into account its objective nature will be justified, since it represents the fundamental basis of its theory, practical and research activities. The successful implementation of research activities is always subjective and depends on the theoretical and practical training of the researcher in the field of social pedagogy.*

**Keywords:** *foundation, theory, methodology, research.*

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An important place in the development of a scientific direction belongs to research activities, the basis of which is methodology. Methodology is the basic (scientifically grounded) basis of cognition and transformation of reality in a certain area of scientific knowledge, including social pedagogy. This methodological knowledge is objective and becomes the basis for subsequent research, the implementation of which in practice is always subjective.

Research often uses the category "foundation". It should be emphasized that every phenomenon, process has its own basis, based on which one can understand its essence. The foundation is the source, the main thing on which something is built, which is the essence of something; initial, main provisions of something.

*The foundations of social pedagogy* are the initial, main components that determine the essence, content of the subject area of social pedagogy, as an independent branch of knowledge and practice.

The foregoing allows us to highlight the basic foundations that determine the purpose, essence, content and practical manifestation of methodological knowledge necessary for the

implementation of a scientifically grounded study of a particular problem at the following levels:

- general philosophical - the foundations of the methodology of social pedagogy - the epistemological level;
- science of science (special) - the foundations of the methodology of social pedagogy itself, as an independent branch of knowledge - the logical and epistemological level;
- the foundations of the methodology of subject social pedagogy, which determine the development of its theory - the subject-epistemological level, which determines the formation of theoretical knowledge of the sections of social pedagogy, which has reached the level of methodology (a particular manifestation of the methodology of social pedagogy);
- the foundations of methodology of practical activity in social pedagogy - praxeological level;
- the foundations of the methodology due in the practical activities of a specialist in social pedagogy, including research activities - deontological level;
- the foundations of the methodology of the value assignment of knowledge of the levels of

methodology of social pedagogy - the axiological level

When comprehending the essence of the methodology of social pedagogy, it is required to take into account that it is objective in nature and represents the basis of its theory, practical and research activities. Objectivity testifies to the fact that methodological knowledge in social pedagogy has developed, is accepted and acts as the basis for knowledge, practical and research activities in social pedagogy and the assessment of its result. The implementation of research activities is always subjective and depends on the theoretical and practical training of the researcher.

The implementation of the methodology of social pedagogy as the basis of research activity requires its own approach. Approach - a certain position of the researcher in relation to any problem or phenomenon; theoretical and (or) logical basis for the consideration and design of the object; a set of methods for carrying out activities based on an idea or principle.

In social pedagogy, the most frequently encountered approaches have developed (activity, individual, complex, personal, personality-activity, personality-social-activity, environmental, etc.), each of which determines the appropriate basis for research activities, for example:

- *personal* - this is an approach that involves an attitude towards a person as a concrete, self-sufficient person, taking into account his individual characteristics and capabilities, activity in self-realization and self-improvement;

- *personal-activity* - the unity of the requirements of the personal and activity-based approach in the study and transformation of a social-pedagogical phenomenon - taking into account individual characteristics and their manifestation in real activity;

- *personal-social-activity* - to a certain extent, an integrated approach to the study of a socio-pedagogical problem and its transformation, taking into account the individuality of the object, its manifestation in activity, the influence on it of factors of the environment of life and the needs of the environment of future self-realization (study, professional activity, etc.);

- *environmental* - taking into account the originality of the environment of knowledge and practical activity.

The approach, as a rule, is reflected in the content of the subject of research and the practical activities of the researcher. It allows you to reveal the theory of the studied phenomenon, process, relying on a certain subject area. In turn, the analysis of the essence of the phenomenon, process allows us to comprehend from the position of which approach or which approaches, they are disclosed.

The content of practical (research) activities is based on theory. **Theory** is scientific knowledge that gives a holistic view of any phenomenon, process, patterns and existing connections in a certain area of reality. It contains:

- *the foundations of social pedagogy* are established and recognized scientific knowledge, which gives a holistic idea of social pedagogy, the phenomena that characterize it, as well as the processes, laws and existing connections that have developed in it;

- *the foundations of social and pedagogical activity* - this is scientific knowledge that gives a holistic idea of social and pedagogical activity, the process, patterns and existing connections that have developed in it and determine the effectiveness and quality of its implementation in practice;

- *scientific and theoretical foundations* (a term that is found in some studies) of social pedagogy. The question arises: «Can «theoretical foundations» be non-scientific?» In this case, we can talk about an ordinary judgment about something, and not on scientific knowledge. Therefore, it is necessary to talk about the theoretical foundations of something. The theoretical foundations of social pedagogy (the subject-epistemological level of the methodology of social pedagogy) is scientific knowledge that gives a holistic view of social pedagogy, its sections, reflecting the achievements of scientific thought about its phenomena, processes, laws. In essence, this is the same as the foundations of social pedagogy;

- *the foundations of socio-pedagogical research (cognition)* and practice are their own theories,

teachings, concepts, on the basis of which the cognitive and practical activity of the researcher is built, enriching the theory and practice of social pedagogy. Such foundations are regulated by the deontological requirements (code of ethics) of the researcher, aimed at ensuring moral and ethical duty in his activities and obtaining a scientifically based result.

They also highlight the basics of researching a particular problem of social pedagogy.

*The foundations of the study of a particular problem of social pedagogy* (the foundations of socio-pedagogical research (cognition) and practice) are their own theories, teachings, concepts, on the basis of which cognitive and practical activities are built, enriching the theory and practice of a certain section of social pedagogy. For example, the theory of social development, personality socialization, social education, correction and correction of education, pedagogy of the environment, the doctrine of the relationship between the environment and education, etc. A specific theory serves as the basis for further research of the phenomena and processes of social pedagogy, as well as the implementation of this knowledge in practice as in typical and new situations, which opens up new perspectives in the development of theory and practice.

The study of a particular problem of social pedagogy is distinguished by its **methodological levels**, which include:

- *epistemological* - research approaches, based on which it is built;
- *logical-epistemological* - the level that determines the scientific apparatus of the study of a particular problem;
- *subject-gnoseological* - these are the theories on the basis of which the research is based; the result of this research enriches this theory;
- *praxeological* - this is the practice that determines the relevance of the research, the selected problem; the experience of implementing the problem in practice, on the basis of which everything positive that characterizes it is determined, as well as reserves that can be the basis for further improvement of practical activity. At this level, the author's vision of a method for solving the problem under study is determined,

the experimental verification of which is the basis for enriching practice;

- *deontological* - these are the moral and ethical foundations of the researcher's activity, which underlie the quality of the results obtained by him. They are expressed in the relevant requirements for the applicant and can be expressed in the code of ethics of the researcher. At this level, ethical requirements are developed for the implementation of the experimentally proven author's idea in practice;

- *axiological* - this is a value result obtained by a researcher in theory (enrichment of theory) and for practice, which allows obtaining a qualitatively higher (reliable, promising, etc.) result

Research activities on solving a particular problem of social pedagogy can be represented in the form of step-by-step activities.

As the practice of organizing research activities of applicants shows, the main stages of research should include:

- the initial stage of the study;
- the stage of solving research problems;
- the final stage of research activities and determination of research prospects.

Methodological levels of research of a particular problem of social pedagogy can be represented in the form of Scheme 3.1.

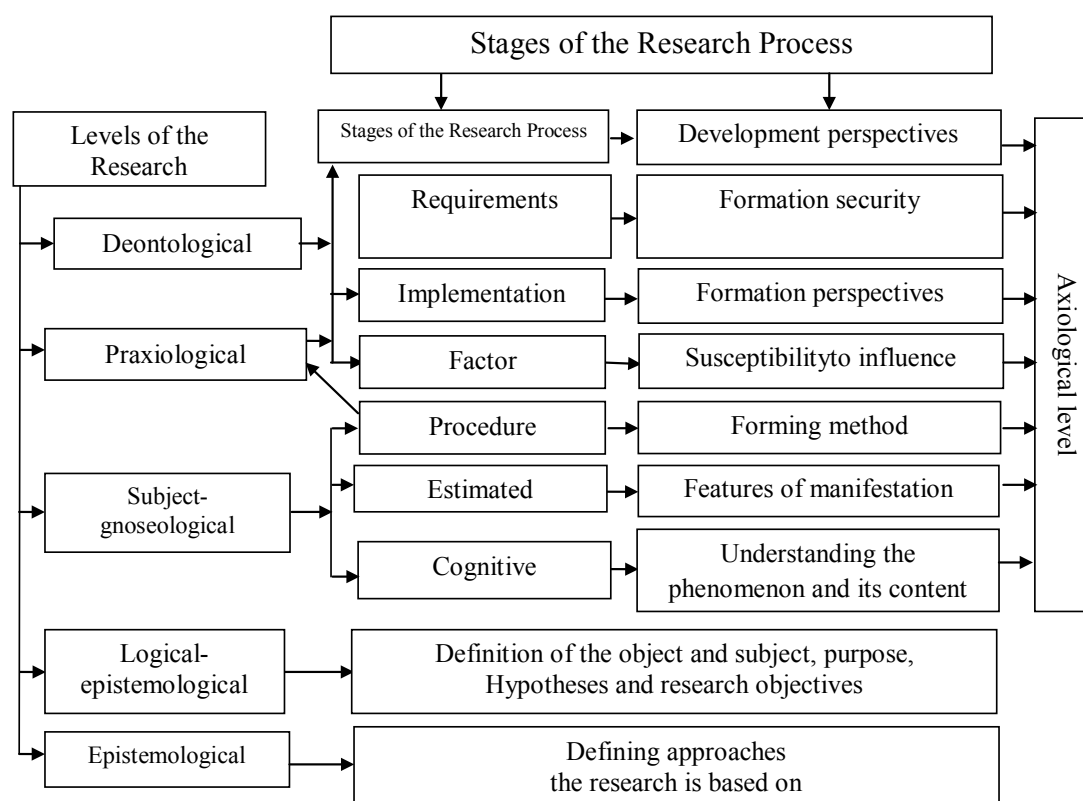
**The initial stage of the research** includes two sub-stages:

- the first one is aimed at determining the research topic and its justification;
- the second - the development of the scientific research apparatus.

Any research begins with choosing a direction of research, determining the essence of the problem, formulating the topic and its justification. Taking into account the section of social pedagogy and the needs of practice, it is necessary to determine the problem and thus substantiate the research topic, for which the practice is analyzed, the aspect in demand is determined in it, taking into account the direction of research - the praxeological level;

- the research of a specific aspect demanded by practice is analyzed, highlighting in it that which has not received sufficient reflection in the special literature - the subject-epistemological level;

Scheme 3.1. - Methodological levels of research of a particular problem social pedagogy



- the current contradiction between the need for definition (development) and its insufficient reflection in the literature is highlighted, on the basis of which the problem and the research topic are formulated;

- the approach (approaches) is determined, the reliance on which (which) will ensure the most complete and qualitative achievement of the research goal - the epistemological level;

- the scientific apparatus of the research is being developed: the object is determined (within the framework of which the research is planned) and the subject (through which it is planned to achieve the goal), the goal (the result that is planned to be obtained in the course of the research), the hypothesis (a reasonable option that allows you to obtain the predicted result, ensure the achievement of the goal research) and tasks, the solution of which will allow the development and experimental verification of the author's idea.

#### The stage of solving research problems.

At this stage, a sequential solution of the tasks (sub-stages) of the research is provided,

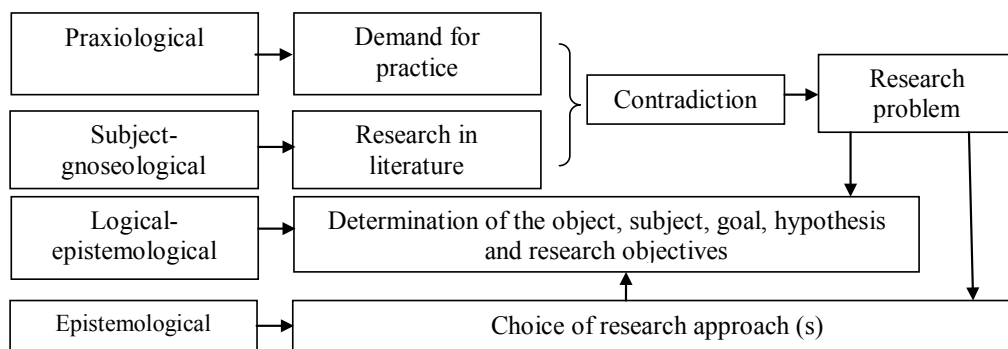
taking into account the needs of the levels of methodological knowledge:

- solution of the first task - *cognitive (cognitive) substage* - understanding the essence and content of the phenomenon (problem) under study, its (her) place (place) and role (role) for theory and practice. Understanding the essence of the phenomenon under study allows both the author and the scientific advisor (consultant), and subsequently experts and readers from a unified position with the author to analyze the accounting of this understanding in research activities (subject-epistemological level);

- solution the second task - *evaluative substage* - identifying the main components (qualitative characteristics) of the phenomenon (problem) under study, the features of their manifestation, developing criteria and indicators for their assessment, as well as the levels of its (her) manifestation and their characteristics (subject-epistemological level);

- solution of the third task - *practical-implementation sub-stage* - analysis of experience, practice of ensuring activity manifestation

Scheme 3.2 – The structure of the first stage of research



(praxeological level), identification of factors that significantly affect this activity and its effectiveness, characteristic tendencies of manifestation, development, flow, etc. the idea of achieving the goal of the research (subject-epistemological level);

- solution of the fourth problem - *implementation substage* - experimental verification of the author's idea in real conditions of practical activity. At this stage, the possibilities of managing the process of implementing the author's idea, the conditions necessary for its implementation, as well as the prospects for improving this activity (praxeological and subject-epistemological levels) are identified.

The fourth sub-stage of research activity consists of two parts of the provision of experimental work: *the development of a methodology for experimental work and the implementation of experimental work*.

The development of experimental techniques is an important part of the research. It determines how to ensure the quality of the experimental work, obtaining reasonable results of verification of the author's idea and contains methodological recommendations in accordance with the needs of the stages of the experimental work:

a) at the ascertaining stage:

- assessment of the phenomenon under study (what and how is assessed). The components of the phenomenon under study, as well as methods for assessing their manifestation, are highlighted;
- describes the methodology for evaluating each component;
- the tools for assessing each component and the phenomenon as a whole are determined;

- risk factors for the implementation of the author's idea are identified (as a rule, this aspect is rarely seen in research materials) and the prospects for their prevention or mitigation of their negative impact on the achievement of the verification result are predicted;

- recommendations to the subjects of the implementation of the author's idea, due to the needs of working with specific people, aimed at preventing their deformation (deontological level of methodological knowledge). The object of work in the process of experimental verification is not «subjects» (as researchers often write about them), but ordinary people included in the experimental group. This fact dictates the need to carefully consider methodological recommendations to the participants in the implementation of the author's idea, so that their activities do not lead to destructiveness. This is the essence of deontological requirements for the subjects of experimental work.

**The final stage of research activities and determination of research prospects.** At this stage, the analysis of the obtained materials in the course of the study, the assessment of their theoretical and practical significance, the formulation of conclusions, as well as promising directions for further research is provided. The stage includes the following sub-stages:

- *analytical sub-stage* - analysis of the materials received during the study;
- *evaluative sub-stage* - evaluation of the materials received during the study (axiological level). During it, the assessment is carried out at all levels of methodological knowledge:

a) the validity of the chosen approach (approaches) in solving research problems (epistemological level);

b) literacy of the formation of the scientific apparatus, its compliance with the needs of the most complete solution of problems, achievement of the research goal (logical and epistemological level);

c) the theoretical significance of the research - the enrichment of theoretical knowledge in accordance with the tasks being solved: deepening and expanding the understanding of the phenomenon under study, its structure; features of components manifestation, levels of manifestation, criteria and indicators of their assessment; the author's idea of a way to achieve the goal (model and / or technology

for achieving it; the dynamics of the formation of the phenomenon under study; factors that significantly affect its formation; conditions necessary for the implementation of the author's idea; ways of improving social and pedagogical activity to provide a solution to the problem posed in the study, and so on;

d) deontological provisions (requirements) arising from the results of experimental work (deontological level). They are usually included in the methodological recommendations developed by the applicant based on the research results.

e) determining the prospects for researching the problem.

These are the theoretical and methodological foundations of the research activity of a particular problem in social pedagogy.

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#### **Әлеуметтік педагогикадағы зерттеушілік іс-әрекеттің теориялық-әдіснамалық негіздері**

**Аңдатпа.** Мақалада әлеуметтік педагогикадағы зерттеушілік іс-әрекеттің теориясы мен әдіснамасының ғылыми негіздері қарастырылады, әлеуметтік педагогиканың жеке мәселелерін зерттеудің әдіснамалық деңгейлері айқындалады. Мақалада ғылыми зерттеудің құрылымы көрсетіледі. Әлеуметтік педагогика әдіснамасының мәнін ұғынуда оның объективті сипатын есепке алу қажеттілігі негізделеді, өйткені ол теория, практикалық және зерттеушілік іс-әрекеттің іргелі негізін құрайды. Зерттеушілік іс-әрекетті табысты жүзеге асыру әрдайым субъективті болады және әлеуметтік педагогика саласындағы зерттеушінің теориялық және практикалық даярлығына байланысты.

**Түйін сөздер:** негіз, теория, әдіснама, зерттеу, құрылым.

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#### **Теоретико-методологические основы исследовательской деятельности в социальной педагогике**

**Аннотация.** В статье рассмотрены научные основы теории и методологии исследовательской деятельности в социальной педагогике, выявляются методологические уровни исследования отдельных проблем социальной педагогики. Показана структура научного исследования. Обосновывается необходимость учета объективного характера при понимании сути методологии социальной педагогики, так как она формирует фундаментальные основы теории, практической и исследовательской деятельности. Эффективная реализация исследовательской деятельности всегда субъективна и связана с теоретической и практической подготовленностью исследователя в сфере социальной педагогики.

**Түйін сөздер:** основы, теория, методология, исследование, структура.

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