Revista Digital de Investigación y Postgrado
ISSN: 2665-038X
ISSN-L: 2665-038X
omar.escalona@iesip.edu.ve
Instituto de Estudios Superiores de Investigación Y Postgrado
República Bolivariana de Venezuela

Escalona Vivas, Omar
El objeto de estudio como núcleo epistemológico de toda investigación científica
Revista Digital de Investigación y Postgrado, vol. 6, no. 12, 2025, July-December, pp. 19-21
Instituto de Estudios Superiores de Investigación Y Postgrado
San Cristóbal, República Bolivariana de Venezuela

DOI: https://doi.org/10.59654/mv23n733

Available in: https://www.redalyc.org/articulo.oa?id=748582382001

Editorial

The object of study: Epistemological core of all scientific research

At the heart of every research endeavor lies an essential element that determines its direction, depth, and relevance: the object of study. Defining it is no trivial act; on the contrary, it represents a decisive epistemological operation, as it constitutes the delimitation of the fragment of reality one seeks to understand (Tamayo y Tamayo, 2006). This element articulates the questions, objectives, theoretical categories, and methods of research, and its proper formulation directly impacts the validity of the knowledge produced.

From classical thought to contemporary epistemologies, the object of study has been conceived in multiple ways. According to Bunge (2000), all scientific research must begin with the precise identification of the problem or phenomenon to be studied, based on a rigorous and coherent conceptual framework. This precision requires distinguishing between the empirical-observable and the theoretical-explicable, demanding a critical attitude that avoids taking objects as given.

In current scientific practice, particularly in the social sciences and humanities, the object of study is not only constructed but constantly reinterpreted within dynamic contexts. Morin (1990) argues that every object of knowledge is inherently complex, entangled with multiple dimensions of reality, and irreducible to a single variable or cause. This complex vision requires researchers to transcend reductionist views and adopt transdisciplinary logic.

De Sousa Santos (2009) proposes that science must relearn to listen to objects from a plural perspective, recognizing the multiple forms of knowledge that interact with social realities. Thus, the object of study is not merely a phenomenon to be investigated but a theoretical construction with ethical, political, and cultural implications.

Hermeneutic and critical perspectives complement this view. Gadamer (1997) emphasizes the interpretive nature of knowledge, anchored in the historical and linguistic horizons of both the researcher and the reality being studied. Similarly, Habermas (1987) warns of the need to situate objects of study within contexts of communicative action, acknowledging the power dynamics, domination, and consensus that permeate all scientific practice.

Methodologically, Hernández, Fernández, and Baptista (2014) recommend that the object of study be clearly defined by delimiting specific variables or dimensions that can be observed, measured, or interpreted, depending on the adopted approach. This clarity does not imply rigidity but must coexist with the interpretive flexibility required by any authentic research process. Guba and Lincoln (1994) argue that objects of study in the social sciences are intersubjectively constructed, and their understanding demands dialogue and negotiation among the actors involved in the research.

Finally, Lakatos (1978) and Kuhn (1962) agree that science progresses through redefinitions of objects of study, conditioned by paradigmatic shifts, research programs, and social contexts. In this sense, scientific journals, as spaces for knowledge circulation, play a fundamental role in promoting updated reflections on research objects, understood as dynamic constructions that encode not only the "what" but also the "why" and "how" of science. Dussel (1994) cautions that

the object of study also reflects society's ethical-political priorities, while Popper (1972) reminds us that all objects are revisable and perfectible in light of new evidence.

This purpose becomes particularly relevant in the contemporary context, characterized by technological acceleration, the complexity of social phenomena, and growing global interdependence. Scientific journals not only document and disseminate produced knowledge but also help build epistemic communities that engage with current grand challenges. Interdisciplinary journals especially bear the responsibility of making visible the diversity of approaches, methods, and objects of study, creating spaces where different perspectives can complement and enrich debate. The training of critical and committed researchers depends significantly on access to publications offering updated conceptual frameworks and case studies illustrating the tensions and potentials of research processes.

Accordingly, this issue of our journal aims to contribute to this collective task by showcasing research that demonstrates the richness and complexity of objects of study addressed by educators, researchers, and professionals across various fields. Each contribution reflects a commitment to rethinking formative, scientific, and social processes through interdisciplinary, contextualized, and critical lenses.

The topics featured in this edition include:

- *Student Scientific and Investigative Competencies from an Interdisciplinary Perspective in General Secondary Education*, by Carmen Eloísa Sánchez Molina.
- *Sayings and Doings: Comprehensibility of Knowledge Significance Among Teachers Regarding Reading and Writing in Colombian Rural Education*, by Adrián Filiberto Contreras Colmenares and Alba Lucía Barajas Lizcano.
- *Material and Normative Dimension of the International System and Law (SI-DI)*, by Iván Agustín Cevallos Zambrano.
- *Educommunication: Dialogic Approach to Innovate Teaching Practice*, by Delmy Janeth Andrade Oviedo, Lisset Márquez Martínez and Jorge Miguel Quevedo Borrero.
- *Distance Education: Digital Platforms and Autonomy of 21st Century Students, by Custódio Cazenga Francisco.*
- *ICT Integration in Transdisciplinary Teaching in University Education*, by Juan Acacio Rosales Vivas.
- *Influence of Information and Communication Technologies in University Professional Training Processes*, by Ezequiel Landinez Blanco.
- *Curriculum Revision in Higher Education and Its Implications for Teaching Quality: Challenges for University Education*, by Mário Adelino Miranda Guedes.
- *Artificial Intelligence Implementation: A Strategy for Learning Planning and Assessment*, by Sergio Alberto Mejía Rivera.

- *School Dropout, Access and Retention Strategies in Official Educational Institutions of Tunja*, by Jorge Fernando Vargas Cruz.
- *Quality Indicator System: Evaluation of Investigative Training in Nicaraguan Higher Education, 2021-2023*, by Jossarys Gazo Robles.
- *Teaching Challenges When Guiding Competitive Learning in Fields Beyond One's Specialty*, by Mayra Daniella Escobar Rivas.

Each of these works reminds us that the object of study is not a static entity, but a construct that must be problematized and redefined according to the social, technological and educational transformations of our time. We invite our readers to peruse these pages with a critical and reflective perspective, confident they will find valuable contributions for the collective construction of relevant, rigorous and committed knowledge.

References

Bunge, M. (2000). *La investigación científica: su estrategia y su filosofía.* Siglo XXI Editores.

De Sousa Santos, B. (2009). *Una epistemología del sur.* CLACSO.

Dussel, E. (1994). *El encubrimiento del Otro: hacia el origen del mito de la modernidad.* Nueva Visión.

Gadamer, H.-G. (1997). *Verdad y método.* Sígueme.

Guba, E., & Lincoln, Y. (1994). *Competing paradigms in qualitative research.* Sage.

Habermas, J. (1987). Teoría de la acción comunicativa. Taurus.

Hernández, R., Fernández, C., y Baptista, P. (2014). *Metodología de la investigación* (6.ª ed.). McGraw-Hill.

Kuhn, T. (1962). *La estructura de las revoluciones científicas.* Fondo de Cultura Económica.

Lakatos, I. (1978). *La metodología de los programas de investigación científica.* Alianza Editorial.

Morin, E. (1990). *Introducción al pensamiento complejo.* Gedisa.

Popper, K. (1972). *La lógica del descubrimiento científico.* Tecnos.

Tamayo y Tamayo, M. (2006). *El proceso de la investigación científica.* Limusa.

Dr. Omar Escalona Vivas
https://orcid.org/0000-0003-2560-0339