

Pedagogical and Psychological Foundations for Developing Research Skills in Future Educators Regarding Social-Pedagogical Problems

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Abstract: This article highlights the pedagogical and psychological foundations for developing future educators' skills in researching social-pedagogical problems. The content of research activity, its role in forming future educators' professional competence, and the mechanisms for preparing them to scientifically study social-pedagogical problems are analyzed. Effective methods for developing students' skills in conducting scientific research, identifying problems, collecting and analyzing data, and drawing conclusions are also presented. The research results will contribute to establishing a scientific approach in the professional activities of future educators and to improving the educational and upbringing process.

Keywords: Future educator, social-pedagogical problem, research skills, professional competence, pedagogical training, psychological factors, scientific research, reflection, educational process, innovative approach.

Introduction: In the modern education system, the requirements for educators' professional competence are constantly increasing. A specialist working in preschool educational institutions must not only have a deep understanding of children's age and individual developmental characteristics but also possess the ability to identify various social-pedagogical problems that arise in the educational and upbringing process, analyze them on a scientific basis, and develop effective solutions. This is because current processes of globalization, the rapid development of information technologies, changes in family relationships, and the increasing complexity of the social environment directly affect children's upbringing. In such conditions, an educator's professional activity is not limited to pedagogical influence alone but also includes the scientific study of problems, identification of their causes, and the development of preventive measures. Preparing future educators for scientific-research activity is one of the priority tasks of pedagogical

education. Developing research skills in students studying at higher education institutions — such as observation, analysis, problem identification, advancing scientific hypotheses, data collection and processing, and drawing conclusions — will enhance the effectiveness of their future professional activities. In particular, research competence is of great importance in studying issues related to children's development, family upbringing, social adaptation, communicative relations, and educational problems in the preschool education system.

Social-pedagogical problems are related to complex processes arising within the system of relationships between society, family, educational institutions, and the individual. Their effective solution requires a scientifically grounded approach. Issues such as children's socialization, the influence of the family upbringing environment on educational outcomes, relationships with peers, adaptation problems in inclusive education settings, and the impact of the information space on children's consciousness are

among the most pressing social-pedagogical problems today. A deep study of these problems and the development of effective solutions require future educators to possess research competence.

Developing future educators' skills in researching social-pedagogical problems is an important component of their professional training. These skills enable students to scientifically evaluate problems encountered in educational practice, analyze pedagogical situations, apply innovative approaches, and make informed decisions. Furthermore, research activity contributes to the development of qualities in future educators such as independent thinking, critical analysis, creative approach, and professional reflection.

In the current pedagogical education process organized on the basis of a competency-based approach, ensuring future educators' readiness for scientific-research activity and forming practical experience in identifying and studying social-pedagogical problems is of particular importance. Therefore, it is necessary to develop future educators' research competence in the higher pedagogical education system through the teaching of research methods, the use of problem situations in practical and laboratory classes, conducting scientific observations during pedagogical practice, and organizing project activities.

This will create opportunities for preparing highly qualified and creative educators who are capable of scientifically studying and solving social-pedagogical problems and who meet the requirements of modern education. This, in turn, will contribute to improving the quality of preschool education, ensuring the comprehensive development of children, and enhancing the intellectual potential of society.

Research skills are one of the important components that define the professional competence of a modern educator. These skills include the ability to identify problems, advance scientific hypotheses, define research goals and objectives, analyze scientific sources, collect and process data, interpret results, and draw scientifically grounded conclusions. For future educators working in the preschool education system, the formation of research skills is of great importance in identifying social-pedagogical problems that arise in the educational and upbringing process, analyzing their

causes, and developing effective solutions.

The development of research skills in the process of preparing future educators for professional activity is based on a number of pedagogical principles. These principles serve as the theoretical and methodological foundation that determines the content, methods, and organizational forms of the educational process.

The principle of scientificity is the main criterion for organizing research activity. This principle involves equipping students with a system of scientific knowledge and directing them to study pedagogical phenomena and processes on the basis of a scientific approach. In the process of conducting research, students master scientific methodology, research methods, technologies for data analysis, and generalization of results. This contributes to the development of evidence-based thinking, objective evaluation, and the ability to draw scientific conclusions.

The principle of systematicity and consistency requires the gradual and coherent formation of research skills. The elements of research activity cover processes ranging from simple observation and data collection to complex analytical and prognostic activities. Students first learn to work with scientific information, identify problems, and formulate research questions, and later acquire skills in developing scientific hypotheses, selecting research methods, and analyzing results. Such consistency ensures the formation of research competence as an integral system.

The principle of connection with practice serves to integrate future educators' theoretical knowledge with real pedagogical activity. Organizing research tasks based on real problems encountered in preschool educational institutions brings students closer to practical activity. Through pedagogical observations, diagnostic research, experimental work, and practical projects, students gain the opportunity to apply their knowledge in practice. As a result, they develop experience in solving professional problems on a scientific basis.

The principle of student-centered education takes into account the student's individual abilities, interests, and needs in research activity. Each student must have the opportunity to choose research topics that correspond

to their scientific interests and professional orientations. This develops their independent thinking, creative approach, and ability to promote innovative ideas. A student-centered approach increases students' activity and motivation in the research process and strengthens the need for self-development.

The principle of supporting reflective activity is aimed at the student's analysis, evaluation, and improvement of their own activities. Through reflection in the research process, the student identifies their achievements and shortcomings, evaluates the effectiveness of the methods used, and plans their future activities. The reflective approach contributes to the formation of research culture, the development of critical thinking, and professional growth.

High efficiency is achieved when the development of research skills in future educators is carried out on the basis of the principles of scientificity, systematicity and consistency, connection with practice, student-centeredness, and support for reflective activity. The educational process organized on the basis of these principles serves to develop students' competencies in conducting independent scientific research, analyzing pedagogical problems, developing innovative solutions, and making scientifically grounded decisions in professional activity. As a result, they are formed as qualified specialists capable of effectively solving social-pedagogical problems that arise in the preschool education system.

From a pedagogical point of view, the process of developing future educators' skills in researching social-pedagogical problems requires the effective implementation of modern educational technologies and innovative methods into educational practice. In this process, problem-based learning, the project method, case study, practical research, interactive methods, and digital educational technologies are of particular importance. These methods expand opportunities to connect students' theoretical knowledge with real pedagogical situations, scientifically analyze existing problems, and develop their solutions. In particular, problem-based learning technology forms students' skills in identifying problem situations, studying cause-and-effect relationships, and advancing scientific hypotheses. The project method develops competencies in conducting independent

research, collecting and systematizing data, and presenting practical results. Through case-study technology, students gain experience in studying complex social-pedagogical situations encountered in preschool education practice, analyzing them, and making appropriate decisions.

The effective organization of future educators' research activity is directly related not only to pedagogical but also to psychological factors. From a psychological perspective, research activity develops in close connection with the individual's internal motives, intellectual potential, reflective abilities, and critical and creative thinking. Therefore, taking these factors into account in the process of forming research skills is of important methodological significance.

The development of these skills in future educators is carried out in the following stages:

1. **Problem identification stage** — observation of social-pedagogical situations and identification of current problems.
2. **Data collection stage** — use of observation, interviews, questionnaires, and diagnostic methods.
3. **Analysis stage** — systematization and scientific analysis of the collected data.
4. **Conclusion and recommendation development stage** — development of practical recommendations for the identified problems.
5. **Reflection stage** — evaluation and improvement of research results.

These stages contribute to the consistent development of future educators' scientific-research competence.

CONCLUSION

In conclusion, the development of skills in researching social-pedagogical problems in future educators is an important component of their professional training. This process is carried out on the basis of the harmonious integration of pedagogical and psychological factors. The development of research skills enables educators to solve problems arising in their professional activities on a scientific basis, improve the quality of education and upbringing, and effectively organize innovative activities. Therefore, the wide introduction of educational technologies focused on research activity in higher pedagogical education institutions is one of the urgent tasks.

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