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**FORMING RESEARCH SKILLS
IN STUDENTS OF NON-LINGUISTIC SPECIALIZATIONS
(ON THE EXAMPLE OF AN ELECTIVE DISTANCE
COURSE IN A FOREIGN LANGUAGE)**

O.M. Kudryavtseva

Purpose. *The article examines research skills formation in undergraduate students by means of a foreign language as a necessary aspect of their academic and professional activities. This paper aims to assess possibility of elective foreign language course in forming elementary research skills in the students of non-linguistic specializations.*

Materials and methods. *The main theoretical methods are analysis of pedagogical and methodological literature on the problem, comparison, generalization. The leading method is a pedagogical experiment. The basis for the forming of research skills is an elective distance learning course aimed at using sources in a foreign language.*

Results. *The article presents data on the methods of forming research skills among university students. The obtained results indicate the formation of research skills of non-linguistic degree courses' students in the implementation of an elective distance course in a foreign language. As a result of studying this course students have developed research skills necessary for using English for scientific goals and academic needs.*

Keywords: *elective; distance course; research skills; foreign language; non-linguistic; undergraduate*

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Научная статья | Методология и технология профессионального образования

**ФОРМИРОВАНИЕ
НАУЧНО-ИССЛЕДОВАТЕЛЬСКИХ УМЕНИЙ
СТУДЕНТОВ НЕЯЗЫКОВЫХ ПРОФИЛЕЙ ПОДГОТОВКИ
(НА ПРИМЕРЕ ЭЛЕКТИВНОГО ДИСТАНЦИОННОГО
КУРСА ПО ИНОСТРАННОМУ ЯЗЫКУ)**

О.М. Кудрявцева

Цель. В статье рассматривается процесс формирования исследовательских навыков студентов бакалавриата средствами иностранного языка как необходимый аспект их учебной и профессиональной деятельности. Цель данной статьи – оценить возможности элективного курса иностранного языка в формировании элементарных исследовательских навыков у студентов неязыковых специальностей.

Материалы и методы. Основными теоретическими методами являются анализ педагогической и методической литературы по проблеме, сравнение, обобщение. Ведущим методом является педагогический эксперимент. Основой для формирования навыков является элективный дистанционный курс, направленный на использование источников на иностранном языке.

Результаты. В статье представлены данные о методах формирования научно-исследовательских умений у студентов вуза. Полученные результаты свидетельствуют о сформированности у студентов неязыковых профилей подготовки научно-исследовательских умений при реализации элективного дистанционного курса на иностранном языке. В результате обучения по программе данного курса у студентов были сформированы научно-исследовательские умения, необходимые для использования английского языка в учебных и научных целях.

Ключевые слова: элективный; дистанционный курс; исследовательские навыки; иностранный язык; неязыковой; студенты бакалавриата

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Introduction

Relevance of the problem. Nowadays society is experiencing a need for educated and enterprising people who can conduct research activities with a high degree of independence, approach the solution of research problems in a meaningful way, describe the phenomena studied and predict the results of their activities. Future employers must be capable of cooperation, distinguish by mobility, dynamism and constructiveness. It is impossible without well-formed skills and abilities of independent educational and research activities.

Status of a problem. The trouble is that students entering the university do not have developed research skills. Moreover, the undergraduate curricular do not imply a separate academic writing course during the study of chosen specialty. However, research skills are also necessary for undergraduate students since studying at the university involves the daily search for information, its analysis and synthesis, the ability to present information, ask questions and answer them according to the framework of conferences [19, p. 33-37].

The importance of digital technologies in higher education has increased nowadays. Despite the great interest to the problem of research skills' forming in higher education there are a lot of unclear and unresolved facts such as the process of research skills formation in non-linguistic specializations at universities is incomplete. There is not lacking data on the readiness of universities for the formation of the students' skills, the potential of digital technologies has not been fully identified in the conditions of the remote mode of the formation of students' research skills. The effective ways of organizing the educational process in order to form research skills of university students on the basis of digital technologies have not yet been identified.

Literature review

The analysis of scientific literature shows that the problem of research skills formation has more often been considered at school [8]. Nevertheless, there are a number of studies highlighting certain aspects of this problem in the system of higher education [2, p. 785; 3, p. 235]. Fundamental works of Russian scientists are devoted to the issues of teaching methods and techniques for the formation of cognitive independence and students' research skills in learning of foreign languages [4]. The problems of digitalization of foreign language education and methods of using digital technologies in educational institutions are widely covered [1; 9]. The researchers emphasize the importance of digitalization as one of the priority areas of modern theory and methodology of teaching foreign languages at university and school to intensify the process of teaching a foreign language.

Various aspects of this problem are also being studied by foreign scientists.

Some academic courses in a foreign language are particularly described. They are focused mainly on presentation techniques, teaching methods, features of academic writing, oral argumentation and discussion as well as work with foreign language texts of scientific content [11, p. 35-54]. A number of studies (Knorr, 2019; Lysak, Martynyuk, 2017) are devoted to the problems of teaching academic writing in the language which is being studied [15; 16, p. 61-67].

Purpose and objectives of the study

The purpose of this article is to assess possibility of elective foreign language course in forming elementary research skills in the students of non-linguistic specializations. To achieve the main goal, we need to meet the following objectives:

- to analyze the available research on research skills formation in university students, including those on the basis of digital technologies using distance learning;
- to present methods for research skills formation in students of non-linguistic specializations based on digital technologies in distance learning;
- to describe and to test experimentally the elective distance course.

Materials and methods

According to the aim of the study methodological basis includes both theoretical (analysis of pedagogical and methodological literature on the problem, comparison, generalization) and empirical (studying the process of forming research skills of undergraduates due to elective learning course, pedagogical experiment) methods.

The research was carried out at Bunin Yelets State University in 2022 during spring and autumn terms. The forty-two undergraduate students learning English as foreign language of the Institute of Psychology and Pedagogy took part in the study.

The main aim of the course is to develop students' research skills in distance learning English language which is necessary for presenting their own research in oral, written and virtual forms.

The elective distance course is modular in nature; its components are modules (sections), tests, guidelines for working with the topics of the course, educational and methodological references.

The first module motivates students to explore independently and presents the essence of research work. According to the context of this module students receive information about the main forms of scientific research directly related to the study and analysis of scientific sources (including foreign languages) as well as the requirements for these forms with the structure and stages of research.

The second module focuses students on the use of foreign sources in their research. They get acquainted with library systems, virtual and digital libraries, electronic catalogs of foreign libraries, databases of foreign scientific journals. Students are trained in effective methods of performing search queries and assessing their quality using keywords, authors, quotes. The students have opportunity to activate their reading skills of various types of texts, to develop the ability to analyze and to interpret scientific literature, to write essays and abstracts. In addition to searching for materials, they become familiar with the scientific methods of working on the system storage and evaluation of the found material.

The third module involves the presentation of the results of scientific research in print and digital format, forms students' ability to pres-

ent results in oral, written and virtual forms clearly and to use the main methods of information processing, the ability to generate various types of texts (abstract, report), scientific style and language. Students develop the ability to search for literature and correctly cite various kinds of publications (in a foreign language too), develop skills in working with a large amount of information as well as the ability to present research results collaborating with the editorial board of the journal or speaking at a conference.

Results

During the training experiment the students of the experimental group selected research themes related to their future profession. According to the presented content of the modules the students were given recommendations on searching for relevant foreign references, present the results of scientific research. During learning process individual forms of work were mainly used, especially group and frontal work. The final aim of work on the chosen theme of scientific research was to prepare a report for a presentation at a scientific conference or the text of a scientific article for publication.

As part of the work, students were offered tasks aimed at finding information by keywords, reading with an understanding of the main content, reading with a full understanding of the content, rendering. Some tasks of using digital technologies were suggested such as preparing a presentation of a scientific report or an educational (scientific) research project, an analytical review with the inclusion of independent translations of foreign language scientific literature. Another sorts of tasks were used: exercises for drawing up a research plan, exercises for the correct structure of an article or a report with the highlighting of the main headings, exercises for the correct writing of the introduction and conclusion of a scientific paper, assignments for choosing / formulating a study problem, choosing research methods, work with terminological dictionaries, figures, tables, diagrams, questionnaires, diagrams, different types of summaries and abstracts, exercises for the design of the references and personal data of the author.

Students were tested in two groups (experimental and control) during the ascertaining experiment to identify the initial level of the formation of research skills using foreign language sources. The test consisted of 18 tasks which were divided into blocks according to the course modules. Each block included 6 exercises.

The table below shows the characteristics of test items designed according to the course modules and the skills which should be developed.

	Types of tasks				
	Orienting in scientific information, its types, structure, features	Information exploring	Received information analysis	Data processing	Results presentation
Task description	Tasks including analysis and interpretation of linguistic, literary and communicative phenomena of texts, genre and stylistic features of scientific texts	Tasks for the targeted selection of the necessary scientific information on the problem focused on the student's professional activity	Tasks for the correct translation of professional oriented texts with finding the main idea	Tasks to identify the ability to determine the structural components of the article and their location in the correct order, to achieve consistency of parts	Tasks for the correct design of the structural parts of a scientific paper, a list of references, personal data

Testing has shown the level of knowledge, skills and abilities of students in the control and experimental groups is approximately the same during the ascertaining experiment. Therefore, the average score of correctly completed tasks in the control group is 8.6 (43%), in the experimental group it is 8.9 (44.7%). The results of the analysis of correct answers by blocks also do not show much difference and range from 1.9 (37.3%) to 2.9 (40%) in the control and from 1.8 (36%) to 2.6 (52%) in the experimental groups.

During the control experiment repeated testing of students in the two groups was carried out at the end of the elective course to identify the level of formed research skills using foreign language sources.

The results of the control experiment in the control group are higher a little bit than during the ascertaining experiment: the average score of correctly completed tasks is 13.9 (69.3%), for blocks it is from 3.1 (61.3%) to 3.8 (76%). It is due to the fact some students of this group prepared reports and articles on an individual basis under the guidance of a scientific advisor, i.e., a foreign language teacher. That is why they have a certain level of research skills using foreign language sources.

The results of the control experiment in the experimental group are significantly higher as compared to the ascertaining experiment: the average score of correctly completed tasks is 16.7 (83.3%), for blocks it is from 4.1 (80%) to 4.3 (86.7%). It shows significant dynamics. Thus, the proposed learning content is effective.

According to the results of the ascertaining experiment, it is revealed that students have not had theoretical and practical knowledge, skills and abilities necessary for carrying out research activities. Some of them have only a superficial understanding and fragmentary knowledge which is not always correct.

Comparing the data obtained as a result of the ascertaining and control experiments, we can state a significant positive dynamic in the level of research skills development in the experimental group while it is moderate in the control group. At the same time, the growth of indicators of the experimental group is manifested in all blocks of the test besides ones in all the modules. This fact demonstrates differences with the ascertaining experiment at a higher level of significance in contrast to the control group. The lower results of the students of the control group are explained by the fact that recommended curricular for the subject “Business foreign language” for non-linguistic specializations does not provide sufficient research skills formation.

Discussion

The data obtained from this study complement experimental work on the students’ research skills formation [5, p. 101-106; 6]. Searching for ways to develop research skills and cognitive independence in students leads to the need to introduce modern digital technologies into the learn-

ing process. The experimental study proves that digital technologies in distance learning can significantly help develop learning independence and research skills of the undergraduates. In this process a foreign language occupies one of the leading positions, since the ability to analyze, interpret scientific information in a foreign language and work with foreign language sources is an important component of professional competence of a specialist. In this regard, methodological assistance of students performing their scientific activities that require using foreign language sources comes to the fore.

Books and manuals with their main focus on the development of skills to write research papers reveal the practical experience of preparing various types of scientific texts (articles, reviews, opinions, reports) and highlight the issues of scientific discourse [13; 14; 19]. The presented studies give a clear idea of research activities and types of digital technologies, but they neither disclose specific ways of introducing forms of distance work into the educational process nor identify all methodological possibilities of involving these forms to ensure effective research activities by means of a foreign language. All these facts cause difficulties that teachers experience in organizing students' scientific activities when teaching a foreign language. In order to effectively develop students' skills to present their results in scientific conferences and write scientific articles using foreign language sources an elective distance course was introduced into the educational process.

Conclusion

As a result of the study knowledge about the content and methods of organizing the research work involving digital technologies in distance learning done by university students of non-linguistic specializations was systematized and generalized, a distance learning course promoting research skills formation by means of a foreign language was developed and introduced into the educational process, and the development of students' research skills was experimentally tested during their work with foreign language sources and digital technologies while conducting this distance learning course. Introducing an elective distance course

into the educational process will help solve the problem of forming the experience of research activities among undergraduates at a university.

The results of the study can serve as a basis for the professional training of university students to form research skills. Presented elective distance course can be used during refresher courses, professional retraining curriculum for additional professional education.

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