



ORGANIZING SCIENTIFIC AND SOCIO-PEDAGOGICAL RESEARCH AMONG STUDENTS OF HIGHER EDUCATIONAL INSTITUTIONS AS A PEDAGOGICAL ISSUE


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Annotation. *This article analyzes the problems that arise in the process of organizing scientific and socio-pedagogical research among students of higher educational institutions, their causes, and ways to overcome them. The essence of scientific research activity, the necessity of developing research competence among students, as well as the role of modern pedagogical approaches and integration processes are scientifically substantiated. In addition, the article identifies ways to improve the quality of education in the higher education system through the practical application of research results.*

Keywords: *higher education, scientific research, socio-pedagogical problem, research competence, integration, innovative education, scientific supervision.*

The attainment of independence by our Republic has opened wide opportunities for the development of science in various fields. In this process, the tireless efforts and creative pursuits of our scientists have played a particularly significant role. Indeed, on January 31, 2020, during a meeting with scientists, young researchers, heads of scientific research institutions, and representatives of the industrial sector, the President of the Republic of Uzbekistan, Shavkat Mirziyoyev, emphasized “*the importance of increasing the efficiency of implementing scientific developments and ensuring that research corresponds to the needs of industrial enterprises*” [1].

From this point of view, studying the philosophical and methodological aspects of the scientific and creative activities of scholars has become one of the most urgent issues today. As science continues to progress, the need and demand for it also increase. Engaging in creativity, conducting scientific research, discovering innovations, identifying and solving scientific problems, developing intellectual capacity, and encouraging young people to pursue science are among the most important tasks of our time. The process of conducting scientific and creative work has a unique methodological nature, in which the interrelationship between the subject and the object plays a crucial role. Such integration enables the researcher to exert a consistent influence on their object of study (research topic). Through this process, an individual strives to achieve their intended goal by exploring all innovations and historical developments in science, immersing themselves in that environment, modifying certain aspects of it, and creating substantiated innovations.



One of the main tasks of higher educational institutions is to develop scientific thinking, creative research skills, and a scientific approach to solving social problems among students. Therefore, the organization of students' scientific and socio-pedagogical research activities is considered a pressing pedagogical issue

1. The Pedagogical Essence of Scientific Research Activities

Scientific research is a creative activity aimed at developing human thinking, deepening knowledge, and generating new ideas. Participation in research work enables students to develop competencies such as independent thinking, analytical reasoning, problem-solving, and drawing conclusions. For this reason, organizing research activities is regarded as an integral part of the educational process in the higher education system.

2. Scientific and Social Research as a Pedagogical Problem. In establishing students' scientific activities effectively, a number of challenges exist — including insufficient knowledge of research methodology, an underdeveloped system of scientific supervision, weak motivation for research, and limited material and technical resources. To overcome these issues, it is necessary to integrate research activities into the educational process, use modern ICT tools, create a creative and innovative environment, and encourage students' independent research initiatives.


3. Formation of Research Competence. Research competence among students is developed through lectures, seminars, practical sessions, discussions, training exercises, written works, project-based activities, and academic internships. This process helps students master scientific analysis, reason based on evidence, and prepare to effectively present and defend their research outcomes.

4. Integration and the Development of the Scientific Environment. In the higher education system, integration processes play a key role in organizing students' research activities. Integration refers to the interconnected development of education and science. Integrative processes based on the unity of science and education expand the scientific potential of higher educational institutions and foster creative thinking among students through laboratory research, project work, and practical activities.

5. Ways to Solve the Problem. To address the above-mentioned pedagogical challenges in the higher education system, it is advisable to implement the following measures:

- Include **research methodology courses** in academic curricula;
- Improve the **qualifications of scientific supervisors**;
- Encourage students' **active participation in research centers and academic clubs**;
- Establish mechanisms for the **implementation of research results in practice**;
- Promote **scientific works** and organize **conferences and forums** to increase engagement and motivation.

Organizing and developing students' scientific and socio-pedagogical research in higher educational institutions is considered a pedagogical problem for several reasons: the



need to develop research skills that meet modern standards, to increase students' interest in scientific inquiry, to strengthen the material and technical base, to consider pedagogical factors during the research process, and to determine directions aimed at applying research results in practice. The main aspects of this issue are as follows:

Developing students' scientific potential: The primary task of higher educational institutions is to form students' research skills, teach them research methods, and enhance their interest in scientific investigation.

Integrating research into the educational process: It is necessary to integrate research activities into academic curricula, involve students in independent research, and support them in carrying out scientific projects.

Applying modern pedagogical approaches: It is important to implement modern information and communication technologies (ICT) in the research process, and to use creative approaches, problem-based learning, and project-based learning methods to foster innovation and active participation among students.

Providing material, technical, and resource support: To sustain students' research activities, appropriate laboratories, technical equipment, and scientific literature must be made available.

Applying research results in practice: It is essential to ensure that research findings are applied in students' future professional fields, aimed at enhancing their professional skills and contributing positively to social life.

Ways to solve the problem: Improving educational and methodological support in higher educational institutions by including research methodology subjects in academic curricula and developing instructional materials for managing research activities.

Strengthening scientific supervision: Preparing professors and teachers to guide students in research work and enhancing their scientific supervisory competence.

Activating research centers and scientific communities: Uniting students through various scientific circles, research centers, and project-based collaborations to promote teamwork and academic engagement.

Promoting research results: Organizing events for defending students' research works, holding scientific conferences, and publishing the best research papers to encourage and recognize academic excellence.

Thus, organizing students' scientific research in higher educational institutions is a multifaceted pedagogical issue that encompasses improving pedagogical technologies, involving students in scientific activities, supporting their academic interests, and preparing specialists who meet the demands of the modern world.

It is well known that mastering basic research competencies leads to the overall development of a teacher's research competence. The ability to conduct research is formed among students both during the educational process and through extracurricular activities and various forms of academic engagement.



The main ways, methods, and technologies for developing research competence among university students include:

- attending **lectures, seminars, and practical classes**;
- participating in **discussions, business games, conversations, and training sessions**;
- completing **written assignments** (essays, reports, presentations, analytical and reflective papers);
- solving **professional tasks**;
- working on **various classroom projects** and presenting their results;
- carrying out **academic and research-based assignments**;
- performing a **system of tasks during internships and practicums**;
- participating in **extracurricular events and project implementations**;
- preparing and defending **course papers and final qualification (thesis) works**.

In the higher education system, integration processes play an important role in organizing students' scientific research activities. Integration means the interconnected development of various branches of science, bringing them together into a unified and holistic system.


An integration process based on purposefully directing students toward scientific research within the educational process contributes to the expansion of the scientific potential of higher educational institutions in a short period of time.

Today, the development of integration between science and education largely depends on the quality and effectiveness of the research being conducted. In the current era of technological advancement, the research carried out in higher education institutions is primarily aimed at finding solutions to existing problems. In this regard, the role of scientific laboratories is of particular importance.

Scientific and socio-pedagogical research refers to students' activities aimed at identifying scientific problems within their professional field, finding solutions, and implementing them in practice. In higher education, this process is recognized not only as an integral part of the learning system but also as an innovative element of the pedagogical process.

The formation of students' scientific research competence is carried out in the following directions:

1. **Theoretical preparation** – providing knowledge about scientific methodology, stages of research, and data analysis;
2. **Practical research activity** – gaining experience through small research projects, coursework, and independent analytical tasks;
3. **Reflective development** – evaluating one's own performance, analyzing results, and forming scientific culture.



Thus, organizing scientific and socio-pedagogical research among students is not only a part of the educational process but also an important pedagogical issue. To address it, it is necessary to:

- improve the **system of scientific supervision**;
- involve students in **research activities from an early stage**;
- strengthen **methodological preparation**;
- create a **scientific and creative environment**.

Such an approach serves as an effective means of developing scientific culture in higher educational institutions, preparing students for independent inquiry, and supporting their personal and professional development.

In conclusion, the effective organization of students' scientific and socio-pedagogical research activities in higher educational institutions is an important factor in improving the quality of education, preparing young scientists, and modernizing the pedagogical process. Viewing this process as a pedagogical problem, conducting its systematic analysis, and developing appropriate solutions help strengthen both the theoretical and practical foundations of innovative development in education.

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