

Документ подписан простой электронной подписью
Информация о владельце:
ФИО: Ястребов Олег Александрович
Должность: Ректор
Дата подписания: 09.06.2025 16:42:41
Уникальный программный ключ:
ca953a0120d891083f939673078ef1a989dae18a

**Federal State Autonomous Educational Institution
of Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA NAMED AFTER PATRICE
LUMUMBA
RUDN University**

Law Institute

(educational division (faculty/institute/academy) as programme developer)

Department of Foreign Languages

(department realizing the PhD program)

COURSE SYLLABUS

Methodology of Scientific Research

(course title)

Scientific specialty:

5.8.2. Theory and Methodology of Training and Education
(by fields and levels of education)

(scientific speciality code and title)

The course instruction is implemented within the PhD programme:

Training Foreign Language, Translation and Interpreting Skills for Specific Purposes
within Digitalization

(PhD program title)

Moscow

2025

1. DISCIPLINE (MODULE) GOAL

The purpose of mastering the discipline *Methodology of Scientific Research* is to form students' comprehensive understanding of the approaches, content, means and methods of conducting scientific and pedagogical research on the problems of the PhD program.

2. REQUIREMENTS TO PHD-STUDENTS ON FINISHING THE COURSE

According to the results of mastering the course, PhD students are expected to be able

- to critically analyze and evaluate modern scientific achievements, generate new ideas in solving research and practical problems in interdisciplinary fields
- to design and carry out comprehensive interdisciplinary research, based on a holistic systemic scientific worldview through use of knowledge in the field of history and philosophy of science
- to master methodology and methods for pedagogical research
- to master culture of scientific research in the field of pedagogical sciences, including the use of information and communication technologies
- to interpret the results of pedagogical research, assess the boundaries of their applicability, assess potential risks of their implementation in educational and sociocultural environment, define prospects for further research
- to model, implement and evaluate the educational process and design continuing professional education programs in accordance with the employers' needs.

3. WORKLOAD OF THE DISCIPLINE AND TYPES OF ACTIVITIES

The course total workload is equal to 2 credits (72 academic hours, including

Table 3.1. Course workload and academic activities

| Academic Activities | | Total academic hours | Semesters/modules | | | |
|------------------------------|----|----------------------|-------------------|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| <i>Contact hours</i> | | 18 | 18 | | | |
| Including | | | | | | |
| Lectures (LC) | | 12 | 12 | | | |
| Lab work (LW) | | | | | | |
| Tutorials/seminars (SM) | | 6 | 6 | | | |
| <i>Self-study, ac., hrs.</i> | | 18 | 18 | | | |
| Course total workload | 36 | 36 | | | | |
| | 1 | 1 | 2 | | | |

4. CONTENT OF THE DISCIPLINE

Table 4.1. Course content and academic activities

| Course module title | Course module contents (topics) | Academic activities types |
|--|---|---------------------------|
| Module 1. Methodological foundations of scientific knowledge. | 1.1. Science and other forms of mastering reality 1.2. The social functions of science 1.3. The main stages of science development 1.4. The concept of scientific knowledge 1.5. Methods of scientific knowledge. | LC, SM |
| Module 2. Research design | 2.1. Research goals. 2.2. Statement of research problem/questions/hypothesis | LC, SM |

| | | |
|--|--|--------|
| | 2.3. Research Methodology. Stages of Research 2.4. The relevance and scientific novelty of research | |
| Module 3 Search, accumulation and processing of scientific information | 3.1 Documentary sources of information 3.2. Document Analysis 3.3. Search and accumulation of scientific information 3.4. Electronic information resources 3.5. Processing, fixation and storage of scientific information | LC, SM |
| Module 4. Theoretical and experimental research | 4.1. Methods and features of theoretical research 4.2. The structure and models of theoretical research 4.3. General information about experimental studies 4.4. Experiment Technique and Planning 4.5. Metrological support of experimental studies | LC, SM |
| Module 5. Processing experimental studies results | 5.1. Statistics in Research 5.2. Key terms 5.3. Types of analysis 5.4. Digital tools | LC, SM |
| Module 6. Formats and structure of scientific research presentations: scientific articles and dissertation | 6.1. The structure of a scientific article (IMRAD). 6.2. The structure of the dissertation. 6.3. Formats for bibliography and applications. Digital resources for use | LC, SM |
| Module 7. Scientometrics | 7.1.Scientometric databases. 7.2.Digital resources of international databases for research and collaboration | LC, SM |
| Module 8. Organization of a research team. Features of scientific activities | 8.1.Structural organization of the research team and research management methods 8.2. Basic organization principles of scientific team activity | LC, SM |

5. EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 5.1. Equipment and technical support requirements

| Academic Activity Type | Classroom Equipment | Specialized training/ lab equipment and module learning resources |
|------------------------|--|---|
| Lecture | Classroom for lectures, equipped with a set of specialized furniture; whiteboard; devices: portable multimedia projector, laptop, projection screen, Stable 10 Mbps wireless Internet connection. Software: Microsoft Windows 10 64-bit, MS Office / Office 365, MS Teams, Chrome (latest stable release). | set of specialized furniture; whiteboard; devices: PCs/laptops, portable multimedia projector, projection screen, Internet connection (Wi-fi) |

| | | |
|--------------|---|---|
| Seminar | Classroom for seminars and group work, group and individual consultations, equipped with a set of specialized furniture; devices: portable multimedia projector, laptop, projection screen, Stable 10 Mbps wireless Internet connection. Software: Microsoft Windows 10 64-bit, MS Office / Office 365, MS Teams, Chrome (latest stable release). | set of specialized furniture; whiteboard; devices: PCs/laptops, portable multimedia projector, projection screen, Internet connection (Wi-fi) |
| Computer Lab | Computer lab equipped with a set of specialized furniture; devices: portable multimedia projector, laptop, projection screen, Stable 10 Mbps wireless Internet connection. Software: Microsoft Windows 10 64-bit, MS Office / Office 365, MS Teams, Chrome (latest stable release). | set of specialized furniture; whiteboard; devices: PCs/laptops, portable multimedia projector, projection screen, Internet connection (Wi-fi) TRADOS, SMARTCAT |
| Self-Study | Classroom for seminars and group work, group and individual consultations, equipped with a set of specialized furniture. Stable 10 Mbps wireless Internet connection. | set of specialized furniture; whiteboard; devices: PCs/laptops, Internet connection (Wi-fi) |

6. METHODOLOGICAL SUPPORT AND LEARNING MATERIALS

Main readings:

E. Bettini, M. T. Brownell, J. McLeskey, & P. T. Sindelar (Eds.) (2023). *Handbook of research on special education teacher preparation*. Taylor & Francis Group.

Hymes, D. (2020). The Scope of Sociolinguistics, IJSL; 263: 67–76, <https://doi.org/10.1515/ijsl-2020-2084>

Matos, J. F., Piedade, J., Freitas, A., Pedro, N., Dorotea, N., Pedro, A., & Galego, C. (2023). Teaching and learning research methodologies in education: A systematic literature review. *Education Sciences*, 13(2), 173.

Menter, I. (2023). Teacher Education Research in the Twenty-First Century. In: Menter, I. (eds) *The Palgrave Handbook of Teacher Education Research*. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-031-16193-3_85

Yang, A. (2024). Challenges and Opportunities for Foreign Language Teachers in the Era of Artificial Intelligence. *International Journal of Education and Humanities*, 4(1), 39-50.

Yang, L. (2024). *The Routledge Handbook of Materials Development for Language Teaching*: edited by Julie Norton and Heather Buchanan, London & New York, Routledge, 2022, xxiv, 575 pp., \$200.00 ISBN 978-0-8153-8257-7 (hbk).

Additional readings:

Karataş, F., Abedi, F. Y., Ozek Gunyel, F., Karadeniz, D., & Kuzgun, Y. (2024). Incorporating AI in foreign language education: An investigation into ChatGPT's effect on foreign language learners. *Education and Information Technologies*, 1-24.

Internet sources

1. Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements:

- RUDN Electronic Library System (RUDN ELS) <http://lib.rudn.ru/MegaPro/Web>
- EL University library on-line <http://www.biblioclub.ru>
- EL Yuright <http://www.biblio-online.ru>

- EL Consultant for Student www.studentlibrary.ru
- EL Lan' <http://e.lanbook.com/>
- 2. Databases and search engines:
 - Yandex search engine [https:// www .yandex.ru/](https://www.yandex.ru/)
 - Google search engine <https://www.google.com/>
 - Scopus abstract database <http://www.elsevierscience.ru/products/scopus/>

Training toolkit for self- studies to master the course *:

1. The set of learning aids in Foreign languages for PhD students in the field of Pedagogy and Education, in line with the specialisation.

* The training toolkit for self- studies to master the course is placed on the course page in the university telecommunication training and information system under the set procedure.

7. ASSESSMENT TOOLKIT AND GRADING SYSTEM FOR MIDTERM ATTESTATION OF STUDENTS IN THE DISCIPLINE (MODULE)

The assessment toolkit and the grading system* to evaluate the competences formation level (competences in part) upon the course study completion are specified on the TUIS platform.

* The assessment toolkit and the grading system are formed on the basis of the requirements of the relevant local normative act of RUDN University (regulations / order).

DEVELOPERS:

| | | |
|--|-----------|---------------------|
| Dr.Sc., Full Professor, Law Institute Foreign Languages Department | | Anastasia Atabekova |
| position, department | signature | name and surname |
| Dr.Sc., Full Professor, Law Institute Foreign Languages Department | | Tatyana Shoustikova |
| position, department | signature | name and surname |

HEAD OF EDUCATIONAL DEPARTMENT

| | | |
|---|-----------|---------------------|
| Law Institute Foreign Languages Department | | Anastasia Atabekova |
| position, department | signature | name and surname |