

informational competencies, generates creativity, stimulates intellectual activity, develops communication skills, helps to build interdisciplinary links, teaches to use information and telecommunication technologies in the study of foreign languages, helps to develop the skills of group work and creates social mobility. In addition, all these factors raise students' motivation, as in this case, language learning is not a goal, but a means of creating the final product. Even the weakest students can prove themselves out by performing some feasible tasks, and as a result, each student contributes to the creation of the project.

The interactive learning of foreign language communication contributes not only to the program material mastering, but also creates communicative competence, which is determined by the change of students' communication style, by the realization of some communication barriers, by the nature of solving some communication problems. The specific of this methodology implementation in technical universities is to solve the main problem of the educational process: learning some complicated material by each individual student in the most appropriate way, from the level of vocabulary mastering by means of reproductive material performing to the development of professional communication skills.

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**THE PROCESS OF SOCIALIZATION AS AN
OBJECT OF CAUSAL-COMPARATIVE
RESEARCH**

**ПРОЦЕСС СОЦИАЛИЗАЦИИ КАК ОБЪЕКТ
СРАВНИТЕЛЬНОГО ИССЛЕДОВАНИЯ**

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Ключевые слова: сравнительное исследование, научная методология, социализация, научный метод, описательное исследование.

Abstract. Our report deals with the process of a causal-comparative study in the field of socialization of students. It is presented an overview of pedagogical research: the ways of obtaining knowledge and the types of scientific research in the field of pedagogy. 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.

Аннотация. В нашем докладе рассматривается процесс выполнения причинно-сравнительного исследования в области социализации учащейся и студенческой молодежи. В нем дается обзор сущности педагогического исследования: представлены способы получения знаний, объясняется необходимость постановки проблемы научного исследования, описываются этапы проведения сравнительного исследования, делается попытка объяснить цель анализа при сравнительном изучении интересующей нас проблемы. 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.

Educational research takes many forms. In our report we introduce you to the subject of educational research, research problems and explain why knowledge of various types of research can be of value to educators as research is but one way to obtain knowledge; we describe several other ways and compare the strengths and weaknesses of each. We also give a brief overview of several research methodologies used in education to set the stage for a more extensive discussion of causal-comparative research which we can use if study the process of socialization.

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.

This is why knowledge of scientific research methodology can be of value. The scientific method provides us with another way of obtaining information—information that is as accurate and reliable as we can get.

Organizational socialization is not a fancy phrase; it is a theory. It is a theory about how new skills, belief systems, patterns of action and, occasionally, personal identities are acquired (or not acquired) by people as they move into new social settings. It is also a theory about what kinds of things happen in these settings when some people (agents) organize tasks and social relations for other people (recruits) in particular ways. Organizational socialization, then, is about recruit responses to agent demands as tamed or accentuated by the task and social organization characterizing a given setting.

For a 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. There are many different ways of obtaining information, including sensory experience, agreement with others, expert opinion, logic and the scientific method.

The scientific method is considered by researchers the most likely way to produce reliable and accurate knowledge. The scientific method involves answering questions through systematic and public accumulation of knowledge. The description of some of the most commonly used scientific research methodologies in education was given. They are experimental research, correlational research, causal-comparative research, survey research, qualitative research, and historical research. Individual research methodologies can be classified into general research types. Descriptive studies describe a given state of affairs. Associational studies investigate relationships. Intervention studies assess the effects of a treatment or method on outcomes.

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.

References

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