

# METODOLOGIJA NAUČNOG ISTRAŽIVANJA SA OSNOVAMA STATISTIKE

Vežbe II

**Jezik i stil naučnog dela**

# Naučni funkcionalni stil

## ■ Naučni stil

- Funkcija: informisanje naučne javnosti (a ne ekspresija ličnih uverenja)
- Jezik mora biti gramatički ispravan, semantički precizan i sintaksički razumljiv
- Logička zasnovanost teksta i upotreba naučnih termina
- Na koje načine se može razvijati naučni stil?
  - Čitanjem naučne literature
  - Pisanjem naučnih dela

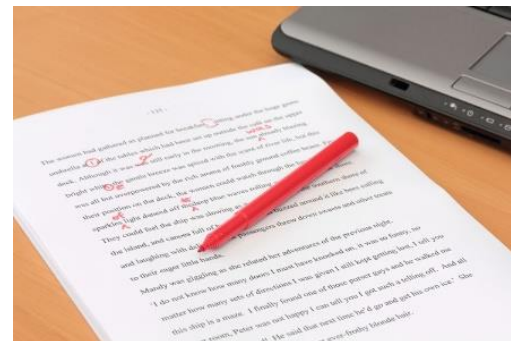
## ■ Ostali osnovni funkcionalni stilovi

- Razgovorni (kolokvijalni)
- Književni (literarni)
- Novinarski
- Administrativni (službeni)



# Odlike naučnog teksta

- ❑ **Informativnost** (tekst treba da informiše čitaoca o temi istraživanja)
- ❑ **Jasnoća** (određenje naučnih pojmova, navođenje ilustrativnih primera)
  - ❑ Izbegavati nejasne metafore, lokalizme, arhaizme i strane termine
- ❑ **Logičnost** (valjano i dosledno povezivanje pojmova)
- ❑ **Sažetost**
  - Rečenice ne treba da budu predugačke
  - Ne treba ponavljati ono što je već na neki način rečeno
  - Ne treba objašnjavati opširno ono što je po sebi dovoljno razumljivo
  - Ne treba unositi u delo ono što nije u neposrednoj vezi sa temom



# Strukturisanost naučnog dela

- Podela teme na manje celine (poglavlja i potpoglavlja)
- Povezanost većih celina unutar teksta
- Izabrana struktura rada treba da omogući prezentaciju osnovnih ideja
- Struktura rada se prikazuje u odeljku *Sadržaj* na početku teksta

**Evaluation of an Initiative to Develop Community-based Capacity in Appalachia for Implementing Evidence-based Practice for Diabetes Prevention and Control**  
Thompson-Rold D, MAT, MPH; Crespo R PhD; Stockton E, MPA; Baum A BA; Eyles AA, PhD, CHES

Background	Methodology	Structure and Resources	The Sustainability Scores
<p>The Centers for Disease Control and Prevention (CDC) has supported the Appalachian Evidence Control Project (AEC) as a first-of-its-kind regional effort with the Appalachian Regional Commission (ARC) since 2008. The AEC is a partnership between the CDC and the ARC. The AEC was established in 1989 by the Appalachian Regional Development Act to promote economic, social, and cultural development in the Appalachian Area. The Act was amended in 2001 to allow the Region to include West Virginia, Kentucky, Tennessee, Mississippi, New York, Pennsylvania, and Ohio.</p> <p>In FY 2011, the Commission designated 12 counties as distressed. These counties are among the poorest in the nation. Limited rates of poverty, unemployment and per capita market income by county have been designated "in need of economic decline." The underlying problem of diabetes by county is also high. In 2008, the CDC and ARC announced a partnership to address the underlying problem of diabetes by county in the Appalachian Area.</p> <p>The AEC has supported the AEC in the Appalachian Area. The AEC has supported the AEC in the Appalachian Area. The AEC has supported the AEC in the Appalachian Area.</p> <p>The AEC has supported the AEC in the Appalachian Area. The AEC has supported the AEC in the Appalachian Area. The AEC has supported the AEC in the Appalachian Area.</p>	<p><b>Appalachian Diabetes Coalition Evaluation (ADCE)</b></p> <p>Multi-method evaluation including quantitative and qualitative assessment of diabetes prevalence, awareness of diabetes, and rates of practice implementation. Data were collected from 12 counties and 12 health care providers. Data were analyzed using descriptive statistics and regression analysis. Data were reported to the AEC and the CDC.</p>	<p><b>Communications and Interaction</b></p> <ul style="list-style-type: none"> <li>All communications were through community reporting.</li> <li>At least 1 of the authors reported being reporting to their communities. This was based on the national Diabetes Prevention Program (DPP) guidelines.</li> <li>Many authors have been about partnership with health care providers such as the county manager and the health care provider.</li> <li>Of the 12 counties that responded to the survey, 10 of these had existing awareness and resources with the State DPP.</li> </ul>	<p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li>The Appalachian coalition provides valuable insights to their community.</li> <li>Coalition members have been able to change local and regional conditions to provide opportunities to members of their community to practice healthy behaviors such as walking and eating healthy.</li> <li>These authors are effectively for behavioral and environmental change that will reduce the burden of diabetes and improve health outcomes.</li> </ul> <p>Walking on the Appalachian Park Trail</p>
<p><b>Problem Question</b></p> <p>Are there an effective means for reducing health behavior changes in the Appalachian region for diabetes prevention and control in Appalachia?</p>	<p><b>Interventions</b></p> <ul style="list-style-type: none"> <li>Coalition engaged in awareness raising in diabetes, some through community reporting or through self-management support (e.g., diabetes self-management) with some (11) with cost participation. We are applying to the CDC for funding to support this intervention.</li> <li>The participation was reported by the health care providers who had been on the number of activities.</li> <li>Finally, the authors in the state were asked to do such things:</li> </ul>	<p><b>Contact Information</b></p> <p>For more information on this project, contact: Patricia Thompson-Rold at <a href="mailto:PTR@cdc.gov">PTR@cdc.gov</a></p>	

**САДРЖАЈ**

**УВОД**

1. ТЕОРИЈСКИ ОКВИР ИСТРАЖИВАЊА
  - 1.1. Дефинисање основних појмова
  - 1.2.
    - 1.2.1.
    - 1.2.2.
  - 1.3.
  - 1.4.
  - 1.5.
  - 1.6. Претходна истраживања
2. МЕТОДОЛОШКИ ОКВИР ИСТРАЖИВАЊА
3. РЕЗУЛТАТИ ИСТРАЖИВАЊА
- ЗАКЉУЧЦИ
- ЛИТЕРАТУРА

# Izbor reči i formulisanje rečenica

Treba koristiti izraze kojima se precizno izražavaju naučni pojmovi

Treba izbegavati:

- pleonazme („prošla istorija“, „čak štaviše“)
- kolokvijalne termina („pomračeni um“, „genijalac“)
- zagonetno izražavanje i nepotrebne obrte u rečenici
- kvantifikative bez konkretnog značenja („bezbroj puta“, „stotine slučajeva“)
- stilske nepravilnosti („u vezi toga“, „trebamo da“, „najoptimalniji“)
- arogantnost („kao što dobro znamo“, „svako zna da...“)
- prazne procene („ovde nešto nije u redu“, „ne dopada nam se“)
- nejasna određenja („neki tvrde da...“)
- nepravilnu upotrebu glagolskih vremena i padeža
- korišćenje prevelikog broja sinonima za označavanje istog pojma
- ...



# Strane reči i strani autori

**Strane termine** treba izbegavati kad god je to moguće

Ukoliko nije moguće, treba ih prevesti, a u zagradi ostaviti izvorni termin

- npr. modelovanje strukturalnim jednačinama (eng. structural equation modeling)

## Transkripcija imena stranih autora

- Imena stranih autora se pišu prema pravilima jezika na kome se piše rad
- U zagradi se piše prezime autora na izvornom jeziku i godina objavljivanja rada
  - Primer transkripcije – Šmit (Schmidt, 1960)
  - Kako se izgovaraju prezimena?
    - howjsay.com
    - pronouncenames.com

howjsay . com

A free online Talking Dictionary of English Pronunciation

[Notes](#) • [Tools](#) • [New entries](#) • [iPhone](#) • [Android](#)

When your entry appears in pink, mouse over to hear it pronounced.  
Create lists of up to 15 entries like this: catcart;cut;caught etc.  
There are currently 166331 entries in the dictionary.

Advertisements:

# Navođenje autora naučnih dela

Ukoliko se u tekstu poziva na delo koje ima:

- do dva autora – navodi se jedno ili oba prezimena
  - Primer: Jugović (2000) ili Stanković i Janković (2000)
- tri ili više autora – u prvom pojavljivanju svi, nakon toga prvi autor „ i saradnici“
  - Primer: najpre Marković, Petrović i Bošković (2000), a potom Marković i saradnici (2000)

# Upotreba glagolskih vremena i oblika

- Glagolska vremena
  - U nacrtu istraživanja koristimo buduće vreme
    - Npr. „Uzorak će biti formiran...“; „Očekujemo da ćemo registrovati...“
  - U izveštaju koristimo prošlo vreme
    - Npr. „Uzorak su sačinjavali...“; „Očekivali smo da ćemo registrovati...“
  
- Zamenice
  - Prvo lice, ali množine (npr. „U istraživanje smo pošli od pretpostavke...“)
  - Treće lice (npr. „Osnovna pretpostavka ovog istraživanja je...“)
  
- Aktivni ili pasivni oblik?
  - Aktivni oblik („grafikon prikazuje...“) je preporučen
  - Pasivni oblik („na grafikonu je prikazano...“) se koristi u rezimeu