DETERMINING THE LEVEL OF STUDENTS' RESEARCH SKILLS AND DESIGN THE MODEL OF INFLUENCING FACTORS ON RESEARCH SKILLS

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Abstract

Purpose of Study: The main purpose of this research was to determine the level of research skills of students and design the model of the factors influencing it. This analytical-descriptive research was carried out in two stages. First, the level of skill and ability of students was obtained and then, based on interviews with them, factors affecting their skill level were obtained in the form of a pattern.

Methodology: To do this research, first, the student's ability to research was studied to determine the status quo. To this end, a researcher-made questionnaire was designed to assess students' ability to research in four areas of knowledge of the components of scientific research, knowledge of types of scientific research, the ability to produce a scientific research proposal and the ability to perform and report scientific research. According to their answerers, their ability to be classified into three levels of limited, acceptable and advanced categorization.

Results: The results showed that more than 50% of students with a low level of satisfaction are eligible for the practical implementation of research. Also, the pattern showed that students, school and teachers, and parents are effective at their level of ability to do research.

Implications/Applications: After the implementation of the questionnaires, the results were shared with the participants and interviewed about the reasons and factors affecting their level. After the interview, repetitive clauses were identified and with the help of Max software, the pattern was designed.

Keywords: Research Activity, Independence, Professional Activity, Higher Educational Institution.

INTRODUCTION

The curiosity and tendency to research are the natural tendencies of every human being, and the desire to recognize, disclose, and discard the unknowns is instinctively in man and emanates from the childhood (Smirnova, 2017). In addition, sustainable development is not possible without education, and neither of them is possible without the institutionalization of human research. Research and research should play a decisive role in solving the problems of society and other fields. Promotion of research culture and the establishment of a research system is a necessary model of development (Ajeenkya, 2014, Saeedi, Mousavi Nasab, Mehdi ZadehZareAnari, Ebrahimi, GorganiNezhad, & Divsalar, 2015).

As the world moves inexorably towards advancement and technology and goes into complexity, the breadth of science has made the need for research and researcher more felt. The implementation of research programs in schools can invite children to look at each other and think differently, and instill in them the spirit of curiosity(Kutepov, 2017). If the teaching of "how to research" is properly defined and taught to children, then the taste of thinking through listening and seeing your craftsman can create a sense of researcher in them in today's world, knowledge is one of the main axes and indicators of the progress and excellence of each society and is considered one of the factors of development (Bulaeva, 2017). The role of research and learning in learning is also very effective. The educational system of each country, as a dynamic and targeted system, plays a decisive and constructive role in the production and development of science and seeks to increase knowledge production. In the age of knowledge and innovation, which is the main source of global economic competition, the educational system of each country is working to bring the knowledge produced to increase innovation. Since students are the main source of knowledge production and are the main assets, they must be properly managed on their knowledge and try to discover hidden assets in their minds so that these treasures become valuable assets (Barber, 2013, Escobar, Edisson Stiven Castro. 2018).

It goes without saying that the purpose of learning is not to accumulate students' minds of information, but to get the learner to reasonably think and create for himself rational and searchable thinking. Examining topics as a historian and gaining knowledge. He knows to know a process, not a result. Brunner always recommends a methodology that is really about student activity and research (Ilyashenko, 2018; Sears, (2018).

Learning is not just about training and physical presence in educational settings, but research and research can also add to science (Vandergrift, 2007). Research is an important factor in generating knowledge, knowledge, and progress of the human community, and the amount of research done in each community is the index of development of that society (Bicheva, 2017). But at the moment it seems that research is not only ignored in all academic disciplines, but also in universities and higher education, and research is not realistic (Lubov, 2018; Baroughi, & Zarei, 2013).

METHODOLOGY

To do this research, first, the student's ability to research was studied to determine the status quo. To this end, a researcher-made questionnaire was designed to assess students' ability to research in four areas of knowledge of the components of scientific research, knowledge of types of scientific research, the ability to produce a scientific research proposal and the ability to perform and report scientific research. According to their answerers, their ability to be classified into three levels of limited, acceptable and advanced categorization. Then the results of the questionnaires were given to the participants and in organized interviews, they were asked to determine what factors had an impact on their attainment. The results of the interviews were categorized as numbered items and the model of the factors influencing the research's extent was designed in the students based on these terms.

RESULTS AND DISCUSSION

The results of the questionnaire on students' ability to research showed that their condition was not pleasant (see Table 1).

Table 1.students' ability to research

Research components	Levels		
	Limited	Acceptable	Advanced
Knowledge of the components of a scientific research	8 %	54 %	38 %
Knowledge of types of scientific research	12 %	62 %	26 %
The ability to produce a scientific research proposal	48 %	34 %	18 %
The ability to perform and report scientific research	69 %	22 %	9 %

The results showed that students were theoretically familiar with the research, its components and types of scientific research, with about 60% of them at an acceptable level and about 30% of them at an advanced level. But their practical ability was at a low level to create a scientific research proposal, implement it, and report it. Only about 25 percent of them were at acceptable levels, and more than 50 percent did not have the ability to do so.

After the implementation of the questionnaires, the results were shared with the participants and interviewed about the reasons and factors affecting their level. After the interview, repetitive clauses were identified and with the help of Max software, the pattern was designed (see Figure 1).

School and Educational System

Education should have a dynamic system in which science and research are institutionalized, and research in that position acquires its true position. If so, the curiosity and passion for research in students will be strengthened and potential talents become actual. The content of textbooks should be such as to motivate students to research and research. Activities will be developed after each lesson to lead students' curiosity and lead them to research. Performing extracurricular activities and organizing scientific, cultural and artistic competitions, presenting research articles and researches by students is also a step towards a culture of research and education in education that helps promote research and education in education. The impact of school equipment such as library, magazine, website, and access to research sites is indisputable. Also, booksellers who understand the needs of students and who are always looking for new books will encourage students to study and research, when needed, using modern librarianship techniques and have a significant role in developing the research culture in Have schools. Due to the importance of the issue, it is necessary to make sure that librarians are selected and that continuous training is provided for them.

In this pattern, three main factors influencing the development of research skills in students were obtained.

Figure 1.students' ability to research
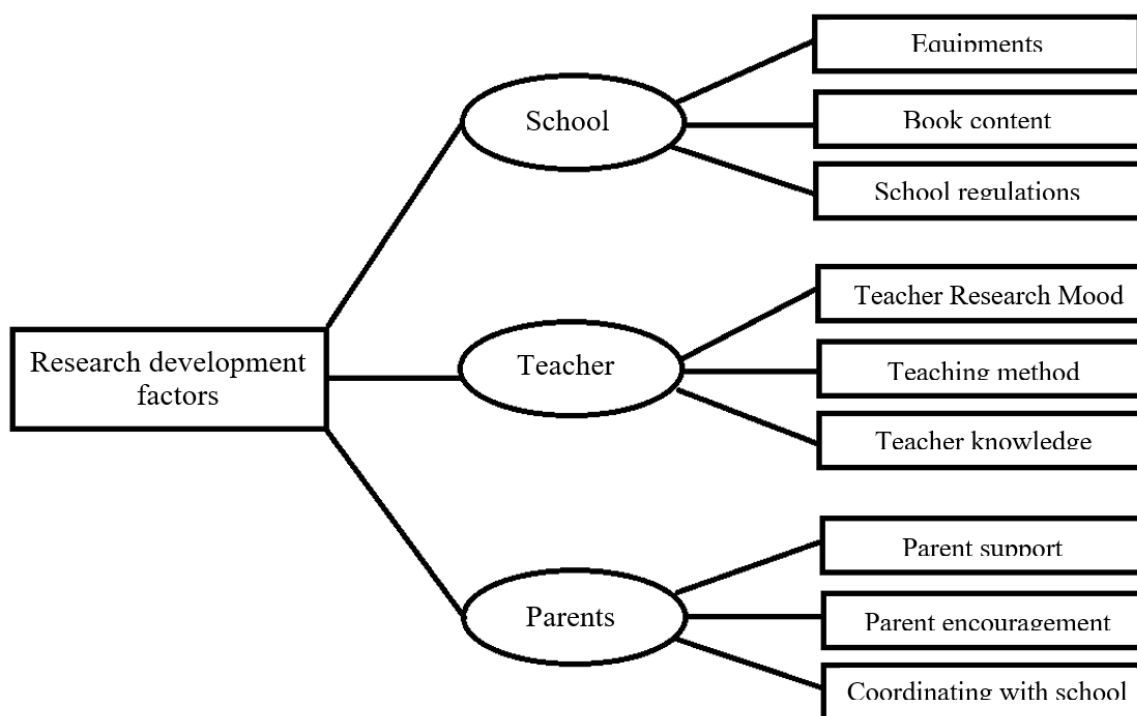
Teachers are the main source of knowledge creation. The teacher in the culture of society is synonymous with research and study, and this culture should be created among teachers. If students are accustomed to studying and study and enjoy the discovery, the community will be managed by well-informed citizens. Teachers are the pioneers of students' intellectual development. Experienced and knowledgeable teachers in all their lives are looking for new ideas and content to fill up the lessons. They teach students how to think, think reasonably, how to observe, and how to set their own observations. Teachers should be able to plan and direct the students' academic activities and strengthen the spirit of co-operation and intellect in them. To achieve this goal, your teachers must be scholars and collaborate with them. In this regard, it should be noted that, first, the roots and factors of creating an interest in research should be sought among teachers, and then they created the field of their effective scientific introduction to the research process. Emphasizing the "research-driven learning" approach with the goal of learning based on research and providing research, the student seeks to explore the stitches, and the teacher only has a lead role and guidance. The "Teacher's Teaching" project has had a positive impact on the modification of the teaching method of learning. Also, the creation of a group called "Researchers of Schools" is a planned effort to blossom the talents of the cultural community.

The family has always been an important venue as an appropriate place to foster student talent. The parental support role, encouragement, mentality and their contribution to research can play a significant role in the development of research culture. In this regard, at the beginning of the school year, you can invite parents to attend school and put them in the process of research. Family education classes can be local to teach attractive and enjoyable research methods. Since it is necessary for students to work outside the school environment for the purpose of conducting the research, parental cooperation is necessary in this regard.

CONCLUSIONS

Today's development is one of the most important issues that has focused on developing countries. The limitation of energy resources and efficient human resources has created a tight competition between these countries in terms of achieving ways to make them as quickly as possible. In order to achieve development, it seems that there must first be changes in the attitude towards education.

One of the most important factors influencing the issue of research in schools is: Attitude and belief of managers and educational system leaders about the status and importance of research, the degree to which the need for research teachers, the inadequacy of research in society, the amount of resources Mali, the rate of utilization of motivational factors for the promotion of research, the amount of scientific information and teaching resources of teachers, and the share of research funding of each country.

Obviously, research culture in schools will not be institutionalized without adequate funding. Equipping schools with library and computers and increasing their ability to create motivational and incentive factors to persuade managers and teachers and students to research and research needs to allocate appropriate credits. Appropriate planning to raise the level of knowledge of teachers, in particular, their practical and theoretical knowledge of the principles and methods of research and research, the allocation of adequate funding for research activities, the establishment of the field of cooperation between universities and higher education institutions with researchers and teachers of education and use Specialist forces in this regard can be very useful for institutionalization and research and culture in the community. It is expected that by utilizing collective wisdom and native capacity in decision making and decision making, the field of comprehensive participation in research can be provided.

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