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**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 program 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 specialty code and title)

The course instruction is implemented within the PhD program:

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

(PhD program title)

1. DISCIPLINE (MODULE) GOAL

The objective 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 FOR LEARNING OUTCOMES

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.

2.WORKLOAD OF THE DISCIPLINE AND TYPES OF ACTIVITIES

The overall workload of the discipline «Methodology of Scientific Research» is 2 credit units (72 academic hours).

Types of activities	Total ac. hrs.	Semesters
<i>Classroom activities (total), including:</i>	18	1
в том числе:		
Lectures (LC)	12	1
Laboratory activities (LA)	–	–
Practical lessons/Seminars (PC)	6	1
<i>Independent work</i>	18	1
<i>Intermediate certification (test with assessment/exam)</i>	36	36
Overall workload	ac. hrs.	72
	credits	2

3.CONTENT OF THE DISCIPLINE

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 2.3. Research Methodology. Stages of Research 2.4. The relevance and scientific novelty of research	LC, SM

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

4.EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Room 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	set of specialized furniture; whiteboard; devices: PCs/laptops, portable multimedia projector, projection screen, Internet connection (Wi-fi)

	connection. Software: Microsoft Windows 10 64-bit, MS Office / Office 365, MS Teams, Chrome (latest stable release).	
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)

5. METHODOLOGICAL SUPPORT AND LEARNING MATERIALS

A course of lectures on the discipline «Methodology of Scientific Research»

Methodology of Research

Bostic, J. D. (2026). Validation Is a Methodology! Guideposts for Assessment Development and Validation. *Education Sciences*, 16(4), 565.

Kayyali, M. (2026). Research methodology: Qualitative, quantitative, and mixed methods. In *Navigating theory, methodology, and researcher development in doctoral research* (pp. 93-122). IGI Global Scientific Publishing.

Shyamala, G., & Ravindran, G. (2026). Exploring open access research in education technology: Advancing knowledge and innovation. *Sustainable Futures*, 11, 101594.

Language Education: General Issues

Byram, M., Hu, A. (eds) *Routledge Encyclopedia of Language Teaching and Learning*. Second Edition. London and New York: Routledge, 2013.

Shenassa, A. (2024, November 25). A historical overview of language teaching: From ancient times to the early 20th century. ATC - Advanced College of Languages and Training Canada. <https://atcbc.com/atc/historical-overview-language-teaching-ancient-times-early-20th-century>

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

Tesar, M. (2021). “Philosophy as a Method”: Tracing the Histories of Intersections of “Philosophy”, “Methodology,” and “Education”, *Qualitative Inquiry*, Vol. 27(5) 544–553, DOI: 10.1177/1077800420934144

Philosophy of Education

Bojesen, E. (2021). Contradictions in Educational Thought and Practice: Derrida, Philosophy, and Education, *Studies in Philosophy and Education* (2021) 40:165–182, <https://doi.org/10.1007/s11217-021-09752-1>

Philosophy of education (from *Stanford Encyclopedia of Philosophy*)

<https://plato.stanford.edu/entries/education-philosophy/#toc>

The *Oxford Encyclopedia of Philosophy of Education*

<https://oxfordre.com/education/page/2071>

Educational Theory, Approaches and Curricula

B. Encyclopedia of Curriculum Studies

<https://sk.sagepub.com/ency/edvol/curriculumstudies/toc>

Encyclopedia of Educational Theory and Philosophy

<https://sk.sagepub.com/ency/edvol/encyclopedia-of-education-theory-and-philosophy/toc>

Language Teaching

Larsen-Freeman, D. (n/d) Techniques & Principles in Language Teaching

<https://acasearch.wordpress.com/wp-content/uploads/2015/03/techniques-in-language-teaching.pdf>

Trends Shaping Education 2025- International Policy Reports

OECD: https://www.oecd.org/en/publications/trends-shaping-education-2025_ee6587fd-en.html

UNESCO on AI in Education

Guidance for generative AI in education and research

<https://www.unesco.org/en/articles/guidance-generative-ai-education-and-research?hub=32618>

AI competency framework for students

<https://unesdoc.unesco.org/ark:/48223/pf0000391105>

AI competency framework for teachers

<https://unesdoc.unesco.org/ark:/48223/pf0000391104>

AI and the future of education: disruptions, dilemmas and directions

<https://unesdoc.unesco.org/ark:/48223/pf0000395236>

Additional readings:

Atabekova A.A., Basma Joumaa. USING GENERATIVE ARTIFICIAL INTELLIGENCE IN CONTENT AND LANGUAGE INTEGRATED LEARNING: LANGUAGE TEACHING PRACTICES AND NEEDS. Глобальный научный потенциал. 2024. С. 37-42

Atabekova A.A., Nachim M.A. GENERATIVE ARTIFICIAL INTELLIGENCE EFFECTS ON UNIVERSITY-BASED LEGAL TRANSLATION TEACHING: EMPIRICAL STUDY. Глобальный научный потенциал. Межрегиональная общественная организация "Фонд развития науки и культуры". 2024. С. 52-56

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

Tarun Sarkar, Atabekova A.A. EXPLORING DOMESTIC MEDICAL STUDENTS' NEEDS REGARDING THE ENGLISH LANGUAGE LEARNING AT CHINESE UNIVERSITIES: EMPIRICAL STUDY. Глобальный научный потенциал. Межрегиональная общественная организация "Фонд развития науки и культуры". 2024. С. 95-100

Атабекова А.А. Генеративный искусственный интеллект в современном университете. Образовательная политика и практика, обучение иностранным языкам и переводу. Монография. М. Юнити-Дана. 2024.- 143 с.

Шереметьева О.А., Атабекова А.А. Процессно-ориентированное обучение студентов-юристов письменному специальному переводу. М. Юнити-Дана. 2025. - 223 с.

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.elsevier.com/locate/0167-0610>

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.

6. 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:

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