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THE SIGNIFICANCE OF THE RESEARCH PROCESS, TYPES, AND METHODOLOGIES IN ENHANCING THE RESEARCH COMPETENCE OF EDUCATORS

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DOI: <https://doi.org/10.5281/zenodo.15178829>

Abstract. *Research competency is a necessary ability for teachers in the evolving field of education as it enables them to critically engage with pedagogical changes, design innovative teaching practices, and contribute to academic debates. The relevance of the research process, its many types, and the strategies used to raise the research competency of teachers is investigated in this article. Emphasizing their use in educational research, the study looks at qualitative, quantitative, and mixed-methods approaches.*

Keywords: *research competence, educators, research process, qualitative methods, quantitative methods, mixed-methods approach, professional development.*

Introduction. It is known that participation in scientific endeavors requires comprehension of the scientific research process, its classifications, and methodologies. Acquiring sufficient knowledge and cultivating relevant skills is crucial in improving research ability. In the twenty-first century, educators must possess research skills since these are essential competencies. Research enables them to comprehend educational trends more effectively and provide solutions to tackle practical classroom challenges.

Research enables educators to meticulously analyze educational occurrences, use evidence-based methodologies, and enhance student outcomes. Many educators have difficulties in research competency due to insufficient training, time limitations, or inadequate methodological expertise (Creswell & Creswell, 2018). This article examines how various forms, methodologies, and research processes enhance teachers' research competency, hence promoting an inquiry-based culture in teaching and learning.

Starting with the identification of a problem or question, educational research follows a methodical approach. Teachers have to set research objectives, conduct a literature review, choose an appropriate method, collect and assess data, and provide results that direct instruction. According to Dörnyei (2007), a clearly defined research process helps teachers to critically assess current materials, use suitable approaches,



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and get important results. Using this method sharpens their analytical skills and increases their ability to make data-based teaching decisions.

Usually, educational research falls into three categories: foundational, applied, and action research. While applied research focuses on solving specific educational difficulties, fundamental research tries to provide theoretical frameworks free of direct practical relevance. Especially helpful for teachers, action research is a methodical study of teaching actions to improve instructional strategies (McNiff, 2017). This research supports continuous professional development, therefore allowing teachers to assess their approaches and implement improvements.

Research methods are crucial for increasing teachers' research competency by providing methodical means of analyzing instructional difficulties. Three main methodological models that are qualitative, quantitative, and mixed methods fulfill different research objectives (Musoyeva, 2021).

Qualitative research methodologies, including case studies, ethnography, and interviews, enable educators to investigate intricate educational problems comprehensively. Through the examination of narratives, classroom dynamics, and student experiences, educators may get insights into the social and psychological dimensions of learning (Merriam & Tisdell, 2016). This approach is especially effective in examining student motivation, teacher-student interactions, and classroom dynamics.

Quantitative research uses statistical analysis to examine relationships between variables. Surveys, experimental designs, and correlational studies enable educators to monitor student learning outcomes, assess teaching effectiveness, and analyze instructional interventions (Cohen, Manion, & Morrison, 2018). Engaging in quantitative research enables educators to improve their skills in data interpretation, hypothesis testing, and evidence-based decision-making.

The mixed-methods approach combines qualitative and quantitative aspects, offering a thorough knowledge of educational processes. This methodology enables educators to validate results, enhance research validity, and get profound insights into teaching and learning dynamics (Creswell & Plano Clark, 2017). Utilizing mixed methods, educators augment their research proficiency by acquiring several data gathering and analysis strategies.

Research competency has great influence on teachers' professional development as it guides them to advance in their fields. Growing research competency gives teachers analytical abilities, critical thinking, and problem-solving ability, all of



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which advance their careers. Researching teachers are more likely to use reflective techniques, use creative teaching approaches, and contribute to the scholarly conversation. Furthermore, a research-oriented approach helps teachers to properly examine curricula, instructional strategies, and evaluation procedures (Burns, 2019).

To help teachers in developing their research skills, educational institutions should thus support research training programs, seminars, and cooperative efforts with academic researchers by means of a research-driven culture so bridging the gap between theory and practice (Botirovna, 2024).

In conclusion, it can be said that the research process, along with various research types and methodologies, is crucial for augmenting educators' research proficiency. Through systematic inquiry, educators enhance their ability to make informed pedagogical decisions, employ evidence-based practices, and contribute to academic advancement. Qualitative, quantitative, and mixed-methods approaches offer diverse methodologies for investigating educational issues, thereby enabling educators to refine their research skills. Ultimately, the integration of research into educational practice fosters professional development, leading to more effective teaching and improved student learning outcomes.

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