THE INCLUSION OF RESEARCH IN TEACHING AND LEARNING AS A CHALLENGE OF THE FUTURE

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Abstract

One of the major challenges for today's universities and academic institutions is providing knowledge and education of young people to address complex global challenges. The inclusion of research in teaching and learning has been and remains one of the priorities of each institution of higher education, remains a new challenge for the future. In this article is provided a framework concepts related to research in teaching and learning and ways of realizing. Argued purpose organic connection between research and teaching and learning in order to create an effective academic mindset students, part of an information and critical dialogue in accordance with the highest standards of teaching and research, promoting knowledge and dedicated to achieving access to knowledge and academic expertise. The inclusion of research in teaching and learning is done based on a scientific methodology with specific features according to disciplines and levels of study. An important aspect of this paper is the fact that research involvement with teaching are conceived and institutional policies related to the unit or institution, reflecting the respective strategies for the implementation and support of this aspect.

Key words: *research, teaching, learning*

Introduction

One of the major challenges for universities and academic institutions today as highly qualified institutions for professional / scientific formation and training students with sustainable knowledge for life is to provide knowledge and education for young people to cope with complex global challenges.

Global development challenges cannot be fulfill without being prepared to reorganize the knowledge base organized of social life, which change under the influence of global forces and many national and local factors. Teaching is a complex activity that cannot be reduced to just lectures, presentations and use standardized materials, or a standard format in the method of preparation and the implementation of all programs and teaching disciplines.

One of the oldest principles of teaching is that the student should learn themselves. Therefore teachers work lays not so much in imparting knowledge than support and guidance of students to acquire and apply the knowledge and set of skills. With his work lecturer should help students to explore the ideas and concepts behind the pages that they read, this is a difficult process that passes between ongoing challenges, but when carried, produces a desirable teaching. In this sense the effectiveness of the class knows no bounds.

In general areas, that creates a contemporary teaching, the variety of techniques and strategies that can be implemented methods, and actual worth remains the inclusion of research in the learning process and learning. Modern teaching and active learning requires more flexible organization of work in the auditorium. During such teaching tends to be student-centered and think critically. Thinking critically means "a reasoned reflection", well think about our claims, judgments, thoughts that produce new information, based on new research discovering strategy, application, reflection, etc.

Teaching and learning as two connected elements with the learning process are complex, are dynamic activities, in which the involvement of research, making it as part of their organic, aims to improve the way of student learning, taking into account the complexity that has schools, classes, and teaching experiences. Teaching students today requires a critical reading, discussion of knowledge and ideas, using a variety of research methods.

Today in modern teaching, when talking about the involvement in the learning process, we understand the principle that means teachers, must necessarily respond to the structure and content of the curriculum with more comprehensive strategy. This can be achieved with the implementation of various forms of educational work and various teaching models which take place in the spotlight and take into account the potential and skills of individual students.

The first priority for students is to gain a quality education that will help them succeed in their professional live, to the exact meaning of the concept of inclusion of research in teaching is particular importance. *On the base of this concept is approach the relationship between research and teaching and learning*, which treatment is associated with elements as follows:

Firstly realization of a fair relationship between teaching and research is associated with the recognition and clarity about the contents and forms of performance, in other words is related to the definition that we make for this aspect.

We can not talk about a clear concept, regarding the inclusion of research on learning, without having to clear view of some of the elements related the conception of learning and its contents as a process and activities. Must acknowledge that in many cases we encounter in institutions and lecturers with an uncertainty, to what it is meant by learning about the research. What's this ambiguity let's look below:

1. *Has many moments when teaching is not a promoter of research*, this means that the Syllabus of a given subject that reflects the entirety of concepts and implementation methodology is not selected based on interests or research experience of the teaching staff. Often teaching consists of a traditional transmission of knowledge by putting more emphasis on what is revealed by research, rather than to the implementation procedures of a research, therefore students do not receive complete information on research and less able to fulfill it.

2. *Teaching is not treated as a search-oriented* in the sense that the syllabus of the course do not generate right reports between understanding the ways in which procedures derived knowledge, and learning process of knowledge, which are defined in the framework of the case, knowledge that must be learned by the student. This relates to the lack of creation of research skills to students as teaching experience based on the experience of the teaching staff.

1. *Teaching is not based on research* in the sense that syllabus have not planned activities that are demanding character and where the experience of the teaching staff demanding better integrate the activities of students during the learning process, hence the difference between the role of teacher and student is evident. Manner of the concept of content and didactic activities is oriented more than the acquisition of knowledge in research as an activity.

Secondly, treatment of this concept relates to the clarity of understanding of these relationships as an orientation towards teaching methods, which attempt to bridge the space between teaching and research, including students in research and conception of research as an activity aspect of itself learning process.

Teaching, concept already known with student-centered necessarily requires implementation in a whole learning process, methods which give to the student work another coloring, another concrete position in relation to traditional teaching and learning.

Interaction with the pedagogue and other students, work in pairs and in groups, participation in the solution of new cognitive tasks, involvement in research to solve real tasks, possibility of analysis and reflection on the work done are indicate of the use of teaching that has in center teaching as well as research. To make this concrete option, we can analyze the values of the use of teaching methods such as "Learning through projects", "Authentic learning" or "Independent research".

Learning through projects, is the method by which explored issues or complicated problems of real life dealing with the content of the curriculum with the help of procedures for solving problems and use of various resources in order to achieve the final product, and the impact that has this method is application of the student's of self-oriented activities, communication and division of responsibility among the participants, understanding the process of learning through problem solving and through research, control and application of theory, etc..

Authentic learning is teaching method that allows students to rearch, to explore, to work tasks and to solve real life problems by learning through their experiences in the roles of people of certain professions. Problems are given in real life of practical situation, and students are engaged in designing and solved them. Problems have greater depth, are more complicated, their solution requires mutual cooperation among students, distribution of responsibility. Learning for student has benefits and greater value.

Independent research, a method where students individually or in group use different materials and despite teacher revealing information necessary solve the given problem. Sometimes research can be part of a larger project and include the largest group of students or all parallel. Students can use the lesson from personal research as a base for the study of a wider problem / or more complicated to gain ideas that will help to process a higher quality product.

If we analyze the content, structure and implementation procedures and if the impact of these methods in cognitive development or in the professional training of students, will better understand such format is unification of natural methods of teaching with research in the learning process.

Thirdly, term involvement of research in teaching stems from an analysis that can and should be made to the report between teaching in general (currently as designated discipline) and research in the curriculum program of study or research programs in high schools, where should predominated a positive report.

This means accepting and understanding of all, that research really has a higher status than teaching (for specific discipline) but this does not mean that teaching being different from the research has less value and is less important, or the treatment of several other lecturers for whom the research is the primary value and teaching is

secondary. Perception of this report as a positive means, to accept that the active involvement of research in certain disciplines is a very effective treatment and optimal for learning and teaching, which presupposes active participation of students in the acquisition and development of knowledge.

Once we gave the concept of linking of teaching with research would be worth to show what would have benefits by applying research in the learning process and learning as well as for institutions and for students?

Firstly through data and facts that derive from the research that is carried in the learning process, we can be guided towards improvement of the structure and methodology of this process of self realization. By applying psychological principles of the planning and implementation of the learning process on the principles of learning, pedagogues linking teaching with research, consider two elements that are associated with these principles, *the acquisition of knowledge through personal experience of students,* cultivating their individuality that means, that their learning are not only from texts but also from experience (learning by doing and through personal experience John Djui 1916); *and how to guided and incorporate student personal experience with what is accumulated in previous cultures* with the aim to create a balance and directly understood today. (Brunner *Toward a theory of instruction* 1966 . & Piazhe Theory of Cognitive Development 1973).

. In this case the main purpose of the educational process lays in the formation of creative people not only repeaters that have discovered what previous generations, but the students to be inventive and discoverers. On the other hand the goal of this process is the formation of the mind to think critically, which will then verify and accept what is served. Within the framework of active methods, role of the lecturer is inspiring and creative of situations in which the student is faced with problems, where the student is an individual and spontaneous thinker. Here science is not taken as a system of organized knowledge, but as a source of problems, during which lecturer promotes student to reveal by themselves. But if we refer now to the evaluation and reflection of the way that we receive from feedbecku from link of teaching with research, from data verification of the facts regarding the planning and implementation, allows teachers to intervene and make changes.

Secondly teaching in high schools and it is based on lecturer expertise which is achieved through a work experience during their teaching and research, then results of this impact are reflected in the curriculum improvement programs as well as certain disciplines.

No rarely pedagogues based on researches that they made and experience gained from this research have reflected by intervening to change programs as well as the way of its realization.

Teaching in higher education is based on the notion that the base knowledge of the program of study are dynamic and that professors are active processors of

knowledge. In general of this work, for realization of the learning process as rule profesors depart from the idea that the best way for the student is the integration of theoretical and practice aspects of the process of knowledge acquisition.

Based on the results of the learning process, in many cases lecturers create confidence that the program of study must restructure by creating opportunities to teach based on research and activities that are to be organized in order to give students the opportunity to argue and justify the decision and to practice in solving pedagogical problems. On the other hand, change or restructuring of a program or programs certainly has its influence in changing the curriculum or policies beyond their drafting and design.

What are the benefits of student involvement in research?

Let's look specifically:

Firstly and with very important is the fact that oriented teaching by towards research, *students have the opportunity to be recognized initially with studies and research conducted by the professors or other researchers associated with the concepts taught in a particular subject.* Evidence obtained from these searches help students to illustrate the ideas, concepts and theories, and use them in certain experiences. Various studies associated with surveys, interviews and long-term research have shown that students involved in the research process have greater opportunities to increase control over the selected discipline, and to have faster feedback on practical solutions to issues that are puting into these questions.

Secondly link of teaching with research enables students not only acquire knowledge but also for research to learn, *but and how to do a study within a particular discipline, or even abroad*. First, the students create a precise concept for real importance of research methods. To the tasks used in the course of the subject discipline should be real tasks, related to their field of study, and then show how the methods can be useful and usable in real life. This mode also supports students to connect concepts and methods in a specific search increasingly broad and teaches them important skill of thinking creatively to understand what they are doing and why, what really show results and also trained to interpret these results.

The discussion about the difficulties that will have students in the learning process through research methods and conceptual research as joint activities student-teacher will help them to understand the place and their opinion in conception and research. Creating a problem solving environment, requires lecturers to build an emotional atmosphere, cognitive support, where students feel safe to explore, raise and discuss hypotheses, not to be afraid from experiments which apply different tools and methods, to be feel comfortable with the temporary confusion or state inconclusive results and uncertainty of possible situations, believe in their ability to overcome the

intermediate stages, temporarily blocked and how to approach discussions necessary to achieve certain goals. In this way, they are motivated to make continuous efforts to resolve the problems, which may require investment in energy.

The acquisition of skills from students to do a study and research within or outside a particular discipline has its influence on improving academic achievement, cognitive skills, creativity and self-esteem. Research has shown that students who attend programs in disciplines that are oriented in research methods, have significantly improved academic achievement as measured on standard tests of pedagogy, cognitive skills, being independent and sharpness of the resolution of different teaching situations. For students become clearer aims of the discipline, awareness gained knowledge and skills that should be at the course.

Thirdly, link of teaching with research *provides ample opportunity for students to form complex relationships and social skills.* It also allows pedagogues and students to interact within a thematic development, a project or a task that has its focus on the establishment of structures and interactions within a small group to effect invention. Relations in small groups that include a two or three students, are more desirable because allow efficient communication. In small groups it is easier to develop complex interfaces, jump hypothesis, compare conclusions, build constructive moments of conflict resolution, which applied themselve regularity.

Conclusions

- Reasearch improve of student behavior in school.
- Students at risk taking part in research-oriented by universities, show reduced aggressive negative behavior and, associated with incidents and acts of violence, and the expression of anger, increased integrity of personality.
- Involvment in scientific research and studies provides students with high sense of responsibility, does to follow the path of the scientist, while also providing self sustainable elements, self respect and personal integrity.

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