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RESEARCH IN THE CONTEXT OF KNOWLEDGE

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Abstract

The integrated ethical principle of economic research naturally focuses on development education and culture in a systemic, globalized sense, with respect for intellectual property the individual (internal and individual ethics of the researcher, proven more and more today by the importance given to plagiarism) and the creative valorization of individuality and honesty in teams (external ethics viewed as an intersection of the probity of the entire team, manifested both on the principle of reciprocity of team members, but also on the principle of subordination to the project of whole team research).

Within academic scientific research, research ethics has become systemic and complex through multi, trans and interdisciplinarity developing new economic disciplines interesting, which either remain in the apparently purely economic space, as in the case of financial econometrics or of quality management in the economy, or enter increasingly varied interstices from bioeconomy, tectonophysics, or human ecology, etc.

Keywords: research, principle, socio-human activity, project, knowledge

Introduction

Knowledge is indispensable in a research activity as a socio-human activity characterized by the curiosity with which the individual is endowed, and which ensured his survival over time. Knowledge derives from the practical activity and its requirements, and its level of development derives from the request of the practical activities, from its demands.

From this point of view, knowledge can be ordinary, common, or scientific.

Main Characteristics of Scientific Research

Common knowledge starts from the utilization of the senses that everyone possesses to establish the reality of the surrounding world, of what is visible and apparent. Through this process, individuals create conceptions,

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theories and ideas, but also images about what surrounds them and about themselves, precisely to explain, create the specific vision in the transformation of nature and society (Caragiu, 2020, pp. 32-34).

Scientific knowledge is based on rigor, i.e., on laws, rules, procedures, principles, arguments, etc., it is scientifically organized and systematic. In addition to the fact that it has a high degree of generalization, its essential objectives result from its forms of manifestation, in most fields of knowledge. This way of knowing is characterized by its form of constitution, using its own methods and tools, by procedures for valorizing the truth, and by specialized language (Caciuc, 2013).

The form of scientific knowledge is constituted by scientific theories, the explanation and prediction of phenomena or processes, systems of truths characterized by coherence and rigor as well as by an appropriate hierarchy, objective laws that have their domain in knowledge and that allow the creation of hypotheses.

The use of methods and instruments for the establishment of scientific knowledge implies the establishment of elements that ensure the possibility of identification, classification, identification and measurement or comparison of all the characteristics, both quantitative and qualitative, and which, through the use of procedures and techniques for capitalizing on the truth of the discovered hypotheses, materialize scientific knowledge , expressed through specialized language according to the field under research, with the abstraction of communication techniques.

Scientific knowledge is characterized by two levels of knowledge, namely, the theoretical level and the empirical level.

The theoretical level is made up of scientific theories that include statements, notions, scientific theses, hypotheses, laws.

The theory itself is represented by scientific theories that must satisfy certain conditions such as logical coherence, which requires that the statements can be mutually compared, derive from each other from a logical point of view, i.e. be deductible, demonstrate completeness , i.e. the theory should fully explain the field of reference, by ensuring the formulation of significant relationships in order to fully know, at that moment, the domain, as well as to demonstrate verifiability, i.e. to have procedures that can ensure the connection with the practice of the theory as well as essential criteria for verifying the scientific aspect of the content (Duță, 2008, p. 10).

The empirical level of scientific knowledge is made up of data or empirical facts, which once collected and processed according to the needs of knowledge and methodology turn into scientific facts. Scientific research

is based on scientific knowledge and involves an integrated search in a complex process, with scientifically created content.

Researching is a complex phenomenon that requires asking questions in the knowledge of the case, i.e., knowing the researched field in detail, i.e., establishing the limits of the cognitive act of research from a praxiological, economic or psychological point of view, to obtain a diminished effect on the activity of knowledge scientific.

These questions of the researcher are related to the object and the researched field, including the limits of their knowledge, elements that presuppose theoretical approaches and delimitations regarding the scope of the theoretical field, the delimitation of the concepts to be used, the historical approach, the clear definition along with the characterization of the content of the concepts, the establishment the appropriate techniques and tools to be used in the research, the characterization and explanation of how what was obtained will be used or has been used, the comparison of the research results, by using the research tools, with the existing theoretical knowledge and by structuring the researcher's position .

The researcher's position or opinion is his answer materialized because of the research activity performed, it must be written in a clear, narrative structure that will make up a text whose content demonstrate the conduct of the research activity as well as the results obtained in a logical way.

When we talk about research, we automatically think of knowledge. It is a way of traveling for discoveries, a particularly exciting situation, which we do, driven by curiosity, taking us from what we know to what we don't know (Kothari, 2004, p.1).

Everything starts from the individual's instinct of curiosity, which in solving unknown situations, curiosity guides him to research for the most complete understanding of it. It turns out that this curiosity is the basis for obtaining all knowledge. This is the method that the individual uses to know everything that is unknown and according to some authors it is called research (Kothari, 2004, p. 4).

Research is thus a painstaking attempt to find out the truth through study, comparison, observation, and experiment. When it becomes an academic activity, the name research acquires a technical meaning and goes through several stages, including defining and redefining problematic situations, formulating hypotheses, suggesting new solutions, gathering data, organizing, and evaluating them, obtaining conclusions by deduction, testing the conclusions to see if they correspond to the hypotheses reached.

Research thus becomes a rational process that allows the examination of problems or phenomena to be solved by obtaining precise results starting from investigations (N'Da, 2015, p. 17).

This rigorous process is systematic, carefully monitored and leads to enrichment with new knowledge. We can thus define scientific research as a systematic process through which data are collected that are in turn observable and verifiable, starting from empirical models.

Research is thus different from the circumstantial fumbling of practitioners. Research involves a rigorous approach with the aim of identifying answers after long investigations of real situations. Research tries to discover law as a principle of explanation.

We can thus define research as a kind of scientific, systematic search for the necessary information related to a certain subject.

According to The Advanced Learner's Dictionary of Current English it follows that research is confused with a careful investigation or a special investigation, which can consist of looking for new situations in every branch of knowledge (The Advanced Learner's Dictionary of Current English Oxford, 1952, p.1069). At the same time, Redman and Mory give a new definition of research, as a 'sustained and systematic effort to gain new knowledge' (1933, p. 10). Slesinger and Stephenson, in their turn, define research in another way, respectively as a manipulation of concepts, symbols, or things in order to generalize by expanding, verifying and correcting some knowledge, without taking into account whether this knowledge is used for the construction of theories or in practicing the arts (The Encyclopedia of Social Sciences, Vol. IX, 1930). According to Kothari, research goes beyond the idea of search, being an undeniable art of scientific investigation, thus having an original contribution to the enrichment of already existing knowledge (Kothari, 2004, p. 11).

It follows that research has the quality of being a process, an activity of objective investigation of all knowledge on the problems existing at a certain time in society. The functions of research are to describe, to understand, to control and to describe the facts, behaviors, phenomena, so to establish the mechanism to produce the facts (N'Da, 2015, p. 17).

Thus, research becomes an attempt to acquire new knowledge, through systematic and objective methods, to solve some problems, in the final stage.

Scientific research becomes a systematic approach to generalize theories through specific methods, such as stating problems, formulating theories, collecting data, analyzing factual situations, and reaching appropriate conclusions, either through problem solving or abstraction and generalization for formulating theories.

Research also involves visionary, scientific and inductive thinking by promoting logical thinking, but also through judicious organization. The role of deafness has grown exponentially in all areas of social life, occupying more and more a predominant role in society, both from an economic, academic, political, medical, etc. point of view. Research is the most important source of knowledge, it is an exceptional source for finding solutions to business, social or governmental problems. The palette is very broad from this point of view and involves continuous training for the correct perception of developments in the analyzed field, in the optimal way (Kothari, 2004, pp. 8-9).

Research is also important for those who study social sciences in solving problems at the social level, to provide answers for problems of this kind, and also for specialists who study relationships between social sciences to solve problems that arise in practice, so for social science specialists. The importance of research also resides in government policies in the economic field, solving operational or planning problems in business or in industry, for those who study this complex field respectively for the completion of their studies, for specialists in methodology in view of finding new ways of understanding or for new creative ideas, for writers who want to develop the style they approach in their creative work, for analysts who create new theories. In fact, each research study expresses a specific purpose, through which it tries to identify answers to the questions appearing in the documentation, applying certain specific procedures.

It follows from the above that the main objective of the research is to bring to light the truth to be discovered. Parts of the truth are kept hidden by objects, behaviors, facts, attitudes, phenomena, social practices, events, etc. To bring them to light, one starts from a hypothesis or assumption and to find out the truth, one goes through a real cycle of methodical and rigorous operations. The researcher is the person who must carefully focus on the observation of phenomena as well as on facts, data or ideas that must be interpreted in a convergent manner and who mobilizes to accumulate new knowledge, questioning what he knew until then. Thus, the researcher can even change his thinking style, see the smallest details, pose problems, or make observations (N'Da, 2015, p. 17).

This is the moment when the researcher defines his hypotheses by relating them to concepts or variables. Hypotheses are tested with real facts, being tested with research tools.

Thus, for example, the researcher can develop grids for observing the interactions between one class and another, can analyze the content of some textbooks, can check opinions, etc.

Related to its objectives, the research can take the form of research studies for the knowledge of a phenomenon or obtaining new ideas about it, through exploratory or formative studies, descriptive studies of the characteristics of an individual, its situation or that of a group, studies of diagnosis by which the frequency of occurrence of a phenomenon or another kind of situation is determined, as well as studies to test the hypothesis or a causal relationship between the known variables.

Delbert Miller establishes three types of research based on the objectives, respectively fundamental, pure, or basic with the help of which new knowledge is acquired and theories are developed. This type is also called academic or theoretical research. The second type of research is applied research, oriented towards the analysis of all social problems to find solutions that will contribute to a substantiation of the decision, such as the analysis of public policies or the types of program evaluation. The third type of research attributed to Delbert Miller is evaluative, which determines the effect of several actions such as program evaluation, for example (Miller, 1991 in Şandor, 2013, p. 49).

Another classification related to the objectives (Babbie, 2010 in Şandor, 2013, p. 50), of scientific research, divides research into exploratory, descriptive, and explanatory research. Exploratory research aims to acquaint the researcher with the analyzed subject, the descriptive one tries to describe the phenomena, and the explanatory one gives an own interpretation of the analyzed phenomenon.

The reasons why we engage in scientific research are the achievement of a certain degree of verification that leads directly to various benefits, the solution of problems left open by not solving them, along with the discovery of creative, intellectual work that will serve society, including to obtain the respect of those around.

Conclusions

Along with these motivating factors in conducting research studies, one can also list government directives, the desire to understand the meaning of causal relationships, social thinking, and awareness, etc.

Common knowledge results from the information that each person acquires from society about living with others. This type of knowledge is based on a direct experience of the individual, that is, on his acquisition of information related to the praxeological conditions in which he operates (Popa 1972 in Chelcea, 2001, p. 5).

In everyday activity, people, either individually or collectively, use previously acquired knowledge, mostly transmitted through language from one generation to another through socialization as a process. The mode of action, the configuration of the contemporary ongoing activities in society, the relation to the existing natural environment, to the social environment, to the value system, all this prior knowledge makes up, according to the theories of promoted by Cornel Popa, an absolutely determined praxeological situation and in which the process of knowledge is carried out.

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