Taking on the task of writing this thesis was not a one-time task. After a long period of planning and changing the concept, I decided on its final shape. Personal preferences played a significant role in my case because the research subject is closely related to my interests, and I have many years of experience working in two students' research groups. I am interested in a topic related to students' research groups' social and educational functions. As Gabriela Czapiewska writes, students' research groups are rare research subjects. As a rule, they appear on the margins of historical studies on universities, faculties, courses, and studies.

Despite their vast potential, students' research groups usually operate on the sidelines of academic life and are not treated with respect by most students, academics, and university administration. However, this is not an excuse, as Maria Czerepaniak-Walczak writes, "why the higher education pedagogy devotes so little attention to this form of learning, experiencing being a member of a community, bravely undertaking innovative tasks and facing challenges. In the current situation, when many people focus on achieving short-term professional benefits and focus on the labor market, students' research groups are an exciting object of interest. It is interesting to see what work the students' research group teaches and what motivates it. The informal (or at least semi-formal) atmosphere in students' research groups is conducive to making friends and creating communities, which is difficult in formal education. The formal nature of the student group perpetuates the students' experience: the group is a background for their functioning, not a community." Jacek Gulanowski points out that it is in students' research groups that students learn the principles of creating science, improve their academic skills, implement real projects, and acquire and improve the competencies necessary for both scientific and professional work.

The student scientific movement is attributed to various forms of scientific activity remaining in a non-mandatory relation to the study curriculum. It covers the term "extra-obligatory scientific activity of students", but only when it covers all organized or unorganized forms of academic youth activity, going beyond the framework of the compulsory study curriculum, enabling the awakening, satisfaction, and development of student's scientific interests. I perceive students' research groups as organizations that perform various assumed and actual functions.

This work presents an attitude that combines different theoretical approaches to students' research groups. Theoretical inspirations related to the tasks and functions of universities and students' research groups were found in various scientific concepts. The views on the functions and tasks of universities presented by Jan Szczepański were particularly inspiring, and

Kazimierz Jaskot, as well as what Bożena Boryczko, Leszek Kurcz, and Ewa Śnieżek contributed to the subject of the functioning of students' research groups.

I considered the classic division in this dissertation into theoretical, methodological, and empirical parts. I presented the primary theoretical considerations related to the subject of the work, methodological assumptions, and the analysis and interpretation of the research results.

The first part concerns theoretical inspirations. The first chapter introduces the subject of the university and its functions, showing its traditional mission and contemporary goals. In this chapter, I also reviewed the theoretical positions that relate to the socio-educational functions and tasks of the university, as well as discussed the university's transformation towards an entrepreneurial university.

The second chapter is devoted to the activity of academic youth. There, I analyze the concepts of activity appearing in the scientific literature, with an indication of its importance in human life. Then I go through the broadly understood activity of students, with particular emphasis on self-education and non-didactic activities.

The third chapter covers the theoretical aspects of students' research groups as forms of socio-educational activity of students. It contains the historical aspect of forming students' research groups, definitions found in the literature on the subject, and an attempt to capture the functions and tasks. The chapter closes with a section on two extreme approaches to these student organizations.

Each chapter presents theoretical considerations based on the available literature in the field of social sciences. The fourth chapter on research methodology based on a quantitative approach was created. Because this topic has not been extensively researched so far, and my goal was to explore and describe it, the choice of this strategy seemed justified.

In the empirical part, chapters five and six, I present the research results, their analysis, and their interpretation. I also present statistical results using the quantitative research strategy, considering significant relationships between variables.