Collection of Data in the Process of Scientific Research of Security Phenomena using Basic Techniques of Testing Methods

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Abstract

Research, as well as scientific research, of security phenomena is a process that includes various activities in order to gain certain knowledge about a phenomenon, behavior or action, which has a security character. We have various types of research, as well as methods that are used in the process of scientific research of security phenomena. One of those methods is the test method, which belongs to the group of methods that deal with collecting, that is, obtaining data, both in theoretical and empirical scientific research, or in combined theoretical-empirical research. The data is obtained directly and in verbal contact between the scientific researcher and the subject through the research method. It is a classic method of social science methodology that is also very applicable in the field of security sciences. The research method uses three basic techniques for its operationalization in the scientific research process: interview (scientific conversation), survey, and test. Due to their pervasiveness, systematicity, and economy, these techniques have found significant application in the investigation of phenomena of a security nature.

Keywords: Research, scientific research, research of security phenomena, test method, basic techniques of test method.

Introduction

In order to successfully respond to the demands of modern society, it is necessary to view the security activity as an area for permanent research activity. This implies a continuous scientific research process of data collection in order to have reliable and timely knowledge in the field of security, and thus detect and prevent illegal behavior in time. Data collection can be direct (through the sense of sight, hearing, touch, smell and taste) and indirect, that is, through the observation and statements of others about given phenomena. In the scientific research process, the methods of collecting/acquiring data are clearly different from other scientific

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methods, which also applies to scientific, but also professional, investigations of security phenomena.

One of the basic theoretical-empirical methods of scientific knowledge, which serves to collect data, is the examination method. Using this method, we get to know what people think, how they think, how they feel, how they evaluate some situations and relationships in which they themselves participate or do not participate. So, the survey gives us information about the opinions, attitudes, and attitudes of people towards certain phenomena, processes, and relationships in which people participate or observe them.

The operationalization and concretization of the research method are done through its three basic techniques: interview (scientific conversation), survey, and test. All the mentioned techniques also have their own instruments that serve for their operationalization. An instrument, regardless of whether it is an interview, a survey, or a test, is a form that is specially constructed according to predetermined scientific rules, primarily of methodology, but also of psychology and logic. He is textually and graphically written and constructed in such a way that it is very easy to notice the questions asked in order to obtain and record the given answer as successfully as possible.

Knowledge as a specific form is conditioned by knowledge of social reality, so it can be said that "knowledge is socially conditioned, that it is a social creation, and therefore a complementary category of science". On the other hand, "scientific knowledge represents a developing, dynamic category of science that constantly increases the rich scientific fund of knowledge about reality" (Drašković, 1992: 13-14). In order to achieve scientific knowledge, the preceding activities must be based on scientific research work. Facts and ideas that are presented must be reliable, carefully, and in sufficient numbers collected. Critically reviewed and verified, properly analyzed and interpreted, in a word such that the reader can rely on them, so that he can check them himself (thanks to the scientific apparatus on which these facts are based)" (Šamić, 2003: 14).

However, the application of scientific knowledge is not the same as scientific research, and for scientific research we can say that it is "a process of connecting thought and experience, the goal of which is to discover laws in phenomena and processes, and we call a written report about that process and the results that have been reached scientific work" (Vujević, 2006: 21-22). In scientific research, "according to the character of the problem and research as well as the source of information - the most appropriate scientific method should be applied. The scientific method is usually called a set of various procedures and processes by means of which scientific knowledge and truth are obtained." (Šamić, 2003: 14).

The authors Gabela and Maloku point out that the research of security phenomena requires knowledge of the theory of science and methodology in general, as well as the science of security, and the special methodology of security sciences (definition of terms, good knowledge of theoretical and scientific-research concepts, research methods and techniques, the function of security phenomena, etc.). "In this way, a common point of view that negatively affects research and the research process is avoided, when methodology, in practice, is often reduced only to research methods and techniques." (Gabela & Maloku, 2023). Such an approach helps the scientific researcher "provide a scientific explanation, present and publish scientific results" (Drašković, 1982: 115

Therefore, "security activity is primarily a research activity whose subject is endangering people and human society and protecting people and human society from endangerment." (Termiz, 2014: 55). To investigate these phenomena, the research method with its research techniques is used, as in other social sciences, that is, "all types of research" are applied (Termiz, 2014: 63). Milošević and Milojević state that the investigation of security phenomena is carried out "with real empirical methods: analysis of the content of documents, observation, examination (surveying, interviewing, testing) and measurement" (Milošević & Milojević, 2001: 227).

Methodology

The significance of this paper lies in the importance of the problem it deals with, that is, the importance of the very nature of the topic (Maloku, Kastrati, Gabela, & Maloku, 2022). related to collection of data in the process of scientific research of security phenomena using basic techniques of testing methods.

The purpose of this scientific research and learning about the study of security phenomena with the techniques of the test method belongs to methodological scientific research, which includes the collection of qualitative data. The basis is defined by the methodology of social sciences through the application of a qualitative scientific-theoretical basis for obtaining data that will be an indicator of the application of certain examination techniques in the study of security phenomena.

In essence, considering that it is a research of research, that is, research of research methods and data collection, it can be concluded that it is a special type of research for which we can use the term "meta-research". Such research should provide us with adequate, accurate, valid, and reliable data and answers in the research process. Here, we are primarily interested in the answer that shows the method of data collection through the method of investigation embodied through three basic techniques: interview, survey and test, with special specificities that characterize security activity, that is, the investigation of security phenomena.

As it is theoretical research of a qualitative nature, the qualitative method of document content analysis is mainly applied as one of the methods of data collection (Qerimi, Kastrati, Maloku, Gabela & Maloku, 2023). It is a method that can be used to achieve the purpose and goal of this paper, which is to show the penetration of the techniques of the examination method in the investigation of security phenomena. In addition to that method, basic analytical-synthetic methods, as well as axiomatic and comparative methods, which belong to the group of general scientific methods, were also used.

The sources of data in this research work are primarily theoretical: scientific literature of a methodological nature, and for these reasons this research belongs to the group of research goals, that is, the direct application of research methods and techniques in the scientific research process.

Results And Discussion

a. Data Collection Methods in the Process of Scientific Research of Security Phenomena

In the process of scientific research, that is, "in research methodology and methodological approach to research, a special issue concerns the adequate choice and application of research methods" (Gabela, 2019: 230). For a successful scientific investigation of social and therefore security phenomena, a key detail is the fact that it refers to the acquisition of data and the overall flow that accompanies that process. By successfully obtaining data for scientific research, one gets to the very core of reality in order to test ideas about that reality. These data must relate to the phenomenon being investigated (Vujević, 2006: 117). Data collection methods play a special role in this process. The role and tasks of scientific data collection methods for scientific research purposes is based on certain rules, postulates and principles, and these factors must be specially sensitized when it comes to the process of scientific research of security phenomena. This sensibility comes to the fore because it must be known that scientific knowledge is such knowledge that it represents systematic, objective and verifiable knowledge about social reality, its reality embodied in security phenomena and processes.

In addition to scientific methods, for the success of the scientific research process and obtaining true scientific knowledge, the prerequisite is the adequacy of the application of all theoretical and scientific postulates during the research process. Ignorance of those postulates that science puts before researchers in terms of theory and scientific theory, or by not adhering to those principles, can significantly affect the final results reached during the research process." (Gabela & Malkić, 2021: 952). It should be emphasized here that it is necessary to make a distinction between scientific, methodical and specifically operational research of security phenomena.

But, certain conditions are set in order for the research to be successfully carried out, and it concerns sufficient knowledge about the subject and methods of research and the conscientious application of methods in order to acquire true scientific knowledge about the subject of research (Gabela, 2016: 347).

The research of security phenomena, in terms of the methodological approach to research, should be dealt with by the methodology of security sciences, which by its nature belongs to the domain of the methodology of social sciences. This special methodology for researching security phenomena deals, among other things, with methods of obtaining data, and these are methods that are necessary for all research processes, regardless of whether they are scientific or other research and regardless of whether they are empirical or theoretical research or combined theoretical-empirical research. We believe that all research must necessarily be of a theoretical-empirical character. With the help of these methods, the collection of not only simple, but also complex data on the phenomenon we are investigating is ensured. These methods, which are essentially the same as for the research of other social phenomena, include (Gabela & Maloku, 2023): 1) observation, 2) examination, 3) experiment, 4) document content analysis method, 5) case study method and 6) the biographical method.

Therefore, the methods of "collecting - obtaining data - are methods whose application is unavoidable in every scientific research process, regardless of the type and type" (Gabela & Maloku, 2023: 247). In this context, in scientific research practice we encounter various situations in research practice, but the most common are three situations: a) the first situation is that only one method is used in the research; b) another situation is such that one method is the main one, while others appear as supplementary or auxiliary; c) the third situation is such a relationship that multiple methods are used in the research in combination, which are mutually equal. The above means that we have a situation where we can investigate the subject of research with one method, such as content and essential provisions of a document (books, broadcasts, etc.). However, there are many more research subjects for which more methods and techniques are used. Three factors influence the choice of methods and techniques: the subject and objectives of the research, the type of research and the disciplinary nature of the research (Termiz, 2009: 307). Primary is the method and technique that is more suitable for finding out the provisions of the research subject and which is more penetrating to the very core of the research problem. It should be kept in mind that research "must thoroughly and systematically cover the subject of research, which will enable a systematic method of collecting exact indicators" (Gabela, 2019: 231).

In the end, it should be apostrophized that "the research approach must be under the research project in order to look at all aspects of the given problem and

provide answers to many open questions that can be asked before, during, and after the commission of the crime... In doing so, it is imperative to find the most optimal and best solutions in the field of theoretical-empirical and methodological-methodical approach to research" (Gabela & Maloku, 2023: 218-219).

b. Test method as a data collection method

The question is quite justified: What is an examination, that is, what is an examination method? In this regard, we can say, right at the beginning, that the examination is a method of obtaining data through statements, primarily oral, but also written, given by the respondents. The procedure itself takes place through questions (verbal provocations) by the researcher on the occasion of certain contents of reality, i.e. the subject of research and verbal reactions of the respondent (answers) in which he communicates his experience about these contents (Milosavljević & Radosavljević, 1988: 123). The examination is carried out by asking questions to the respondent, who answers them at will. The questions must be systematic, targeted, and selective, and the answers must be accurately recorded. The truthfulness and value of the data obtained by the survey method are largely limited by the subjectivity of both the interviewer and the answerer.

The questioning method is an authentic method of social science methodology and is very applicable in research processes, regardless of what type of research it is. It is "a way of collecting data through the statements of other subjects (respondents), and through verbal communication with them using interrogative statements" (Termiz & Milosavljević, 1999: 413). The research is based on people's awareness, on their ability to objectively think and reflect, as well as the existence of language and writing as very suitable means for expressing relationships between people who are subjects in the research process.

Regarding the subject of investigation, it can be the past, then the present or the future, and for prognostic research, i.e. future research, one can never "predict with absolute certainty the development and flow of an event, phenomenon or process" (Gabela, 2016: 388). Then it can be real events, certain behaviors, or feelings, which can be said in one word: it is almost impossible to find a subject of research in the security industry that could not be researched using this method. It is precisely for this reason that testing is a frequently used method, it is also very economical, but at the same time this method is often criticized. It is criticized for insufficient data reliability and lack of originality, but sometimes it is the only possible method applicable in the research process. It is for this reason that it should be borne in mind, as pointed out by the authors Gabela and Maloku, that "the validity of data and the method of obtaining it represents a key scientific-theoretical and methodological-methodological problem of the overall research procedure in the

process of knowing and knowing..." (Gabela & Maloku, 2023: 221), about the security phenomenon that is the subject of research.

i. Classification of testing methods in scientific research practice

We have several types of test methods that can be classified based on various criteria. As the first criterion, we can mention the examination used in scientific research, then the examination method in professional (methodological) research, and the examination method used in concrete operational research.

We can single out the criteria for dividing examinations into (Termiz, 2009: 274): a) individual examinations - where we have a situation of one subject - one examiner; b) group tests - several respondents and one or several examiners and c) collective tests - where the community gives a joint answer to one of the questions.

Next, we have an important division of interrogation that refers to the examiner's way of working, and thus we distinguish (Milosavljević & Radosavljević, 1988: 126-129): 1) mild, 2) neutral and 3) harsh interrogation. Gentle questioning is based on the closeness of the interviewer with the interviewee, that is, gaining as much trust as possible in the interviewee so that he or she will speak truthfully. The veracity of the collected data and the conclusions reached on the basis of them about the investigated phenomenon depends to a significant extent on the source of the data (Gabela & Maloku, 2023: 221). The advantages of gentle interrogation are the reduction of psychological barriers and greater penetration of the examiner into the research problem, while the disadvantage is the large expenditure of time and the need for highly qualified examiners. A neutral examination implies a correct, professional and polite relationship with the respondent, which is likely to yield useful results. The correct behavior of the examiner implies that he should listen to the respondent, clarify the questions, be polite, not to influence the respondent negatively, etc. Harsh questioning is very rarely used and applied in scientific research (Milić, 1996: 515), and has the properties of psychological pressure on the subject, e.g. in the form of more examiners, then multiple repetition of questions, extended examination duration, etc.

Also, the examination can be (Termiz, 2009: 274): oral, written, and combined examination. An oral examination is an examination where the examiner asks questions orally and the examinee answers them orally, and a written examination involves asking questions and giving answers in written form. It has certain limitations such as literacy and similar. Combined inquiry has not gained much status in scientific inquiry, and is commonly used by the media (eg, the media asks a question orally, and viewers submit answers in writing or by telephone).

ii. Concretization of the examination method in the scientific research process

Regarding the examination strategy, we can say that we have two basic types of question conceptualization strategies. The first is logical, the goal of which is the way questions are formulated, their order, complexity, etc. It depends on a number of factors, such as "the experience of the researcher, then the degree of awareness and the level of general culture..." (Drašković, 1982: 146). It occurs in three basic variants and two sub-variants, namely: the funnel model (straight and inverted), the battery model, and the polydeterministic model. The true funnel model involves probing by asking the most general questions to gradually arrive at the most significant and specific questions. The reverse funnel has the opposite flow of the above, which means that it starts with specific questions, and then general questions follow later. The battery model is most often applied in scientific research practice, and it is implemented by having one important question, which may or may not be asked directly, but several interdependent questions are asked in connection with it, the answers of which, when analyzed, provide an answer to the central question. The deterministic strategy type model is a combination of the previous two types and is rarely used in practice due to its complexity and feasibility. Another type of strategy is a psychological strategy, the goal of which is to establish contact with the interviewee, the place and manner of conducting the conversation, the appearance and behavior of the interviewer, etc. (Termiz & Milosavljević, 2000: 180-186). Regarding the psychological strategy, Drašković points out that it is a "psychological progression of questions from easier to more difficult" (Drašković, 1982: 145).

During the examination, the examiner's tone is very important during the implementation of the scientific investigation of security phenomena. Also, facial expressions and gestures play a significant role in communicating questions. Namely, there is a clear difference between a stimulating tone, a tone that encourages the examinee to give valid answers, and a destimulating tone, which discourages the examinee and negatively affects the course of the examination itself. A disincentive tone is a tone that is: provocative, aggressive, belittling, threatening, arrogant, haughty, reckless, etc.

It should be emphasized that in the process of scientific research of security phenomena, each question consists of a base and a weft. The basis of the question is the interrogative statement that we ask and with which we address the respondent, and the thread is all the provided modalities of the answer to the question, including the place for entering the answer. From that aspect, we have several criteria for classifying questions, the most common of which is: a) when the respondent creates and formulates the answers himself, b) when the questions are formulated by the examiner in advance while the respondent chooses one or more answers depending

on the examiner's requirements and c) a combination of the previous two answer models.

Professor Radomir Lukić states that the examination goes from a free conversation, when questions are asked according to the situation and during the conversation itself, to a conversation based on a questionnaire, drawn up in advance (in: Pečujlić, 1981). The number of questions and the type of questions in creating the basis of the conversation depends on the importance of the research, the complexity of its issues and its operational content, as well as the environment where the research is conducted (Drašković, 1982: 144).

c. Techniques of testing methods in the process Collection of security data

The concretization of the test method and its operationalization within the methodology of security phenomenon research is realized through three basic test techniques: *interview (scientific conversation), survey and test.*

i. Interview (scientific interview)

One of the three main techniques of the research method during data collection in the process of scientific knowledge, both theoretical and empirical, is the interview. "An interview (scientific conversation) is an interrogation technique in which information and reality are obtained through spoken communication..." (Milosavljević & Radosavljević, 1988: 133). It is an interaction between the examiner and the examined and is very penetrating in its function. An interview, or as many authors call it, a scientific interview, is a situation of interaction between the interviewer and the interviewee, that is, it is a special way of conducting a conversation with the purpose of collecting data. The interview requires more educated and trained research staff and is more difficult for data processing, and data processing, as the authors Gabela and Maloku point out, "depends on the type of research" (Gabela & Maloku, 2023: 219).

The interview is "conducted directly, orally and through conversation with the interviewee" (Zelenika, 2000: 377). Each interview consists of questions asked by the researcher and answered by the respondent. Feeling the importance of the examined problem, accepting the goals of the research and how it is realized, and gaining trust in the examiner are necessary conditions and motives for the realization of a successful examination and the gaining of mutual trust between the examiner and the examinee (Milić, 1996: 520-521). The questions are arranged according to a certain psychological and scientific strategy in an instrument called the basis for scientific conversation. Depending on the type of interview, the questions are formulated and asked in various ways, and the interview corresponds to each type of questioning. The psychological strategy foresees the place and environment of the

interview, the behavior when establishing the first contact and during the interview, such as e.g. way of addressing, responding to unforeseen situations, number of questions and their difficulty, duration of the interview, etc. The scientific strategy determines the content of the questions and their logical and substantive connections.

Given that an interview is "a situation of interaction between the interviewer and the interviewee, that is, it is a special way of conducting a conversation with the purpose of collecting data" (Gabela & Maloku, 2023: 257), the researcher must take care of three important things. First, establishing a good relationship with the respondents, and this is achieved by first having to show your identification and give answers about the research project that are asked by the respondents. This means creating such a relationship where respondents will feel comfortable and free to express their opinion, without fear that their opinion will be passed on to someone else, etc. Personal appearance and performance often determine his success with interviewees, and he should in principle take a neutral stance towards the problem in question, although he may privately have an opinion about it. Choose the type of interview that will provide the desired information. A prerequisite for a successful interview is that the questions, regardless of which interview it is, must be carefully phrased and ordered, and their phrasing should be clear and concise. The researcher should not suggest any answer.

In the research of security phenomena, there are certain specificities in the application of interviews. What until now the methodology has not paid much attention to is "body language" during interviewing. The probable reason for this is the fact that "body language" is an individual trait and specific to each individual and makes it difficult to visually perceive bodily manifestations. This represents an extremely complicated and demanding task that requires high expertise and experience of the interviewer (Termiz, 2014: 66-67). On the other hand, among the determinants that determine the course of the interview can be mentioned: a) macro-social environment in the context of economic, political and ideological conditions, b) socio-psychological conditions, c) personal characteristics of the respondent, d) place of implementation of the interview, etc. (Michon, Mesihović, & Wieczorek, 1991: 92).

Therefore, at first glance, the interview may seem less economical and insufficiently standardized, but nevertheless this data collection technique can be used in order to exhaustively collect data about reality (Milosavljević & Radosavljević, 1988: 137).

ii. Classification of interviews (scientific conversation)
Regarding the classification of interviews, we have different approaches. The most important types of interviews are (Termiz, 2009: 282): a) directed

orientation interview, b) undirected free interview, c) conducted interview and d) in-depth interview. We have other classifications of interviews, so we can state that a research interview according to its content can be (Mužić, 1977: 250): 1) bound, where the questions are specified in advance and 2) free, characterized by more freedom and polemics during the performance.

Then, the interview can be divided into written and oral. A written interview is very rarely used and is usually used for people who are very busy, public and political figures, as well as sick people, and it is conducted in such a way that the respondent is provided with a list of questions that the respondent should answer within a reasonable time. The disadvantages of this interview are: a) a relatively small number of questions can be asked, b) questions cannot be supplemented and clarified during the interview, c) the answers can be general, d) they can not answer and do not represent the original attitude of the interviewee, but can be the product of consultation. The results obtained from the written interview cannot be used without the application of content analysis.

According to the criterion of the number of respondents, the interview can be (Termiz & Milosavljević, 1999: 420-423): a) individual - one interviewer - one respondent; b) group - we have two forms: each group member gives a statement, his own answer to each question, which is more difficult and time-consuming. Another form is to record the answer of only one member and those members who have opposing opinions. Both variants have a lot of flaws, but the second variant has more flaws and is less credible and c) collective - it is less complex and more credible. The answer is formed with the consultation of all members of the group and is a collective answer, where separate views are recorded.

The division of interviews can be based on the type of questions, and from that point of view we have (Fitzgerald & Fox, 2001: 81-82): 1) a structured (standardized) or formal interview that has the content and structure of fixed questions and it is used when the researcher has already knows what specific information he is looking for, and the questions are asked in a previously prescribed order and 2) an unstructured or informal interview is more flexible in terms of the questions used and the direction. Here, the questions are usually open-ended, and the order of the questions does not have to be predetermined.

iii. Survey

Another technique of the research method is the survey. "The objectives of the survey derive from the general objectives of the research and the role that the survey received during the research as a technique of the research method." (Gabela & Maloku, 2023: 259). The survey should be conducted meaningfully and professionally so that its results give a real picture of the research. Its subject of

research is mostly mass phenomena, while its main characteristics are systematicity, economy, and mostly short duration. As a rule, every subject of security sciences can be examined by survey, although not every subject is equally suitable for examination by this technique.

The survey is mainly divided into (Termiz & Milosavljević, 1999: 424): oral and written. Oral surveys are those in which the interviewer asks questions orally and enters the answers in the questionnaire. It is a more efficient and penetrating way of surveying. The interviewer should create a positive atmosphere, get answers to all questions and enter them correctly in the questionnaire. A written survey is one in which forms are provided to the respondent, after which the respondent enters answers into the forms. Such a method does not achieve a high degree of filling out the questionnaire, and it is much more successful than that method when the interviewer is present, because he encourages filling out the questionnaire with his presence. Questionnaires are often distributed by mail, as it is a cheap and fast way of distribution. However, questionnaires have certain limitations, which are reflected in the following: they can only be used when the subjects are literate; they may misunderstand some of the questions asked; the researcher may misinterpret the meaning of some answers; lower response rate; etc.

Conducting a survey is a very demanding and responsible procedure on which the quality of the collected data depends (Zelenika, 2000: 375). As a rule, the questions are closed, but there can also be open-ended questions. Closed questions ask the respondent to choose an answer from a list in the form of "yes-no" or "true-false", or a range of degrees of agreement or disagreement in relation to various statements. They are simple, easy to fill out and relatively easy to analyze. The main weakness is that the respondent may feel obliged to choose one of the offered answers even though none of those answers correspond to his reality.

We can say that the survey is less penetrating than the interview because of the closed questions and because of the limited tasks of the interviewer. It is more adapted to neutral than to other types of examination. The survey is more formalized, the questions are simple, and the respondent is offered answers and he has to choose one of the offered answers. Its advantage is easy and relatively inexpensive implementation and quick and simple processing of the collected responses.

When it comes to creating a survey questionnaire form, it is created according to the same rules for all surveys, and their essential feature is: a) all survey questionnaires have strictly formulated questions that are asked to the respondent in a given form and, as a rule, in a given order; b) in the survey, in principle, there are

pre-formulated questions with which the respondent familiarizes himself with and chooses them; c) questions are, as a rule, easy and simple; etc.

Before creating the questionnaire, "a cognitive framework (area) is determined in the research method, about which it is necessary to collect data using a survey." (Milošević & Milojević, 2001: 189-190).

iv.   Test

The test as a test method technique is suitable for some tests, but the test is also used as a form of measurement. A test is a system of tasks that is given to a certain subject and that he needs to solve. Tests are most often evaluated or evaluated according to predetermined criteria (Kuzmanović & Jakupović, 2014: 113). In the social sciences, the most important and most developed are knowledge tests.

For the test instrument, it is necessary to specially construct a form where the tasks to be completed by the subject will be listed. These requirements are usually: questions to which the respondent should answer, mark one of the offered answers as correct, offered statement that needs to be completed, construct a statement on a certain topic, etc. They can be designed on a positive evaluation of errors or on a combined evaluation system. "An essential part of the test instrument is the test key. The test key is not revealed to the tested subjects." (Gabela & Maloku, 2023: 259). In essence, these are the rules by which the test is implemented: correct and incorrect answers, the value of correct and incorrect answers, instructions for conducting the test, etc.

Conclusion

In contemporary social events, the study and research of security phenomena is of crucial importance. In order for such researches to be relevant, it must basically contain scientific research methods with all their techniques and instruments in their realization. The scientific research process in the security industry must meet all the criteria, like any other scientific research of social reality, bearing in mind the indisputable fact that the applicable research method and techniques are always determined by the problem and subject of scientific research. This process must begin with the conceptualization of the research and end with the creation of a final report on the research and the results of the research.

The research of security phenomena very often uses the method of investigation as a method, which, although often criticized, appears as an extremely expedient and useful method of social science methodology, and thus also a special methodology of security sciences for the purpose of applying scientific research and studying security phenomena. It is based on people's awareness and reflection, their ability to think objectively and remember, as well as the existence of language and writing as suitable means for achieving communication between people.

In the end, it can be concluded that the basic techniques of the examination method have a very widespread application in the research of security phenomena, that is, that they have found their suitable application in the special methodology of

security sciences, both in theoretical and in empirical scientific research. It should be kept in mind that almost all scientific research is necessarily theoretical-empirical, because there is no theory without empiricism or empiricism without theory, and the subject of research with the aforementioned research techniques can be the past, present and future, real events, behaviors, and there are almost no areas which cannot be the subject of research by the method of examination through the application of its techniques.

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