

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE**

**SIMON KUZNETS KHARKIV NATIONAL UNIVERSITY OF ECONOMICS**

**METHODS AND TECHNIQUES  
OF SCIENTIFIC RESEARCH**

**Guidelines to comprehensive training  
for Master's (second) degree seekers  
in speciality 051 "Economics"  
of the educational program "International Economics"**

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The theoretical principles, practical methods and techniques of conducting scientific research necessary for the organization and implementation of scientific and research projects, the development of skills in finding and forming ideas for scientific activity, and training in practical methods of working with scientific literature are presented.

For Master's (second) degree seekers in speciality 051 "Economics" of the educational program "International Economics".

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## Introduction

Scientific research plays a key role in social progress. The solution of economic and social problems requires detailed scientific justification. Therefore, an important task today is the training and education of highly qualified specialists. The formation of a new generation of economists requires the development of their competence and ability to independently creatively solve tasks, the ability to deepen their basic knowledge and use new scientific and practical discoveries, to apply advanced methods of work organization and scientific approaches.

Studying the basics of scientific research and performing scientific research tasks is an important component of this process. Comprehensive training "Methods and Techniques of Scientific Research" contributes to the disclosure of opportunities for students to participate in scientific research work, helps to understand the essence of scientific research, familiarizes with the methods and techniques of conducting research, and supports the desire to obtain new knowledge and develop interest in science.

Completion of tasks for independent work and the results of training will contribute to the acquisition of competences and learning outcomes presented in Table 1.

Table 1

### Competences and learning outcomes

Learning outcomes	Competences
LO 1	GC 3
LO 4	GC 8
LO 5	GC 1, SC 1, SC 4
LO 6	GC 6, SC 6
LO 7	GC 8
LO 15	GC 8

where: GC is the general competences:

- GC 1. The ability to generate new ideas (creativity).
- GC 3. The ability to motivate people and move toward a common goal.
- GC 6. The ability to develop and manage projects.
- GC 8. The ability to conduct research at the appropriate level.

SC is special competences:

SC 1. The ability to apply scientific, analytical, methodical tools to substantiate the strategy of development of economic entities and related management decisions.

SC 4. The ability to use modern information technologies, methods and methods of research of economic and social processes, adequate to the established research needs.

SC 6. The ability to formulate professional tasks in the field of economics and solve them, choosing the appropriate directions and appropriate solution methods taking into account the available resources.

LO is the learning outcomes:

LO 1. The ability to formulate, analyse and synthesize solutions to scientific and practical problems.

LO 4. The ability to develop socio-economic projects and a system of complex actions for implementation of projects, taking into account their goals, expected socio-economic consequences, risks, legislative, resource and other restrictions.

LO 5. The ability to adhere to the principles of academic integrity.

LO 6. The ability to evaluate the results of one's own work, demonstrate leadership skills and the ability to manage personnel and work in a team.

LO 7. The ability to choose effective methods of managing economic activity, substantiate the proposed solutions on the basis of relevant data and scientific and applied research.

LO 15. The ability to organize the development and implementation of socio-economic projects, taking into account informational, methodical, material, financial and personnel support.

## **Stage 1. Methods and types of scientific cognition and research**

### **Topic 1. Methods of scientific cognition**

The research program performs three main functions:

1) the methodological function which includes the following aspects: definition of the main problem that should be solved by research;

formulation of the goal and objectives of the research;  
fixation of the initial provisions relating to the object under study;  
comparison of this study with similar previous studies;  
2) the methodical function that includes the following aspects:  
development of a general logical research plan;  
choosing the methods of collection and analysis of information;  
development of the research procedure;  
carrying out a comparative analysis of the obtained results;  
3) the organizational function that includes the following aspects:  
creation of a clear system of distribution of work between the members  
of the research group;  
implementation of control over the progress and process of research;  
publication of results and other necessary aspects of research project  
management.

During the work on this topic, special attention should be paid to the following aspects: consideration of the concept and classification of research methods; study of general scientific methods, such as: analysis, synthesis, deduction, induction, analogy, modeling, abstraction, ranking, concretization, system analysis; familiarization with the methods of establishing causal relationships; consideration of empirical research methods, such as: observation, comparison and experiment; study of theoretical research methods which include abstraction, idealization, formalization, generalization and experiment; consideration of aspects related to models and modeling, including the concept of models, types of models, stages of modeling; analysis of economic-mathematical modeling and establishment of requirements for models, such as completeness, high efficiency, low dimensionality, simplicity, low costs and accuracy.

### **A list of questions for independent work**

1. Methods in the context of human activity, including scientific research.
2. Interpretation of the concept of a research method by various researchers as a phenomenon and as a scientific category.
3. Classifications of research methods. General scientific and special methods.
4. Direct connection of research methods with functional (procedural) elements of research content. Methods as elements of research activity

in the form of movements, actions, operations and works, which are used by students to discover new knowledge.

### Practical tasks

**Task 1.** Match the sections of science and their characteristics given in Table 2. Fill in the answer table by putting the appropriate number of the characteristic next to the capital letter that corresponds to a certain section.

Table 2

#### Sections of scientific studies and their characteristics

Sections of scientific studies	Characteristics of the section
A. Economics of science	1. Study of the system of methods in science, compilation of models of scientific activity and its individual types
B. History of science	2. Study of the economic features of the development and use of science, criteria for the economic effectiveness of scientific research
C. Theory of scientific forecasting, planning and management of scientific research	3. Development of international and national systems of concepts and terminology, stylistic features of presenting the results of scientific research
D. Methodology of science	4. Development of science strategy, planning of its material support, organization of scientific research management
E. Language of science	5. Research into the genesis of the dynamic process of accumulating scientific knowledge, establishing the regularities of the development of science

#### A table for answers

A _____	B _____	C _____	D _____	E _____
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**Task 2.** Match the empirical methods of scientific research and their characteristics given in Table 3. Fill in the answer table by putting the appropriate number of the characteristic next to the capital letter that corresponds to a certain method.

### Methods of scientific research and their characteristics

Empirical methods	Characteristics of the method
A. Observation	1. The procedure for determining the numerical value of a certain value using a unit of measurement
B. Measurement	2. Approbation of knowledge of the studied phenomena in controlled or artificially created conditions
C. Experiment	3. The process of comparing objects or phenomena of reality with the aim of establishing similarities or differences between them, as well as finding a common, inherent feature that can be characteristic of two or more objects of research
D. Comparison	4. Systematic, purposeful, specially organized perception of objects and phenomena of objective reality which are the objects of research

A table for answers

A _____	B _____	C _____	D _____
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**Task 3.** Match the types of abstractions and their characteristics given in Table 4. Fill in the table of answers by putting the appropriate number corresponding to the characteristic next to the capital letter that corresponds to a certain type.

Table 4

### Types of abstractions and their characteristics

Types of abstractions	Characteristics
1	2
A. Isolation	1. Turning away from the incompleteness (and completeness) of the process of forming an infinite set, from the impossibility of specifying it with a complete list of all elements
B. Constructivism	2. Selection of properties and relations inextricably linked to objects and their designation with certain names, which gives abstractions the status of independent objects – "reliability", "technological"

Table 4 (the end)

1	2
C. Actual infinity	3. The formation of concepts by combining objects connected by relations of the equality type into a special class (turning away from some individual properties of objects)
D. Identification	4. Turning away from the real limits of human capabilities, caused by the limitation of the life span in time and space of objects (infinity already appears as potentially feasible)

A table for answers

A _____	B _____	C _____	D _____
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## Topic 2. Levels of scientific cognition

The process of cognition deepens humanity's knowledge of the essence of the objective world and it is carried out with the help of historically developed research methods and techniques. Understanding the essence of scientific knowledge and the specifics of its methods forms the culture of a person's cognitive activity and encourages a conscious approach to scientific knowledge. It should be also noted that knowledge of the real world, its peculiar "diagnosis" is always creativity. Standard rules, principles and rules, no matter how perfect they are, do not guarantee the reliability of new knowledge. Strict adherence to them does not always protect us from mistakes and false statements. Any discovery requires talent and creativity. And even the very use of various cognitive tools, which to some extent simplifies the scientist's path to discovery, is a creative process.

A general goal is to form an idea about the features of scientific cognition, its levels, forms and basic methods, to outline the creative component of cognitive activity, to reveal the specifics of scientific cognition in economic science.

In the process of independent work on the topic, it is necessary to pay special attention to the study of the following issues: revealing the essence of scientific cognition; characterization of the structure of scientific cognition and the ratio of its empirical and theoretical levels; finding out the essence

of the basic forms of scientific cognition; considering knowledge as a form of creative activity.

### A list of questions for self-study

1. Peculiarities of scientific cognition. Correlation and structure of empirical and theoretical levels of scientific cognition.
2. Basic forms of scientific cognition.
3. Methods of empirical and theoretical levels of knowledge.
4. Specificity of scientific cognition in economic science.
5. Cognition as creativity.

### Practical tasks

**Task 1.** Match the levels of research and their characteristics given in Table 5. Fill in the table of answers by putting the appropriate number corresponding to the characteristic next to the capital letter that corresponds to a certain level.

Table 5

### Find a match

Levels of research	Characteristics
A. Empirical	1. At this level, the essence of the phenomenon, laws are revealed, certain hypotheses are put forward, and new theories are created
B. Theoretical	2. At this level, scientific knowledge is applied to solve technical problems in various spheres of human activity
C. Technological	3. At this level, information is accumulated, experiments, description, measurements, classification, and primary generalizations are carried out

A table for answers

A _____	B _____	C _____
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**Task 2.** Explain the methods used at the empirical and theoretical research levels:

- analysis;
- synthesis;
- induction;
- deduction;
- abstraction and generalization;
- historical and logical methods;
- analogy and modeling;
- method of system-structural analysis;
- the descent from the abstract to the concrete;
- experiment.

**Task 3.** The Italian philosopher of the Renaissance Lorenzo Valla claimed that a person created by God, imitating his Creator, should be an Artist, engaging in creative activities or turning his own life into a work of art. Do you agree with the philosopher's opinion? Comment your answer.

### **Topic 3. The main types of methods and techniques of scientific cognition**

The technology of scientific research is a way to achieve its goal under the conditions of a fixed division of functions between technical means and natural human information organs, which correspond to the possibilities of the former and the latter, as well as the established logic of research.

The logic of scientific research is a set of such components as cognitive tasks, the structure of information (a list of its types and their relationships), necessary for obtaining a decision, means of collecting and preparing this information, procedures for setting tasks, searching for solutions and obtaining results. Logic is developed in the methodology of scientific research, and its description is the final result of the latter. It acts as one of the prerequisites for the development of appropriate monitoring technology.

The technology of scientific research involves the implementation of the following technological cycles:

- formulation of the topic of scientific research and development of a working hypothesis;

definition of the goal, tasks, object and subject of research;  
fulfilment of theoretical and applied requirements for the hypothesis of scientific research;  
drawing up a report on the performed research work.

In the process of independent work on the topic, it is necessary to pay special attention to the study of the following issues: scientific direction, problem, topic, scientific questions, development of the structure of the problem, performance of theoretical and applied scientific research.

### **A list of questions for self-study**

1. Processes of scientific research. General characteristics.
2. Formulation of the topic of scientific research.
3. Statement of the problem of scientific research.
4. Determination of the goal, tasks, object and subject of research.
5. Methodology of theoretical research.

### **Practical tasks**

**Task 1.** Determine the purpose, task, object and subject of the research according to your topic.

General *methodological recommendations* for the implementation of this practical task are as follows.

The purpose of the research is considered as the achievement of the main result. In this regard, the goal of the scientific work is the generalization and further development of theoretical and methodical provisions and approaches, methodological support, scientific and practical recommendations on a certain problem of a correspondingly chosen research topic.

Research tasks aimed at achieving the specified goal should be formulated using the following basic words: clarify, analyze, generalize, form, substantiate, identify, define, highlight, improve, develop.

It is advisable to define the object of research as a certain phenomenon or process (that is, *on what* the research is conducted).

The subject is a methodical characteristic of the object (that is, *what exactly* the research is about). Therefore, the subject can be theoretical and methodological provisions and approaches, methods and recommendations,

practical provisions, methodological support for the solution of a certain issue defined in the topic of a scientific work.

**Task 2.** Give examples of the application of the method of analogy in the field of economics and business. Analyze the appropriateness of deduction by analogy in such a situation. Company A raised the price of its products and Company B plans to follow suit. At the same time, companies A and B are similar in their terms of operation, the number of employees and the age of directors. It remains to add that company A is a bakery, and company B is a toy factory.

#### **Topic 4. Methods and techniques of empirical research**

These methods include observation, experiment, comparison, description, measurement. Observation is a purposeful study of objects, which is mainly based on the data of the senses (sensation, perception, representation). During observation, knowledge is obtained not only about the external aspects of the object of knowledge, but also about its essential properties. Observation can be direct or indirect. The latter is carried out with the help of various devices and technical means, and with the development of science it becomes more and more complicated.

An experiment is a purposeful and active intervention in the course of the process being studied, corresponding changes of the object or its reproduction in specially created and controlled conditions. The main stages of the experiment are: planning and construction; control; interpretation of results. The experiment has two interrelated functions: experimental testing of hypotheses and theories as well as the formation of new scientific concepts. Depending on these functions, experiments are divided into: research, verification (control), reproducible, isolated, etc., and depending on the nature of the objects they may be physical, chemical, biological, social, etc. So, the experiment is the most general empirical method of cognition, which does not only include observation and measurement, but also rearranges, changes the object of research, etc. Using this method, it is possible to reveal the influence of one factor on another.

Comparison is the process of establishing similarities or differences in objects and phenomena of reality as well as finding commonalities inherent in two or more objects.

Measurement is the determination of the numerical value of a certain value using a unit of measurement, which makes it possible to study natural phenomena in terms of quantity.

In the process of independent work on the topic, it is necessary to pay special attention to the study of the following issues: concepts and general characteristics of empirical methods of scientific research, requirements for observation, stages of observation, specifics of the experiment, stages of the experiment, types of measurements.

### **A list of questions for self-study**

1. What are the requirements for empirical research methods?
2. What types are empirical research methods divided into?
3. What is the essence of experiment?
4. How are experiments classified in different fields of science?
5. Explain the peculiarities of conducting natural and artificial experiments.

### **Practical tasks**

**Task 1.** Determine which of the effects of a risky choice are presented in the following situations. Justify your decision.

1. After hearing information from the mass media about the deterioration of the economic situation, most people reconsider their attitude to the taken loans.

2. The desire of the "golden youth" (children from wealthy families) for extreme entertainment: nighttime car races through city streets.

3. Information about inexpensive hotels attracts the attention of vacationers more often than information about cheap ones.

4. Most people are not inclined to abruptly break off their relationship with a person, even if they are completely disappointed in their partner.

The effects of a risky choice arise as a result of the imperfection of human calculation abilities, the incompleteness of information for making a rational decision and are caused by certain situational factors that can be determined in view of the essence of each effect (Table 6).

### The essence of the effects of risky choice

Effect name	Essence of the effect
1. Reassessment of the probability of individual cases	The probability of private and specific events is estimated higher
2. Belief in the identity of local events	Belief in the fact that the pattern of distribution is the same in any part of the sample
3. Ignoring objective information about the frequency of events	Ignoring the frequency of events under the influence of an existing stereotype
4. Non-regressive forecasting (deviation from the mean)	A random value that differs significantly from the norm is perceived as significant information
5. The anchoring effect	The influence of immediately preceding or simultaneous events on the result
6. The effect of forced choice	Decreased risk appetite in case of forced choice due to unwillingness to take responsibility for failure
7. Inertia effect	Self-reinforcement of the first alternative that came to mind
8. The post-decisional overconfidence effect	A tendency to overestimate the correctness of already made decisions and to underestimate the probability of incorrect ones. Confidence is greater in difficult tasks
9. Loss aversion effect	Aversion to risk with significant amounts of income
10. The initial wealth effect	The greater the wealth, the higher the propensity to risk
11. Reflection effect	Avoiding risk with potential gains, acceptance – in case of losses
12. Credibility effect	The tendency to make a choice in favor of a more reliable option
13. Effect of target offering	More value is given to information presented negatively
14. The effect of offering a risky choice	Propensity to take risks with an emphasis on losses
15. Effect of retrospective distortion	The tendency to judge the outcome of events as more inevitable after they have occurred
16. The effect of growing attachment	Continuation of unsuccessful actions due to unwillingness to recognize the loss of previously invested funds

## **Topic 5. Methods and techniques of theoretical research**

The main general scientific methods used at the theoretical level of research can include the following methods: analysis and synthesis, induction and deduction, ascent from the abstract to the concrete, idealization and formalization, axiomatic method, systematic approach.

Analysis is a method of scientific research by decomposing a subject into components, while synthesis is a combination of parts obtained during analysis into a whole. The methods of analysis and synthesis in scientific creativity are organically interconnected and can take on different forms depending on the properties of the researched object, the purpose of the research, the degree of knowledge of the object, and the depth of penetration into its essence.

The method of ascent from the abstract to the concrete is a general form of the movement of scientific knowledge – it is a reflection of reality in thinking. According to this method, the process of cognition seems to be divided into two relatively independent stages: the first stage – from sensory-concrete to its abstract definitions; the second stage is the ascent from abstract definitions of the object to concrete in cognition.

A mental construction in which a conclusion about some element of a set is made on the basis of knowledge of the general properties of the entire set is called deductive. The content of deduction as a method of knowledge is the use of general scientific provisions in the study of specific phenomena.

"Induction" means transition from the partial to the general, when a conclusion is made about the class as a whole on the basis of knowledge about a part of the objects of the class. Deduction and induction are mutually opposite methods of knowledge.

The method of idealization is the mental construction of objects that do not exist in reality or that are practically impossible. The purpose of idealization: to deprive real objects of some of their inherent properties and to endow (mentally) these objects with certain unreal and hypothetical properties.

Formalization is a method of studying various objects by displaying their structure in symbolic form. It ensures the generality of the approach to solving problems; symbolism provides brevity and clarity of fixing values; unequivocal symbolism; it is possible to form iconic models of objects and replace the study of real things and the processes of studying these models.

The axiomatic method is a method of building a scientific theory, according to which some statements are accepted without proof, and all other knowledge is derived from them according to certain logical rules.

In the process of independent work on the topic, it is necessary to pay special attention to the study of the following questions: the essence of theoretical knowledge, the structure of the process of theoretical knowledge, the process of scientific theoretical research, the purpose of theoretical research, the main tasks of theoretical research, the algorithm of the theoretical level of knowledge, the characteristics of the main theoretical methods of scientific research.

### **A list of questions for self-study**

1. What is theoretical knowledge?
2. What is the structure of the process of theoretical knowledge?
3. The process of scientific theoretical research.
4. The purpose of theoretical research.
5. What are the main tasks of theoretical research?
6. Algorithm of the theoretical level of knowledge.

### **Practical tasks**

**Task 1.** Analyze the methods of scientific research according to the selected topic of individual work (see Topics for students to complete the individual task).

### **An individual task**

The implementation of the 1st stage of individual training is carried out by students independently, on the basis of the proposed or any other topic agreed with the head of practice.

The purpose of the work: practical mastery of the methodology of conducting scientific research at the theoretical level, drawing up an abstract for a scientific article.

Before starting the 1st stage of training (at the beginning of the class), students should independently prepare answers to the following questions.

Collection and selection of information in scientific research.

Organization of work with scientific literature.

Basic requirements for collecting the necessary information.

Sources.

Compilation of the bibliography on the problem under investigation.

After consideration of all questions, the teacher consults on the topics of individual tasks. Tasks are performed by students independently on the basis of materials on their own choice.

### *The content of work*

1. On the basis of studying the educational and scientific literature of the relevant thematic orientation, critically examine the opinions of scientists regarding the definition of the content of the problem, the form of its manifestation, the reasons that form it and the possible solutions (Table 7).

2. Systematize the received information; under existing conditions, structure the information into appropriate tables, diagrams, etc., for the purpose of clarity of its presentation; draw appropriate conclusions.

Table 7

### **Tasks to perform individual work on the complex training**

The name of individual work	The topic on which the work is carried out
Carrying out a critical analysis of the works of scientists regarding the formation and solution of a certain economic problem and drafting an abstract for a scientific article on the topic of this study	Selection, stages and relevance of scientific research

Educational and scientific literature, legislative and regulatory acts, materials of scientific conferences and symposia, publications in economic and industry magazines and newspapers, information from the Internet, etc. can serve as materials for preparing an individual task.

When completing an individual task, the student outlines the main stages of the development of scientific thought regarding the essence, role and meaning of the object of research. The main attention should be paid

to the review of modern scientific trends and concepts. Briefly, critically highlighting the works of scientists (about 10), one should reveal the state of theoretical work on the chosen topic, analyze the existing various views on certain aspects, identify unresolved problems that need to be solved theoretically.

When performing this work, it is necessary to widely involve the knowledge acquired by the student during the study of fundamental economic disciplines.

The result of this work should be the student's own reasoned conclusions regarding the studied phenomenon, which, according to the given reasoning, may or may not coincide with the opinions of certain scientists.

The conclusions of the 1st stage of the work are of particular importance, since they form the main directions for drawing up an abstract for a scientific article and the actual preparation of a scientific article within the scope of individual work.

The individual task presents the topics for students to complete in the 1st stage of the comprehensive training. Students have the right to independently choose a topic for conducting a critical analysis of the works of scientists regarding the formation and solution of a certain problem and drafting an abstract for a scientific article on the topic of this research. However, the topics chosen for development are fixed by the teacher and must not be repeated.

### **Topics for students to complete the individual task**

1. The Internet as a means of promoting services on the foreign market.
2. The influence of social and cultural factors on the behavior of consumers in the world market.
3. Study of the conjuncture of foreign markets of industrial (consumer) goods.
4. Development of a competitive strategy for entering the foreign market.
5. Strategic decisions in commodity policy on the international market.
6. Formation of international product strategies.
7. Increasing the competitiveness of goods on foreign markets.
8. Improvement of the enterprise's pricing policy on the foreign market.
9. The system of sales promotion in the enterprise's activities on the foreign market.
10. Readiness and ability of the EU to expand: prospects for Ukraine.

11. Formation of the information society in Ukraine in the context of the European choice.

12. International cooperation between Ukraine and the EU in the field of ICT and mass media.

13. State support for the development of the innovation sphere in EU member states: experience for Ukraine.

14. Ukraine's participation in the agencies/programs of the European Union: current state and ways for improvement.

15. Intercultural factors and the role of communications in European cohesion policy: experience for Ukraine.

16. Cooperation between Ukraine and the European Union in the field of regional development: state and ways for improvement.

17. Cross-border cooperation with EU countries in the field of regional policy of Ukraine: status and ways to improve efficiency.

18. European migration policy and mechanisms of the policy implementation: experience for Ukraine.

19. Organization and technique of carrying out export-import operations of an enterprise.

20. Organization of foreign economic activity of a trade intermediary enterprise.

21. Organization of transport and forwarding services for the enterprise's foreign economic relations.

22. Organization of foreign trade operations with agricultural products.

23. Organization of foreign trade operations with industrial products.

24. Sales policy of a joint venture.

25. Management of the competitiveness of an enterprise during international economic activity.

26. Assessment and main directions of increasing the competitiveness of an enterprise in the implementation of foreign economic activity.

27. Management of the financial condition of an enterprise-subject of the foreign economic activity.

28. Evaluation of the financial results of the export (import) activity of a firm on the foreign market.

29. Formation of an assortment policy and its influence on the efficiency of the international economic activity of an enterprise.

30. Reserves for increasing the efficiency of foreign trade operations.

31. Foreign economic policy of Ukraine: features and priorities.

32. Modern foreign trade policy of the country and means of the policy implementation (based on the example of a specific country).

33. Effectiveness of foreign investment attraction in the economy of Ukraine.

34. Comparative characteristics of investment attractiveness of industries and regions of Ukraine.

35. Improvement of the mechanism of export-import operations of Ukraine.

36. Modern means of state promotion of exports: global and Ukrainian practice.

37. Problems and contradictions of the functioning of the modern world economy.

38. Directions of development of the modern policy of protectionism in the global trade system.

39. Dumping and anti-dumping procedures in international trade.

40. Modern trends of regional changes in international trade and its role in economic development.

41. Development of world commodity markets in conditions of globalization (based on the example of a specific group of goods).

42. Features of the development of international trade in services in modern conditions (based on the example of a specific group of services).

43. Features of the development of auction trade in the global environment.

44. Development of electronic trade in the conditions of the global information space.

45. Development of the world market of nanotechnology.

46. The world high-tech market and Ukraine's position on it.

47. Strategic priorities of the geography of the commodity structure of Ukraine's exports.

48. Formation of logistic transport systems in the global space.

49. Industrial parks in the world and Ukrainian economy.

50. Forms and sources of formation of competitive advantages in the hotel business of Ukraine.

## **Stage 2. Requirements concerning scientific publications**

Completion of the 2nd stage of complex training is carried out by students independently, based on the completed 1st stage of training.

The purpose of the work is to clarify the main requirements of the Ministry of Education and Culture of Ukraine for scientific publications in specialized editions.

Before starting the 2nd stage of the training, students should independently prepare answers to the following questions.

1. The concept, general characteristics and basic requirements of the Ministry of Education and Culture of Ukraine for scientific publications in specialized editions (theses of a report).

2. The main stages of preparation of a scientific article (theses of a report).

3. The structure and technical design of a scientific article (theses of a report).

4. Preparation for the publication of a scientific article (theses of a report).

After consideration of all these issues, the teacher consults on the implementation of an individual task according to the 2nd stage of the training.

Stage 2 is carried out by students independently, based on the materials of the report on the 1st stage of training.

The content of work:

1. On the basis of lecture notes, textbooks, specialized publications on economic sciences, clarify the purpose and content of the work.

2. Study the list of main sections that should be included in the article being prepared for publication in a professional edition.

3. Collect information that is additionally needed for writing the article.

4. Based on the materials of stage 1 and additionally collected information, draw up a report in the form of a finished article and defend it with the teacher.

Educational and scientific literature, legislative and regulatory acts, materials of scientific conferences and symposia, publications in economic and industry magazines and newspapers, information from the Internet as well as materials of stage 1 can serve as an information base for the preparation of the second stage.

When completing stage 2, the student must fully highlight such components of the scientific article as:

the surname and initials of the author(s) (as a rule, in Ukrainian and English);

the title of the article (usually in Ukrainian and English);

the purpose of the article (proceeds from the problem posed by the author and a review of previously conducted research within the outlined topic);

research methods (reveal the essence of the application of certain methodological tools on which the research is based);

research results (demonstrate what exactly was achieved by the author in the process of writing the scientific article);

keywords (6 – 8 significant words from the text of the scientific research, by which you can quickly find an article on the relevant topic);

statement of the problem (a complex scientific task that includes a significant field of research and has perspective);

analysis of the latest research and publications (shows the degree of research of one or another problem that is the subject of the scientific publication);

presentation of the main material of the research (personal ideas, opinions, received scientific facts, revealed regularities, connections, trends in the development of the research object, etc. are highlighted);

conclusions (a summary of the results of the article, recommendations and their role in the further development of theoretical (practical) aspects of the research, etc. is formulated in a concise form);

a list of literature (a list of literary sources used by the author in the process of writing the scientific article and to which a reference was made, for example [3, p. 12]).

Students prepare the results of the second stage of training in the form of a report which should correspond to the structure of the article in a professional edition.

The report on the 2nd stage of the training should contain:

A cover letter (the form is presented in the Appendix).

The content part, which reveals the essence of the task, namely the structural elements of the scientific article:

the surname and initials of the author(s);

the title of the article;

the purpose of the article;

research methods;

research results;

keywords;

formulation of the problem;

analysis of the latest research and publications;

presentation of the main research material;

conclusions;

a list of references.

The list should be drawn up in accordance with the requirements of state standard 8302:2015.

The work must be done on a PC using Word. The total volume of the report is 12 – 15 pages of printed text on standard A4 sheets of paper. The text must be placed on one side of each sheet, leaving margins of the following size: 30 mm left; 10 mm right, 20 mm upper and lower. Font Times New Roman, size 14, line spacing 1.5; width alignment. The font size of the information summarized in the tables is 14.

The report prepared by the student is numbered (page numbers are placed at the bottom of the sheet in the center). The title page is included in the total page numbering of the work and is considered the first page. The page number is not placed on the title page.

At the end of the report (preceding the list of the used sources), the date of completion of the report and the signature of the author are placed.

The main forms of control of the training are: preliminary control; current control; final control.

Preliminary control is carried out during the preparation of students for training. At this stage, the teacher explains the purpose and tasks, the procedure for passing the training and the criteria for evaluating the quality of training and summarizing its results.

Current control by the teacher, head of the department is carried out during the performance of the training tasks.

The final control is carried out during the verification, assessment and defense of the training report. The training report on the basics of scientific research is defended in the presence of the teacher.

The final stage of the training is the defense of the completed report, which is conducted in the form of an interview. Based on the results of the defense, the teacher assigns a differentiated assessment. Students who have fully completed the training program and submitted a report according to the established model on time are allowed to defend the report.

The defense of an individual work consists in a brief statement of its purpose, the content of the problem and ways of solving it, the final results and answers to the teacher's questions.

The defense of the report is carried out in two stages:

1) the individual task is submitted for verification to the training manager, who decides on its compliance with the requirements;

2) defense of the report to the head of the training.

The results of report defense are recorded in the defense report.

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# Appendix

Appendix A

## An example of the title page of the report

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE  
SIMON KUZNETS KHARKIV NATIONAL UNIVERSITY  
OF ECONOMICS

Department of International Economics and Management

### REPORT

on the complex training "Methods and techniques of scientific research"

Performed by: the student of the 2nd year of study,  
group 8.06.051.130. \_\_\_\_\_  
of the Master's (second) degree  
speciality 051 "Economics"  
educational program "International Economy"  
(code and name of training direction, specialty)

\_\_\_\_\_  
(surname and initials)

Head

\_\_\_\_\_  
(position, academic title, scientific degree)

\_\_\_\_\_  
(surname and initials)

Members of the commission

\_\_\_\_\_  
(signature)

\_\_\_\_\_  
(surname and initials)

\_\_\_\_\_  
(signature)

\_\_\_\_\_  
(surname and initials)

\_\_\_\_\_  
(signature)

\_\_\_\_\_  
(surname and initials)

National scale \_\_\_\_\_

Number of points: \_\_\_\_\_ Score: ECTS \_\_\_\_\_

Kharkiv – 20\_\_\_\_

# Content

Introduction.....	3
Stage 1. Methods and types of scientific cognition and research .....	4
Topic 1. Methods of scientific cognition.....	4
Topic 2. Levels of scientific cognition .....	8
Topic 3. The main types of methods and techniques of scientific cognition.....	10
Topic 4. Methods and techniques of empirical research .....	12
Topic 5. Methods and techniques of theoretical research .....	15
Stage 2. Requirements concerning scientific publications.....	20
Recommended literature .....	24
Appendix .....	26

НАВЧАЛЬНЕ ВИДАННЯ

# МЕТОДИ ТА ТЕХНІКИ НАУКОВИХ ДОСЛІДЖЕНЬ

**Методичні рекомендації до комплексного тренінгу  
для здобувачів вищої освіти спеціальності 051 "Економіка"  
освітньої програми "Міжнародна економіка"  
другого (магістерського) рівня  
(англ. мовою)**

*Самостійне електронне текстове мережеве видання*

Укладачі: **Кот Олена Володимирівна**  
**Федотова Юлія Володимирівна**

Відповідальний за видання *Н. В. Проскурніна*

Редактор *З. В. Зобова*

Коректор *З. В. Зобова*

Подано теоретичні принципи, практичні методи та прийоми ведення наукових досліджень, потрібні для організації та виконання наукових і дослідницьких проєктів, розвитку навичок у пошуку та формуванні ідей для наукової діяльності, навчання практичним методам роботи з науковою літературою.

Рекомендовано для здобувачів вищої освіти спеціальності 051 "Економіка" освітньої програми "Міжнародна економіка" другого (магістерського) рівня.

План 2024 р. Поз. № 121 ЕВ. Обсяг 28 с.

Видавець і виготовлювач – ХНЕУ ім. С. Кузнеця, 61166, м. Харків, просп. Науки, 9-А

*Свідоцтво про внесення суб'єкта видавничої справи до Державного реєстру  
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