

actually done something with the words they are learning. There is a definite advantage in getting students to do more than just repeat them. Tasks such as changing them to mean their opposites, making a noun an adjective, putting words together help to fix the words in the learners' mind.

Teaching vocabulary is more than just presenting new words. This may have its place but there are other issues too. For example, students see a lot of words in the course of the week. Some of them are used straight away, others are not. When teaching words we take into account some points such as active or passive vocabulary, interaction with words and discovery techniques.

The problem of vocabulary acquisition should be systematically addressed by both teachers and students. Increasing learners' vocabulary without paying attention to putting this knowledge to use may not be effective. Research on readability stresses the importance of vocabulary knowledge in reading.

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## CAUSAL-COMPARATIVE RESEARCH PECULIARITIES IN SOCIALIZATION

### ОСОБЕННОСТИ СРАВНИТЕЛЬНОГО ИССЛЕДОВАНИЯ (НА ПРИМЕРЕ ПРОЦЕССА СОЦИАЛИЗАЦИИ)

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#### ABSTRACT

CAUSAL-COMPARATIVE RESEARCH, SOCIALIZATION, SCIENTIFIC METHOD, DESCRIPTIVE STUDIES, PUBLIC ACCUMULATION OF KNOWLEDGE, ANALYSIS, INSTRUMENTATION, PROBLEM FORMULATION, SAMPLE

*Our report deals with the process of a comparative study in the field of socialization of students. It is presented an overview of pedagogical research: steps*

#### АННОТАЦИЯ

СРАВНИТЕЛЬНОЕ ИССЛЕДОВАНИЕ, НАУЧНАЯ МЕТОДОЛОГИЯ, СОЦИАЛИЗАЦИЯ, НАУЧНЫЙ МЕТОД, ОПИСАТЕЛЬНОЕ ИССЛЕДОВАНИЕ, АНАЛИЗ, ИНСТРУМЕНТАРИЙ

*В нашей статье рассматривается процесс выполнения сравнительного исследования в области социализации учащейся и студенческой молодежи. В*

*involved in causal-comparative research. We made an attempt to explain the purpose of the analysis in a comparative study of the problem. Thus, having examined the pedagogical research and its types, we can say that the causal-comparative type of research is intended to determine the cause for or the consequences of differences between groups of people.*

*нем дается обзор сущности педагогического исследования: представлены способы получения знаний, объясняется необходимость постановки проблемы научного исследования, описываются этапы проведения сравнительного исследования. Таким образом, рассмотрев сущность педагогического исследования и его типы, можно сказать, что в зависимости от цели, предмета, объекта научного исследования, мы используем соответствующий тип изучения.*

Causal-comparative research attempts to determine the cause or consequences of differences that already exist between or among groups of individuals. As a result, it is sometimes viewed, along with correlational research, as a form of associational research, since both describe conditions that already exist. A researcher might observe, for example, that two groups of individuals differ on some variable (such as teaching style) and then attempt to determine the reason for, or the results of, this difference. The difference between the groups, however, has already occurred. Since both the effects and the alleged causes have already occurred, and hence are studied in retrospect, causal-comparative research is also referred to sometimes as *ex post facto* (from the Latin for «after the fact») research. This is in contrast to an experimental study, where a researcher creates a difference between or among groups and then compares their performance (on one or more dependent variables) to determine the effects of the created difference.

How can educators, parents, and students obtain the information they need? Many ways of obtaining information, of course, exist. One can consult experts, review books and articles, question or observe colleagues with relevant experience, examine one's own experience in the past, or even rely on intuition. All these approaches suggest possible ways to proceed, but the answers they provide are not always reliable. Experts may be mistaken; source documents may contain no insights of value; colleagues may have no experience in the matter; one's own experience or intuition may be irrelevant or mistaken.

Steps Involved in Causal-Comparative Research. **Problem formulation.** The first step in formulating a problem in causal-comparative research is usually to identify and define the particular phenomena of interest and then to consider possible causes for, or consequences of, these phenomena. Suppose, for example, that a researcher is interested in student creativity. What causes creativity? Why are a few students highly creative while

most are not? Why do some students who initially appear to be creative seem to lose this characteristic? Why do others who at one time are not creative later become so? And so forth.

**Sample.** Once the researcher has formulated the problem statement (and hypotheses, if any) the next step is to select the sample of individuals to be studied. The important thing here is to define carefully the characteristic to be studied and then to select groups that differ in this characteristic. **Instrumentation.** There are no limits on the types of instruments that may be used in causal-comparative studies. Achievement tests, questionnaires, interview schedules, attitudinal measures, observational devices.

**Design.** The basic causal-comparative design involves selecting two or more groups that differ on a particular variable of interest and comparing them on another variable or variables. No manipulation is involved. The groups differ in one of two ways: One group either possesses a characteristic (often called a criterion) that the other does not, or the groups differ on known characteristics. These two variations of the same basic design (sometimes called a criterion-group design) are as follows.

The first step in an analysis of a causal-comparative study is to construct frequency polygons and then calculate the mean and standard deviation of each group if the variable is quantitative. These descriptive statistics are then assessed for magnitude. A statistical inference test may or may not be appropriate, depending on whether random samples were used from identified populations (such as creative versus noncreative high school seniors). The most commonly used test in causal-comparative studies is a test for differences between means. When more than two groups are used, then either an analysis of variance or an analysis of covariance is the appropriate test. Analysis of covariance is particularly helpful in causal-comparative research because a researcher cannot always match the comparison groups on all relevant variables other than the ones of primary interest. Analysis of covariance provides a way to match groups «after the fact» on such variables as age, socioeconomic status, aptitude, and so on. Before analysis of covariance can be used, however, the data involved need to satisfy certain assumptions. The results of a causal-comparative study must be interpreted with caution. As with correlational studies, causal-comparative studies are good at identifying relationships between variables, but they do not prove cause and effect.

The most powerful way to check on the possible causes identified in a causal-comparative study, of course, is to perform an experiment. The presumed cause (or causes) identified can sometimes be manipulated. Should differences between experimental and control groups now be found, the researcher then has a much better reason for inferring causation.

For example, we can investigate the process of students socialization in Great Britain and in the Republic of Belarus and see the difference between their behavior, their range of possible interests and their entering a particular social setting. Our purpose here is to

suggest what might be learned by examining the links of a socialization chain rather than by examining any one socialization episode in isolation.

Causal-comparative research in socialization seeks to identify associations among students' ways of life, attitudes towards the process of study and leisure time.

Causal-comparative research attempts to determine the cause or consequences of differences that already exist between these groups of individuals. The basic causal-comparative approach is to begin with a noted difference between two groups and then to look for possible causes for, or consequences of, this difference. The first step in formulating a problem in causal-comparative research is usually to identify and define the particular phenomena of interest, and then to consider possible causes for, or consequences of, these phenomena.

The important thing for socialization as a sample for a causal-comparative study is to define carefully its characteristics and then to select the differences in these characteristics.

It's necessary to remember that the results of causal-comparative studies should always be interpreted with caution, since they do not prove cause and effect.

The problems touched upon in the report are of great importance. According to the title of our report we paid a special attention to the causal-comparative research and the process of socialization. Causal-comparative type of research is intended to determine the cause for or the consequences of differences between groups of people (for example, between students of Great Britain and the Republic of Belarus in the process of socialization). So it is possible to conclude that a reader is provided with some material on the interested theme.

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