

EDUCATIONAL RESEARCH AS A WAY TO IMPROVE EDUCATIONAL PRACTICE

Setting the problem. Educational research, which holds an important place in the questioning of information, is seen to be significant in education. The importance of educational research cannot be ignored in the improvement of the quality and development of an educational system. Therefore, the role of educational research is quite large in the creation of a quality educational system in a country.

Educational research should aim at improving educational practice to understand it and make it better. It should be a critical, reflective and professionally oriented activity. Educational research has three objectives: to explore issues and find answers to questions (for academics), to share policy (e.g. relationships between education/work/training, for policy makers) and to improve practice (for practitioners) [1]. Historically the role of the educational researcher has moved from academic theorist, through expert consultant, to reflective practitioner. Educational research has changed from the positivist assumptions underpinning the scientific–experimental paradigms which had prevailed during the 20th century, to the recent postmodernist and poststructuralist trends, which challenged the previous assumptions. Educational purposes are many and varied, and there is probably no consensus on this issue. The purposes of education can be affected by the context of the historical periods and by ideology. The purposes of education research can also be affected by the views and beliefs of reality.

Methods. To solve the tasks of the research, the theoretical methods were used: analysis, comparison, generalization, classification and systematization of theoretical data.

Outcomes and findings. Educational research in many different fields of study is carried out by scientists in order to increase the quality of education. Teachers, one of the leading actors in an educational system, are expected to practise educational applications in the classroom in light of the results obtained from educational research. In other words, it is necessary that teachers must follow up the innovations and monitor the contemporary developments closely through the results of educational research.

Therefore, teachers must always follow up recent educational research and have the role of an educational researcher. Teachers, like all individuals doing different kinds of jobs, must follow the recent developments in their fields closely and then move the acquired experiences and knowledge to the practice area in order to improve their professional competence. In this regard, teachers are continuously expected to follow up the educational research related with their field area closely, and to implement the results driven from these studies in their classrooms. However, it is not quite possible to say that teachers seem to benefit from education research adequately. Although educational research is seen to increase in quantity, the utilisation rate of these studies remain rather low in terms of educational practices. In this context, the views of teachers who move the acquired results driven from educational research into the practising area, namely classroom, can be said to hold a very important place. In this sense, teachers' views in terms of educational research can be stated to be very crucial for researchers as the results obtained from these studies are important for increasing the quality teaching and learning process in the classroom.

Educational research occupies a prominent place in our modern era. It is important for the following reasons:

- It provides basic information about educational work as it is used in policy and educational decision-making.
- It qualifies students to deal with educational problems based on scientific foundations. It helps them to apply what they have learned in the field of educational.
- It contributes to find the best designs for learning environments and organize them in scientific grounds.

- It works to improve and follow the developments and requirements of change in life.
- It shows the least outcomes of the field of education.
- It is characterized by spacious environment that is composed of various aspects of different interdependences.

Today, the world lives in a frantic race to obtain the maximum knowledge derived from all the sciences that lead to progress and advancement. Scientific knowledge is the key to progress and development; it is essential for humans to overcome obstacles and to achieve the desired goals. Educational research provides persons with strategies allowing them to correct errors and take new actions that enable them to achieve their aspirations in life. This knowledge is not mere reading or reviewing books, rather it is the intelligence of somebody to detect many of the phenomena that he/she does not know. To gain this knowledge, the academic institutions are the main centers of this vital scientific activity as they have the key role to train and encourage students to collect information and present it in a scientific framework, that frame aims to solve all humanitarian problems – thus, it could be said that the philosophy of scientific research is to solve peoples' problems.

References.

López-Alvarado J. Educational Research: Educational Purposes, the Nature of Knowledge and Ethical Issues / Julio López-Alvarado // International Journal of Research and Education (IJRE). – 2017. – v.2. – N1. – P.1-5 DOI: <http://dx.doi.org/10.19239/ijrev2n1p1>