



Translated from the original in Spanish

Conception as a theoretical result in educational research: a dialectical-materialistic approach

La concepción como resultado teórico en la investigación educativa: una mirada desde un enfoque dialéctico-materialista

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In the historical, socio-economic and cultural future, universities have played a strategic role in the development of humanity. In the current context, where high technological development and the conditions of a globalized world have led to characterize contemporary society as a knowledge society, its role is increased so that, as never before, higher education centers are called to become true powers of science and technology, along with the most important cultural centers that countries have. Their role, as dynamic

agents of changes in the training models of professionals increasingly competent and committed to their social responsibility, drives them to the need for a "new vision and a new paradigm of higher education"

Within the universities, one of the main processes that is developed is that of scientific research, because as part of the professionalization process that is developed from the undergraduate course, the professional future is traversed; of the logical paths of scientific thought that are essential for the development of cognitive and creative abilities, with which it appropriates concepts, laws and theories that allow it to deepen the essence of phenomena; of the research method as a fundamental way of enriching scientific knowledge and transforming social reality.

In order to improve the quality of this process, scientific research is required to address specific problems with the intention of offering theoretical contributions aimed at improving educational practice for the benefit of society.

After conducting a critical analysis of the process of preparation of the doctoral thesis and its defense in the area of Pedagogical and Educational Sciences, and the scope of research, it has been known that there are substantive and adjective insufficiencies of the contribution.

In particular, on conceptions as theoretical results in scientific research, various researchers in Cuba and abroad have contributed conceptions as theoretical results of their research. It should be noted that studies have been conducted on this aspect, which undoubtedly become important theoretical references for their research.

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Thus a conception is defined from the theoretical point of view as "(...) a system of ideas, concepts and representations about a certain object". Capote, (2012), 3). Other criteria state that:

«... The conception is linked to the essential concepts or categories, but in addition to containing them, it explains the principles that support it, the point of view or departure that is assumed for the development of the categories or conceptual framework, as well as a characterization of those transcendent aspects that undergo changes, showing the same ». Valle, (2007, 26).

However, it is necessary to continue providing other perspectives in this regard, with special emphasis on a deeper interpretation in the light of Marxist-Leninist philosophy, its laws and main categories, which the dialectic provides as a general method for analysis and Interpretation of educational processes.

The conceptions as scientific results constitute a theoretical construction, of new type, result of the development of the new conceptions of the education professional's training in Cuba. They are interpreted in the light of Marxist philosophy, psychology and pedagogy, and which has been recognized in other countries and by researchers from various fields.

From a philosophical perspective with a dialectical-materialist basis, conceptions become results that contribute to the theory, as long as:

- They arise and develop determined by social problems derived from the practical educational activity.
- They are obtained as a product of a theoretical activity.
- They are an expression of the researcher's education philosophy.
- They tend to manifest the procedures for the desired transformation, or discover the laws, principles to which the transformation obeys.
- They are linked and contribute to the solution of the problems of practical activity.

In our opinion, the conception is a general interpretation of an educational process, which is formed in the research subject in a specific socio-historical context, because of the dynamics between his theoretical and practical activity. It is composed of a set of scientific ideas, categories and their relationships, which in their actions make up a framework, which brings new qualities to the process in question and that theoretically exceed the acting conception, which allows finding new theoretical and practical solutions to the problem identified.

Thus, a conception would not be a particular theory in itself about a particular educational process, but would contribute a series of common principles, premises or conditions that would inspire theories or contribute to existing ones about this process.

It is important to raise some necessary premises for the use of conceptions in scientific research, specifically in doctoral thesis and masters in Education Sciences:

- Clearly justify the social problem in question, and the methodological procedure for determining the scientific problem.

- Clearly reveal the theoretical and practical insufficiencies of the acting conception.
- Show the philosophical and scientific need that supports the determination of conception as a scientific result.
- The theoretical contribution must fully cover the thesis.
- Consistency and coherence in the justification, rationale, conclusion and application or exemplification of the theoretical contribution.
- Clearly determine the constituent components of the conception and relationships between them.
- Consider scientific ideas as hypothetical assumptions and essential aspect of conception.
- Assess the forms of implementation of the conception that are most relevant for the transformation of reality.

Finally, it is necessary to point out the importance of abandoning any position

that implies rigidity in the researcher, since based on the particularities of the problem identified, the type of conception that will be modeled will be determined, as well as the understanding about the process of its construction, its structure and its validation.

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