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DEVELOPMENT OF RESEARCH SKILLS OF FUTURE FOREIGN LANGUAGE TEACHERS THROUGH READING ACADEMIC TEXTS

The relevance of the survey in the article is stipulated with the fact that research skills formed by reading scientific literature conduce to the enhancement of cognitive activity, independence and research personality of students, aimed at studying and cognition of new knowledge in the research process. The analysis of scientific literature and the collection of the necessary material is an essential part of any research; therefore, determining the ways of developing research skills through reading academic texts is an urgent problem.

Nowadays the competitiveness of an advanced pro is defined not just by his tall capabilities within the proficient field, but also by the acquisition of research skills that are necessary for a graduate of the digital century. Searching for new strategies contributes to ensuring the quality of professional training of future foreign language teachers. Mastering research skills is a factor in refining the quality of professional training of future foreign language teachers and it is an essential condition for the current stage of development of higher pedagogical education. At the initial stage, any investigation commences with the scrutiny of the literature that contains a numerous quantity of academic texts on the topic of the research. However, students feel difficulties during working with specific and academic information. For instance: misconception of the general meaning of the scientific text, storage of vocabulary, incapability to analyze and summarize information, etc. In order to overcome these problems, we should teach students how to work with academic literature using a set of exercises for developing research skills. Research skills are considered as the acquisition of new knowledge, the selection of new material, analysis, generalization, and acquiring of any information on the research topic.

The purpose of the survey in this article is to develop students' research skills using a set of exercises based on reading academic texts.

Keywords: research skills, components of research skills, informational component, the cognitive component, theoretical-cognitive component, academic texts, intensive reading, scanning reading, skimming reading, extensive reading, a set of exercises.

Introduction

The modern educational era is orientated toward the transition to a learning system that would ensure students' cognitive activities. It is substantial not only to replenish the student with information but also to develop his research skills. The cognitive technologies of upbringing and education are being replaced by a personality-oriented model of improvement and development of the individual in the process of cognition.

Research skills establish an imaginative demeanor to the survey, the autonomy of research actions, and the facilitation of boosting searching activities that consequently can form research competence.

We have scrutinized various opinions of scientists such as I. A. Zimnyaya, T. M. Talmanova, A. L. Andreev, A. V. Khutorovskaya towards the notion of «research skills», where they deduced the inference that research skills involve processing the following mental operations: classification, generalization, investigation, amalgamation; the capacity to switch from one arrangement of thoughts to another in the text and diagram a plan of the text; comparison of information as well as completing the tasks on the suggested topic; conduction and arranging self-analysis of gathered information, etc. that can be shaped through perusing scholarly writings.

Currently, the most significant aim in the sphere of education is the enhancement of students' research skills. Involving students in research activities will facilitate them in originating, perceiving, mastering new things, expressing their own thoughts, being able to make decisions, formulating interests and recognizing research opportunities.

The concept of «research skills» is interpreted by different authors in different ways. Many researchers immediately resort to the classification of research skills without defining the concept itself. An analysis of various definitions and classifications provides to identify several approaches to the definition of «research skills». Let's consider the most important approaches to the concept of «research skills».

A. L. Andreev explicated research skills as the abilities of an individual to independently select information and use accumulated knowledge in various situations [1].

According to A.V. Khutorovskaya, research skill is the simultaneous mastery of research knowledge and skills in the process of cognition [2].

T. M. Talmanova refers research skills to the meta-subject level which includes a set of educational competencies associated with the mental, search, logical, and creative processes of students' cognition [3].

Corresponding to V. A. Dalinger, research skills are considered as the particular methods of assimilation of knowledge that can be formed by cognitive activities that evolve the creative potential of students [4].

Analyzing all the above opinions of scientists, we can deduce that research skills are referable to the acquisition of new knowledge, the selection of new material, analysis, generalization and assimilation of any information on the research topic.

Research skills are considered complex skills, consisting of three main components: cognitive, theoretical, informational components, etc. [5].

The informational component of research skills implies the search for material of interest on the topic of research and working with various literary sources [6].

The cognitive component consists of certain skills and the ability to work with information that is formed in cognitive activities such as analysis, synthesis, generalization, extraction of information, etc. [7].

The theoretical component of research skills is one of the significant components for future research. In order to start any scientific research, one is obliged to possess basic or fundamental knowledge of the topic. The first step of any research is to conduct an analysis of philosophical, psychological, pedagogical, and methodological literature; scrutinize scientific periodicals on the topic of research; make a logical and methodological synthesis and analysis of the basic concepts and systematize knowledge in theoretical literature [8]. Theoretical knowledge expands the cognitive activity of a person and forms a scientific worldview.

The most crucial thing that a researcher is obliged to do at the initial stage of the study is to determine the content of the research problem. However, students often face difficulties while collecting data on the research topic, such as misunderstanding the general meaning of the scientific texts, scarcity of vocabulary, inability to analyze and summarize information, etc.

The purpose of the survey in this article is to develop research skills by working with authentic literature using a set of exercises.

Materials and methods

To form skills for working with authentic literature, we used the method of I. L. Bim, P. K. Babinskaya, and E. A. Maslyko's «step-by-step» learning [9].

We proposed a phased work with various scientific texts using different types of reading such as intensive, extensive, scanning, and skimming.

In the article the following research purpose was formed: to identify how various exercises according to four types of reading (intensive, extensive, scanning, and skimming) can affect the formation of research skills such as the ability to find and process independently foreign information at a fast pace and use it for scientific activities: writing articles, abstracts, reports, theses, etc.

Each type of reading forms certain skills in working with texts which can be related as an essential component of research competence.

At the first stage, it is recommended to start reading with an intensive one, because this type of reading allows one to replenish the basic vocabulary, develop reading technique and enhance a complete understanding of the text with the smallest details. Practicing the intensive reading of academic texts should be carried out in practical classes since this type of reading requires the supervision of a teacher (scaffolding method) [10]. Various scientific and academic texts on the following topics were used to develop intensive reading skills: science, education, medicine, legislation, technologies, etc.

The following research methods were used in the work:

- theoretical: investigation of residential and exterior linguistic, sociolinguistic, psychological, and pedagogical writing on the inquiry about an issue, etc.;
- interpretive examination strategies (investigation, comparison, systematization, and generalization of hypothetical considerations, practical involvement of participants in the experiment, etc.).

Results and discussions

The optimal exercises for the formation of intensive reading skills that are suitable for any text are demonstrated in the article by us.

Task 1. Put the paraphrased passages of the text in the correct order.

Task 2. Title the text or choose appropriate titles for articles.

Task 3. Write an annotation for the studied article.

These exercises help to understand how students understood the content of the text.

In intensive reading, it is recommended to apply the «brainstorming» method, where students must identify a number of problems according to the article (task 4).

To develop critical thinking, we included logical or problem texts, where the author offers problems and solutions in the article. The task of the students is to analyze the problems and offered solutions and express their opinion toward issues (task 5).

For tabular forms of exercises, students were given a task to compare and analyze two different texts and fill in the following data (task 6). This exercise can be done in either oral or written forms (table 1):

Table 1 – Text analysis

| Text 1 | Text 2 |
|---|--------|
| Text genre | |
| Text subject data | |
| Pros and cons in the disclosure of the topic | |
| Type of approach in solving the problem | |
| Research methods | |
| Conclusions based on facts in the text | |
| Choosing the best text according to students' opinion | |

Extensive reading involves the use of long texts and specification of the 70 % of the major information and 30 % of the minor information in the academic texts [11]. At the initial stage, it is recommended to choose texts without the content of new language material because of the fact that students should adapt to reading large texts and develop fluent and fast reading [12].

Students are given an academic text for extensive reading, where they have to provide not only major and minor information, but also prove their answers with examples from the text.

Task 1. Find the major and minor information using keywords.

Task 2. Read the text and draw up a diagram based on the paragraphs of the text.

This task was carried out in group work, consisting of 3–5 students. Each mini-group had to independently draw up a diagram according to the text. After completing the task, students should present their speech to their groupmates and demonstrate their diagrams. It is worth noting that this type of exercise develops speaking skills and group work.

Task 3. Mark a few sentences in each section that can be omitted as irrelevant.

According to scientists, irrelevant or additional information can be discovered in any text that complicates the content. In order to highlight the essence of the text and simplify the understanding of the content, we should provide students with such exercises (task 3).

Task 4. Write a short annotation of the text.

The fulfillment of task 4 did not cause difficulties for the students, since from the previous experience they learned to distinguish the major information

from the minor. Writing an abstract helps students in the future to extract the essential information from various articles, magazines, and books and briefly summarize them.

Scanning reading is aimed at extracting certain data from the content [13]. This sort of reading is exploited in daily life when a person wants to find certain information from magazines, newspapers, monographs, etc. It is worth highlighting that the scanning reading requires independence from the reader which is characterized by the following skills:

- 1) fast-paced reading;
- 2) quick selection of information;
- 3) extracting the most important information from the text;
- 4) skipping the irrelevant information;
- 5) fixing only those linguistic facts that make it conceivable to mediate the subject of the content etc.

For the formation of scanning reading skills, we applied diverse tasks.

Task 1. Find primary and minor information by keywords:

| Major information in the text | Keywords | Minor information in the text | Keywords |
|-------------------------------|----------|-------------------------------|----------|
| | | | |

Task 2. Read the text and make a chart based on the paragraphs.

Task 3. Mark a few sentences in each section that can be omitted as irrelevant.

Task 4. Write a short annotation of the text

Task 5. After reading the text, list the facts you would like to remember.

Task 6. Convey the major information in the text in oral or written forms.

Task 7. Find minor information in the text. Are they important or not? Reason your answer.

Task 8. Find the facts that the author refers to as positive or negative in the article.

Skimming reading is focused on creating a situational review, where the reader must quickly read the text and determine whether the given text is suitable for further reading or not [14].

There are four essential subtypes of skimming reading, the selection of them is dependent on the specific reason for perusing the text and the degree of completeness of extracting information relies on the content:

- 1) Summary reading implies recognizing the primary significant considerations and information within the content. The singularity of this subtype of skimming reading is the recognition of the foremost critical semantic units of the content, which develop a consistent and factual chain;

2) Abstract reading is centered on emphasizing the author's fundamental considerations within the systems of the content. The reader ought to center on the content of the text and overlook the auxiliary data;

3) In review reading a reader must highlight the main idea in the text and determine the structural and semantic organization of the text. This subtype of skimming reading does not include a complete understanding of the content. The primary task of the reader is to assess the content, which suggests that he ought to choose to continue or quit further reading according to his interests [15].

Despite the existing subtypes of skimming reading, we offer basic exercises that can be used for developing skimming reading skills:

- 1) What issues are discussed in the text;
- 2) Determine the primary component of the content;
- 3) Examine the title and say what the content is regarding;
- 4) Discover the main issues within the content;
- 5) Find the opinion and attitude of the author in the text and express your thoughts about it;
- 6) Confirm the point of view stated in the text using examples in the text;
- 7) Express your opinion about the text and provide additional information that you know;
- 8) Consider where and how you could use the information instanced from the text.
- 9) Discover the nature of the academic texts. Are they beneficial for you?

Our next task is to determine the results of using exercises for each type of reading that form research skills (Table 2).

Table 2 – Correspondence of types of reading with the components of research skills

| | |
|---|--|
| Intensive reading | The theoretical component of research skills |
| improvement reading technique and pronunciation, expansion of vocabulary, understanding of the whole text, awareness of the communicative situation in the text, development of logical thinking (examination, amalgamation, comparison, perception, conclusion), memorization of the total data, intensification of creative abilities, consideration and concentration, etc. | |
| Extensive reading | The cognitive component of research skills |
| abilities to predict content by headings and introduction; determine the main idea of the text; separate the major information from the minor, the actual from the hypothetical; use footnotes and keywords as a support for understanding; create a logical and chronological connection of facts and events; summarize the information introduced in the text; draw conclusions after reading the academic texts; copy important information from the text with the purpose of using it in other activities. (project work, writing reports, articles, thesis, etc.). | |

The following skills acquired during scanning and skimming reading correspond to the informational component of the research skills (Table 3).

Table 3 – Informational component of research skills

| Informational component of research skills | |
|---|--|
| Scanning reading | Skimming reading |
| Skills | |
| read various academic texts and discover the information which a reader requires; | identify the general information that associates text with specific knowledge areas; |
| systematically segregate information; | bring out major information and eliminate minor information; |
| omit minor information and focus on major facts; | determine the correspondence between the text and the reader's interests. |
| quickly find answers by keywords to given question; | point out the main idea within the content; |
| identify the subject in question according to the initial parts of the text; | analyze solutions to issues presented in the article; |
| identify the problem and its details. | focus on the output of the text and the facts within the text. |
| find the author's opinion on the text. | searching for terminology within the text can help determine the topic. |
| find keywords, definitions, and dates in the texts; | information selection; find the major and minor information; |
| locate 3–4 sentences that indicate the leading theme; | establish the style of the text and seek the solution for a particular issue; |
| explore the writings by headings. | highlighting micro–themes in the text, etc. |

An experimental study was carried out by us at the E. A. Buketov Karaganda University at the Faculty of Foreign Languages among second-year students. The number of members within the exploration was 30.

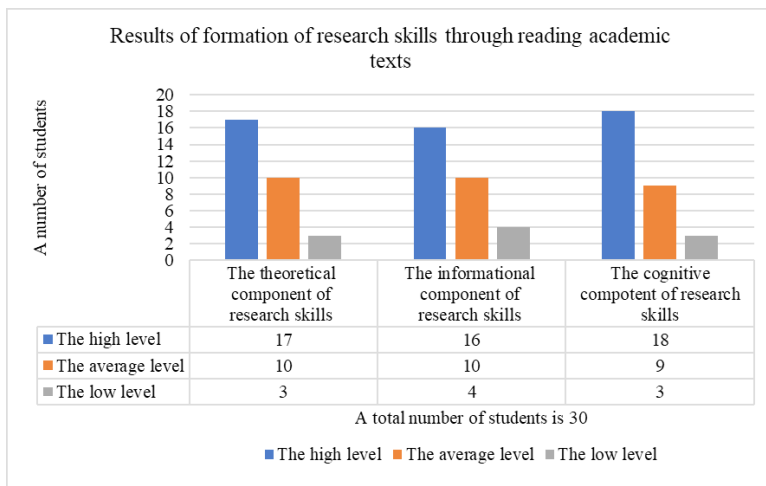
We have decided the levels of arrangement of inquiries about abilities which are displayed in Table 4.

Table 4 – The ranks of development of research skills

| Skills | The levels of development of research skills through reading academic texts | | |
|---------------|--|---|---|
| | Levels | | |
| | The low level | The average level | The high-level |
| Theoretical | Misunderstanding of the content of the text, errors while reading the text, low reading speed, insufficient vocabulary for reading scientific texts, etc. | Replenishment of vocabulary, improvement of reading technique, partial defining of the communicative situation within the text, comprehension of the content of the text, etc. | Complete comprehension of the content, performing logical operations (analysis, synthesis, comparison, observation, conclusion), etc. |
| Informational | Inability to find necessary information, identify a problem in an article, navigate the texts by headings, no focus on the output of the text, etc. | Ability to find keywords, definitions, and dates in the texts, establish the subject of the problem, reveal the opinion of the author according to the text, inability to highlight micro-themes in the text, etc. | Ability to search for terminology in the text, determine the style of the text and look for an answer to a specific question, highlight micro-themes in the text, etc. |
| Cognitive | Inability to differ minor and major information, use footnotes and keywords to identify the content of the article, summarize the data and understand the main information, etc. | The ability to generalize scientific information, rely on keywords and distinguish significant and insignificant information. However, there is no skill to determine the logical and chronological sequence of facts in a scientific text. | Ability to separate the major information from the minor, use footnotes and keywords to establish a logical and chronological connection of facts and events; summarize and make a conclusion, etc. |

The level of formed research skills was assessed and determined according to a hundred-point assessment scale, where the high level was estimated from 90 to 100 points, the average level was evaluated between 76 and 89 points, and the low level was rated from 60 to 75 points.

Results of formed and developed research skills through working with authentic literature and using a set of exercises were presented in the following picture.



Picture 1 – Results of formation of research skills through reading academic texts

According to the diagram, it is seen that students have not felt the difficulties fulfilling intensive and extensive reading exercises, where theoretical and cognitive skills significantly rose at the high level and moderately increased at the average level. However, during doing skimming and scanning reading exercises students had some obstacles, only 16 students obtained excellent scores while others rocketed informational research skills steadily at the average level as theoretical research skills. It means that more attention must be paid to boosting information research skills; all things considered, the comes about of most students were excellently well.

Conclusion

Our hypothesis in the experimental part was to test whether the selected exercises of different types of reading based on academic texts can develop research skills or not.

We chose the method of «step by step» learning, where we gradually studied each type of reading and created a set of exercises for the development of research skills according to their components. The results of our experiment were positive, where students learned to analyze text, extract useful and unnecessary information, perform independent search work, compress information, improve reading technique, retell, find text features, and read texts on research topics on their own. All these skills help students to use foreign-language articles, websites, and books for writing scientific articles, abstracts, reports, and these

which are replenished by the components of research skills (theoretical-cognitive, informational, and cognitive).

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БОЛАШАҚ ШЕТЕЛ ТІЛІ МҰҒАЛІМДЕРІНІҢ ЗЕРТТЕУ ДАҒДЫЛАРЫН АКАДЕМИЯЛЫҚ МӘТІНДЕР АРҚЫЛЫ ЖЕТІЛДІРУ

Зерттеудің өзектілігі ғылыми мәтіндерді оқу арқылы қалыптасатын зерттеушілік дағдылардың зерттеу үдерісінде жаңа білімді меңгеруге және тануға бағытталған студенттердің танымдық белсенділігін, дербестігін және зерттеушілік тұлғасын дамытуға ықпал ететіндігімен түсіндіріледі. Ғылыми әдебиеттерді талдау және қажетті материалды жинақтау кез келген зерттеудің ажырамас бөлігі болып табылады, сондықтан академиялық мәтіндерді оқу арқылы зерттеушілік дағдыларды қалыптастыру жолдарын анықтау өзекті мәселе болып табылады.

Қазіргі уақытта заманауи маманның бәсекеге қабілеттілігі оның кәсіби саладағы жоғары біліктілігімен ғана емес, сонымен қатар цифрлық гасыр түлегіне қажетті зерттеу қабілеттерді меңгеруімен де айқындалады. Жаңа стратегияларды іздестіру болашақ шетел тілі мұғалімдерінің кәсіби дайындығының сапасын қамтамасыз етуге ықпал етеді. Зерттеушілік дағдыларды меңгеру болашақ шетел тілі мұғалімдерінің кәсіби даярлық сапасын арттыру факторы болып табылады және ол жоғары педагогикалық білім берудің қазіргі даму кезеңінің қажетті шарты болып табылады. Бастапқы кезеңде кез келген зерттеу көптеген академиялық мәтіндерді қамтитын әдебиеттерді оқудан басталады. Дегенмен, студенттер нақты және ғылыми ақпаратпен жұмыс істеу кезінде көптеген қиындықтарды кездестіреді, мысалы: ғылыми мәтіннің жалпы мағынасын түсінбеу, сөздік қорының аздығы, ақпаратты талдай, жинақтай алмау және т.б. Бұл қиындықтарды шешу үшін студенттерді зерттеу дағдыларын дамыту мақсатында жаттығулар кешенін пайдалана отырып, ғылыми әдебиеттермен жұмыс жасауды үйрету керек. Зерттеу дағдылары жаңа білім алу және зерттелетін тақырып бойынша кез келген ақпаратты талдау, жалтылау, меңгеру ретінде қарастырылады.

Мақаладағы зерттеудің мақсаты академиялық мәтіндерге негізделген жаттығулар кешені арқылы студенттердің зерттеу дағдыларын жетілдіру болып табылады.

Кілтті сөздер: зерттеу дағдылары, зерттеу дағдыларының құрамдас бөліктері, ақпараттық компонент, когнитивтік компонент, теориялық-танымдық компонент, академиялық мәтіндер, түсініп оқу, шолып оқу, аналитикалық оқу, танысып оқу, жаттығулар жинағы.

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РАЗВИТИЕ ИССЛЕДОВАТЕЛЬСКИХ НАВЫКОВ БУДУЩИХ УЧИТЕЛЕЙ ИНОСТРАННОГО ЯЗЫКА ПОСРЕДСТВОМ ЧТЕНИЯ АКАДЕМИЧЕСКИХ ТЕКСТОВ

Актуальность исследования данной статьи обусловлена тем, что исследовательские навыки, сформированные посредством чтения

научной литературы, способствуют развитию познавательной активности, самостоятельности и исследовательской личности студентов, направленная на изучение и на познание нового знания в исследовательском процессе. Анализ научной литературы и сбор необходимого материала является неотъемлемой частью любого исследования, соответственно определение путей формирования исследовательских навыков посредством чтения академических текстов является актуальной проблемой.

В настоящее время конкурентоспособность современного профессионала определяется не только его высоким уровнем знаний в профессиональной деятельности, но и приобретением исследовательских навыков, необходимых выпускнику цифрового века. Поиск новых стратегий способствует повышению уровня педагогической подготовки будущих учителей иностранных языков. Приобретение исследовательских навыков является фактором и необходимым условием, повышающим качество профессиональной подготовки будущих учителей иностранного языка на современном этапе развития высшего педагогического образования. На начальном этапе любое исследование начинается с изучения литературы, содержащей большое количество научных текстов по теме исследования. Однако студенты испытывают трудности при работе с конкретной и научной информацией, такие как непонимание общего смысла научного текста, недостаточность словарного запаса, неумение анализировать, обобщать информацию и т. д. Для преодоления этих проблем следует научить студентов работать с научной литературой, используя комплекс упражнений для развития исследовательских навыков. Исследовательские навыки рассматриваются как получение новых знаний, отбор изучаемого материала, анализ, обобщение, усвоение любой информации по теме исследования.

Целью исследования в данной статье является развитие исследовательских навыков у студентов с помощью комплекса упражнений на базе академических текстов.

Ключевые слова: исследовательские навыки, компоненты исследовательских навыков, информационный компонент, познавательный компонент, теоретико-познавательный компонент, академический текст, изучающее чтение, просмотровое чтение, поисковое чтение, ознакомительное чтение, комплекс упражнений.

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