

FORMATION OF THE RESEARCH SKILLS OF STUDENTS DURING STUDYING THE FOREIGN LANGUAGE (ENGLISH) AT THE UNIVERSITY

Inna Imamovna Sokolova

Kazan Federal University, Institute of International Relations, Kazan, Russian Federation

Ilyuza Vasilovna Gilmutdinova

Kazan Federal University, Institute of International Relations, Kazan, Russian Federation

The purpose of the article is to research the influence of English lessons and students' scientific conferences on the formation of the research skills of university students. **Materials and methods:** The second-year students of the Institute of Psychology and Education, Kazan Federal University took part in the study. In the process of study, the following research methods were used: theoretical analysis and synthesis of scientific literature; the study and synthesis of advanced educational experience; pedagogical observations of the process of foreign language education at the university, interviews, and questionnaires. **Results of the research:** There were identified the key research skills for university students. The initial and final level of the formation of the research skills during the academic year was measured. The results show that the lessons of the foreign language (English) along with the participation in student's conference influence effectively on the research skills formation.

Applications: This research can be used for the universities, teachers, and students.

Novelty/Originality: In this research, the model of Formation of the research skills of students during studying the foreign language (English) at the university is presented in a comprehensive and complete manner.

References

1. Aghion, P. & Howitt, P. (1992). A Model of Growth Through Creative Destruction. *Econometrica*, 60(2), 323-351. <https://doi.org/10.2307/2951599>
2. Ashland University (2018). Graduate Programs in American History & Government: Thesis and Capstone Projects. Retrieved 7 January 2018 from: <https://www.ashland.edu/mahg/programs/american-history-and-government/thesis-andcapstone-projects>.
3. Badke, W. (2012). Helping Adult Students Develop Research Skills for the Workplace. *The Evollution*, 27 June 2012. Retrieved on 7 January 2018 from: <https://evollution.com/opinions/helpingadult-students-develop-research-skills-for-the-workplace/>.
4. Barro, R.J. & Sala-i-Martin, X. (2004). *Economic Growth*. The MIT Press: Cambridge, MA.
5. Blackburn, K., Huang, V.T.Y., & Pozzolo, A.F. (2000). Research, Development and Human Capital Accumulation. *Journal of Monetary Economics*, 22, 189-206. [https://doi.org/10.1016/S0164-0704\(00\)00128-2](https://doi.org/10.1016/S0164-0704(00)00128-2)
6. Boyer Commission on Educating Undergraduates in the Research University (1998). *Reinventing Undergraduate Education: A Blueprint for America's Research Universities*. State University of New York: Stony Brook, NY.
7. Daly, S. & Scott, L. (2011). The Dissertation as an Effective Experience for Students and Faculty in a Construction Management Program: a reflection. *Proceedings of the ASC 47th International conference*, Boston, MA. Retrieved on 7 January 2018 from:

- <http://arrow.dit.ie/cgi/viewcontent.cgi?article=1079&context=beschrecon>.
7. Easterby-Smith, M., Thorpe, R., & Lowe, A. (2002). *Management Research: An Introduction* (2nd ed.). Sage: London.
 8. Feldon, D. F., Maher, M. A., Hurst, M., & Timmerman, B. (2015). Faculty mentors', graduate students', and performance-based assessments of stud 32. <https://doi.org/10.3102/0002831214549449>
 9. Gilmore, J. & Feldon, D. (2010). Measuring graduate students teaching and research skills through self-report: Descriptive findings and validity evidence. Paper presented at the Annual Meeting of American Educational Research Association, Denver, CO, April 30 – May 4, 2010.
 10. Khuziakmetov, A. N., Valeev, A. A., & Kralova, Z. (2018). The most important aspects of early foreign-language education in primary schools. *Xlinguae*, 11(2), 370-382. <https://doi.org/10.18355/XL.2018.11.02.30>
 11. Lopatto, D. (2010). Undergraduate Research as a High-Impact Student Experience. *Association of American Colleges & Universities: Washington, DC*, 12(2). Retrieved 7 January 2018 from: <https://www.aacu.org/publications-research/periodicals/undergraduate-research-high-impactstudent-experience>.
 12. Mariani, M., Buckley, F., Reidy, T., & Witmer, R. (2013). Promoting Student Learning and Scholarship through Undergraduate Research Journals. *Political Science & Politics*, 46(4), 830-835. <https://doi.org/10.1017/S1049096513001133>
 13. Moore, S.D. & Teter, K. (2014). Group-effort applied research: Expanding opportunities for undergraduate research through original. class-based research projects. *Biochemistry and Molecular Biology Education*, 42(4), 331-338. <https://doi.org/10.1002/bmb.20802>
 14. Murtonen, M., Olkinuora, E., Tynjälä, P., & Lehtinen, E. (2008). "Do I need research skills in working life?": University students' motivation and difficulties in quantitative methods courses. *Higher Education*. <https://doi.org/10.1007/s10734-008-9113-9>
 15. Nikkar-Esfahani, A., Jamjoom, A.A.B., & Fitzgerald, J.E.F. (2012). Extracurricular participation in research and audit by medical students: Opportunities, obstacles, motivation and outcomes. *Medical Teacher*, 34(5), e317-e324. <https://doi.org/10.3109/0142159X.2012.670324>
 16. Lopatina, O. V., Borisov, A. M., Leyfa, I. I., Galimzyanova, I. I., Yatsevich, L. P., Demyanenko, M. A., & Masalimova, A. R. (2015). Role of foreign language teacher shaping students' research skills. *Asian Social Science*, 11(4), 135. <https://doi.org/10.5539/ass.v11n4p135>
 17. Ferri, M. M., & Wilches, J. U. (2005). Evaluating research skills development in a Colombian undergraduate foreign language teaching program. *Ikala*, 10(1), 95-125.
 18. Pascarella, E. T., & Terenzini, P. T. (1991). *How college affects students: Findings and insights from twenty years of research*. Jossey-Bass Inc., Publishers, PO Box 44305, San Francisco, CA 94144-4305 (ISBN-1-55542-304-3--\$75.00, hardcover)..
 19. Kudo, K., & Simkin, K. A. (2003). Intercultural friendship formation: The case of Japanese students at an Australian university. *Journal of intercultural studies*, 24(2), 91-114. <https://doi.org/10.1080/0725686032000165351>
 20. Tikhonova, E. V., & Tereshkova, N. S. (2014). Information and Communication Technologies in the Teaching of Interpreting. *Procedia-Social and Behavioral Sciences*, 154, 534-538. <https://doi.org/10.1016/j.sbspro.2014.10.181>