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## Editorial

# Approaching research from undergraduate training

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When we arrive at the university, we bring a variety of expectations regarding the program we have chosen for professional training, in the university interaction we find new options that this level of higher education offers, one of these is the possibility of thinking of ourselves as researchers, which implies assuming a willingness to build a process that brings knowledge to a field of professional training and, in the same way, generates satisfactions that depend on the expectations that each one has in relation to the same research.

The ideal is for the professional in training to develop a taste for research, since this is a way of making sense of knowledge, of innovation, of solving problems in the field of training and, consequently, of increasing the development of the science.

This implies that, in training, the professional does not limit himself to receive some curricular contents or to attend the courses of his curriculum; but to think of research as a training process is a way to go, in which the theoretical concepts acquired, the needs of responding to the context, the expectations of institutions and people are interrelated. It is necessary to be attentive to what happens with the advancement of science in the world, in order to transcend in the re-signification of knowledge, which requires applying methods, techniques and research instruments, which must be learned in the novel researchers (Pie de pagina: term that arises from contemporary research systems to refer to a person who, in parallel to his professional training, also does it with research; requiring a conceptual baggage and experience in his field of knowledge that intentionally inserts him into scientific inquiry, accompanied by at least

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one experienced researcher who has the ability to project him as a future researcher). It means, in short, that we must learn to research and that this is only possible when I make the decision to do it with pleasure, since it is not an imposition; It is also a need that is demanded to new professionals today.

Consequently, with the intentionality of formative research in the human sciences, the development of a critical and proactive thinking is required, therefore, it is necessary to think about the situations that we find in the practices for questioning and constructing assumptions or questions, since this helps to find research possibilities, specifying the object of study that materializes in a structure called “project”.

The formative research enables:

- A relationship with the object of professional knowledge from objects of study that are in specific problems detected during the development of the practices; later, other problems and objects of study will be found in professional development that will require some explanatory or application response to be transformed. These objects are mainly found in practices, speeches, images, texts.
- An approach to the contexts where knowledge must be researched, explained, confronted and reconstructed. The professional field gives opportunities to find objects of study on a daily basis, for this reason it is important to learn to read the contexts and to be interested in what we do not know.
- The updating and generation of knowledge in a problematic perspective, in a knowledge and in a training field. As we develop the research, results are visible in the knowledge society, while generating trajectory and social recognition.
- The positioning as professionals with an analytical stance, to transcend that we are only information consumers and impact with contributions and changes to society and science.

Consequently, formative research is recognized by the following characteristics:

- Contextualization: responds to a thematic axis in which the object of knowledge of our professional field is located and it is inscribed in a physical or social environment.
- Flexibility: provides different options for research training, which consist of participating in research projects with expert researchers, participating in research hotbeds or assuming practices with a reflective eye.
- Process: research training requires a systematic process to enhance the investigative skills of a novel researcher.
- Reflexive: aims to improve the skills of observation, inquiry, description and argumentation, among others.
- Prepositive: selects methods, techniques and instruments to generate alternatives and solutions to situations, according to the type of problem we want to work on.
- Responds to own rhythms: learning is a particular journey, each learns at their own pace and it is necessary to relearn throughout the process. For example, you learn to write, write about something of interest and rewriting the text with the observations that others make.
- Experiential: formative research is inserted into the curricular spaces of the training program, including professional practices, which means that experiences as a researcher are their own.

- Dialogical: there is the possibility of building with others with whom you have common interests, without thinking the same, we can bet on the same object in the understanding of the situation and in the search for its solutions.
- Collaborative: to the extent that we are advancing in the experience, we are able to participate with research groups, tables, networks and we contribute to research lines that give identity and trajectory to researchers.
- Use of scientific language: training in research enables us to modify our ideas, thoughts and give meaning to the language proper to the discipline and professional field.
- Objectivity of the social phenomenon: it allows responding to problems based on results, avoiding arbitrary positions, overcoming the opinion, the I believe, by expressions such as: was found, observed, investigated, and supported by techniques and instruments.

In this way, developing investigative skills in the human sciences leads us to remain in a state of alert with respect to what happens in the reality of our professional performance and provides greater possibilities of projection in that role. Likewise, it allows students to experience learning in a knowledge that is strengthened by the use of techniques and instruments, these need to be designed in coherence with the research objectives, validated with experts to provide observations in order to qualify them, and apply them to a sample or a situation similar to the real, a fact that is known as piloting, before its definitive implementation with the target population of the research.

The data obtained from the application of instruments must be processed objectively and qualitative or quantitative techniques must be used according to the nature of the data to arrive at results and conclusions in a precise manner, giving clarity as to where the information comes from, this processing is also the object of learning of the novel researcher, there are programs that support this process such as: ATLAS - ti, NVivo, SPSS.

Initially, the product of formative research is neither a standardized project nor a universally valid knowledge that can be applied immediately and directly to new situations but a deep understanding of a local situation by the novel researchers, to the extent that their skills are enhanced, they will be able to be more aware of their professional role, autonomy to act in their professional performance and acquire the competence for project design, instrument application and data processing. This means that in a second formulation or development of an investigation, the new researchers will act with greater security and autonomy that provided the previous learning.

At the same time, it is significant to develop the communicative ability in a conscious way, since research involves making results known, it is important to organize ideas for an exhibition or for the writing of an article or a book. It is then suggested to rely on teachers who have a career, read their productions to approach writing styles, investigate how they came to research. Every time we write an idea, you should review it to know if it is what we want to say, if it is well expressed and what should I improve so that the message reaches the other one clearly.

The invitation to review investigative interests is open, to think that in the professional role we have daily situations that can become research projects and to be clear that research generates a kind of satisfaction that is only possible to know when I am interested and enjoy it.