

**PREPARATION OF MASTERS FOR RESEARCH ACTIVITIES IN THE
COURSE OF LEARNING A FOREIGN LANGUAGE IN A NON-LINGUISTIC
UNIVERSITY**

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The article describes the process of teaching masters the discipline “Foreign language”. The author emphasizes the increasing role of independent and research work of students, as well as train them self-education.

Key words: educational paradigm, written scientific communication, oral scientific communication, computer-mediated communication.

**ПОДГОТОВКА МАГИСТРАНТОВ К НАУЧНО-ИССЛЕДОВАТЕЛЬСКОЙ
ДЕЯТЕЛЬНОСТИ В КУРСЕ
ИЗУЧЕНИЯ ИНОСТРАННОГО ЯЗЫКА В НЕЯЗЫКОВОМ ВУЗЕ**

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В статье описывается процесс обучения магистрантов дисциплине «Иностранный язык». Автор акцентирует внимание на повышении роли самостоятельной и исследовательской работы студентов, а также на их обучении самообразованию.

Ключевые слова: образовательная парадигма, письменное научное общение, устное научное общение, компьютерно-опосредованное общение.

The changes taking place today in the field of education point out the changes of the educational paradigm to a personality-oriented one, the leading component of which is the key competencies necessary for personal improvement and development, active citizenship, social adaptation and application during the life.

As you know, development combines two components: firstly, it is a certain level of consciousness, enlightenment, culture (static aspect), and secondly, it is the process of transition from one state to another more perfect one (dynamic aspect) [6]. In the process of teaching a foreign language, it is possible to create special conditions not only to make the development as a statement of the enlightenment degree but to acquire a dynamic character.

Along with the practical purpose in the course of a foreign language in a non-linguistic University are set educational and pedagogical goals: to increase the level of general culture and education of the students, culture of their thinking, communication and speech, the formation of respectful treatment for spiritual values of other countries and nationalities. It presupposes both to introduce the culture and

traditions of the country of study to the students, broaden their horizons and awareness of a foreign language as another view of the world and enhance the role of independent and research work, train for self-education, including the learning process in the magistracy [2].

According to the curriculum of training masters (direction "Jurisprudence") in Krasnoyarsk state agrarian university for a foreign language are given 108 hours, of which 24 hours – classroom work. The foreign language course is focused on the problems of dissertation research and includes the following three blocks: written scientific communication, oral scientific communication, computer-mediated communication.

The purpose of the first block is to teach the basic techniques of annotation and summarization of scientific articles. Masters are offered a set of clichés, the use of which is necessary for writing annotations: *the article deals with; an attempt is made to present; an attempt is made to distinguish; an attempt is made to put into a system; to serve as a starting point for the discussion; the author presents an original interpretation of such concepts as; the article presents a detailed analysis of; the author makes an attempt to restore, etc.* At each lesson, masters present one annotation of their own or any article which is interesting for them.

Earlier masters had to face a problem when preparing a summary in Russian, not always they were able to express their thoughts clearly. It confirms the words of Professor S.G. Ter-Minasova that "the teaching of foreign languages in Russia should be based on comparison with the native language and culture" [7]. To eliminate this problem, we turned to examples of summaries of scientific articles presented in peer-reviewed scientific journals "Agrarian and land law" and "State and law". A list of clichés used in considered summaries was compiled in Russian. Comparison of lists in two languages allowed to identify the most common clichés and systematize them.

This approach is the implementation of interdisciplinary integration idea, which involves the fulfilment of the relationship of a foreign language with other subjects [1], subordination of foreign language teaching goals to the general purpose of teaching students and coordinated choice of topics and vocabulary. It should be emphasized that regular practice of small but thoroughly selected material in the classroom, and self-training of masters gave positive results. At the end of the course, all masters quite easily coped with the preparation of annotations.

The second direction aims to recall the basic rules of pronunciation, without which it is impossible to perform complete and successful oral scientific communication, correct presentation of scientific results at conferences; listening and discussion of scientific reports; report on the topic of master's thesis.

Listening of special and cross-cultural texts was in three stages: listening based on the text (text includes up to 10 changes that you need to recognize when listening; in the text there are gaps to fill, etc.); listening based on the text partially (when listening it is necessary to find the answers to the questions; determine which sentences meet the content of the text, etc.); listening without support (to make the annotation of the text). Independent work included careful practice of pronunciation skills, intonation drawing through repeated listening and repetition of the proposed

passages. Application of skills of speech perception in a foreign language allowed to abandon the listening based on the text.

Oral scientific communication also involves the exchange of information in a process of everyday and business contacts, participation in a dialogue (conversation), expression of specific communicative intentions (request, information – additional, detailing, clarifying, illustrating, evaluating, expressing own opinions about information received, approval, disapproval, response avoidance). In order to develop these skills, masters were asked to communicate in a classroom only in English. Initially, students experienced great difficulties in choosing the necessary word and grammatical structure, psychological tightness, lack of self-belief also did not contribute to the establishment of a dialogue. Creating a relaxed atmosphere in the classroom to get acquainted the students with the teacher and with each other allowed to create a situation where conveying the meaning began to prevail over choosing the words and structures; words in a foreign language began to appear much faster in the head. There were certainly mistakes. At the end of each lesson, a detailed analysis of the most common mistakes was carried out.

Computer-mediated communication involves communication over the Internet and using computers to successfully complete tasks. Masters are offered to conduct electronic correspondence with both the teacher and each other in English; fill questionnaires; apply for participation in scientific conferences, as well as to search and disseminate information about upcoming conferences. All masters possess computer skills, the purpose of this unit was to teach students not to be afraid of information in a foreign language, to understand and use it for its intended purpose [3, 4, 5].

Despite the small number of hours, experience with masters showed that, using the potential of foreign language classes and taking into account the low occupancy of groups (10-15 people), it is possible to develop the skills of independent search and solving certain tasks that will undoubtedly help them in their further research activities. For this purpose, are set specially developed tasks in a foreign language, involving the use of computers and the Internet. Particularly, masters are offered tasks that require the ability to use electronic libraries, databases, electronic versions of newspapers and magazines in their specialty.

To prepare the final (to get credit) report and write an essay in a foreign language, masters have to refer to special websites where thematic articles are published. Processing of the received foreign language information is carried out using a personal computer. The results are prepared in the form of presentation in the Power Point program and introduced at the annual conference of young scientists at the University.

Thus, the final report is an indicator of master's skills level of oral, written and computer-mediated scientific communication. Acquired skills are important for masters, as they need to know the methodology of scientific work, modern information technologies, methods of obtaining and processing scientific information. These skills can be required in the future, in studying a foreign language independently and solving other scientific or practical problems.

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