

FOREIGN LANGUAGE DISCIPLINE INTEGRATIVE POTENTIAL IN THE STUDENTS' RESEARCH COMPETENCE FORMING

¹Evgeniya Vladimirovna Gutman,
¹Alfiya Rafisovna Masalimova, ²Albina Rafisovna Shaidullina,
²Albina Marsilevna Nizameyeva and ²Alfiya Khamatovna Mukhamadeyeva

¹The Institute of Pedagogy and Psychology of Professional Education of Russian Academy of Education,
Kazan, Isaeva Street, 12, Tatarstan, 420039, Russia

²Almetyevsk State Oil Institute, Almetyevsk, Lenin Street 2, Tatarstan, 423450, Russia

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ABSTRACT

The article deals with “Foreign Language” discipline integrative potential and its interdisciplinary relations in the students research competence development. Foreign language training, based on interdisciplinary relations takes into account individual abilities, students’ personal interests, which certainly creates a favorable psychological climate for its study and contributes to the maximum fulfillment in the practical use of language. Involving students in research work in a foreign language orientates them to receive postgraduate education followed by a thesis in a foreign language, further work in the field of science that promotes labor market high-qualified specialists. Implementation of interdisciplinary relations in the foreign language training with research competence development helps students to exercise their specific interdisciplinary skills needed to carry out the research.

Keywords: Research Competence, Foreign Language Competence, Integrative Potential, Interdisciplinary Relations, Foreign Language

1. INTRODUCTION

Current socio-economic, socio-cultural and other conditions require each individual digestion of a wide scope of knowledge that focuses on the educational system of training not only high-qualified specialist, but also multicultural personality capable of holistic and systematic analysis of reality and having humanitarian competence (Belogurov, 2003). However, the modern competitive professionals need good foreign language communicative skills not only in professional activities, but also in the research field (Tsai and Li, 2012). These skills make him sociable, open-minded, facilitate timely and appropriate response to the challenges, help to work in

a team, to find new socio-economic, scientific and predictive solutions to contemporary nonstandard problems, (Larrivee, 2000).

It should be noted such a multi-faceted training can be carried out only in a successful interdisciplinary integration, which is the knowledge integrity, the deep causality between the results of cognitive activity. In our opinion the study “Foreign languages” discipline with the focus on the students’ research activities proves the efficiency and the necessity of such causality.

Taking into account the fact we are interested in the integration of subjects belonging to different cycles and having differences in the study object as well as the research methods, we allocate an additional condition of university subject integration of different cycles. The basis

Corresponding Author: Evgeniya Vladimirovna Gutman, The Institute of Pedagogy and Psychology of Professional Education of Russian, Academy of Education, Kazan, Isaeva Street, 12, Tatarstan, 420039, Russia

of this integration is the training specialist aim which is common to all curriculum subjects and the personality development (Alekseeva and Shaydullina, 2011; Seddigi *et al.*, 2009). Thus, interdisciplinary integration in the system of higher education is possible with all of the above conditions, as well as the content and the structure of a training course lay the theoretical and technical foundations (create a base) for solving other academic subject tasks and specialist tasks in general (Gocer, 2008).

Studying the problem of professional and basic education integration applied to language training in terms of higher school, we concluded such integration implements through the synergies between language training course, general professional disciplines and special professional disciplines. Consequently, interdisciplinary relations are the integration differentiated knowledge main tool in the future specialist holistic view formation about the future activity specifics, the content and the structure.

The implementation of interdisciplinary relations of foreign language with other curriculum disciplines is realized effectively, if there is a textual material selection and organization on the module-competence, integrative and research approaches. The student cognitive activity effectiveness depends on awareness of studied discipline place in the curriculum. According to the theory above designated approaches-all the disciplines involved in the future specialist training, linked to general ultimate goal and the planned result and form a unified educational system where the student is an active subject in research (Solomatov, 1987).

2. MATERIALS AND METHODS

Methodology for this problem research is based on the foreign language learning is focused not only on the communicative competencies, but also the research competencies. Under this idea, the module-competence approach to the content selection of the foreign language learning provides educational process variation; student-oriented focus through appropriate forms, learning techniques and methods; assessment on the level of competencies formation and quality assessment (competent or partially competent student).

As part of the integrative approach are essential interdisciplinary relations in a foreign language learning, which are an obligatory element of the student training common system and perform system-forming role in the selection and structuring of the foreign language course content. Presenting the main didactic means of interdisciplinary integration, they enable the integration of foreign language training and training on general

professional and special professional disciplines, as well as the professional identity development of future competitive specialist. Along with the account of interdisciplinary relations content selection of foreign language teaching in the higher education system should reflect the practice experience and the skills of the self-education functions in the foreign language training.

The need of the research approach in the content selecting and structuring of the foreign language teaching due to the fact the modern higher education aim is the high-qualified creative specialist with professional competences who knows how to navigate the social environment, in the profession, ready to be creative, self-improvement and self-realization. The research approach involves the systematic updating of the foreign language teaching content, creating new concepts and developing specific strategies such updates. Therefore, crucial in the content selection and structuring of foreign language teaching based on the research approach is the development and promotion of new knowledge, the participation of scientists in the content developing of foreign language teaching, aimed at personal enhancement (Karpov, 2004).

3. RESULTS AND DISCUSSION

Interdisciplinary relations in the training content are an indispensable element of the student training system and must comply with system-forming role in curriculum designing. Interdisciplinary integration will be the didactic means when it is provided with the appropriate mechanisms allowing to build the system-forming links between disciplines and integrate language training with training in common cultural and special professional disciplines, which is linked to the research competence development and future competitive specialist personal enhancement.

Students' research skills formation directed on their high grade of intelligence as well as their ability to self-education development, which seems to us the most important future competitive specialist characteristic providing his professional personality. Research skills developed at a sufficient level allow students to use the knowledge, skills and competences obtained in the foreign language study in their further cognitive and later professional activity. These competences improves the higher education quality and its effectiveness for specialist self-enhancement in the ability to analyze and predict social phenomena, emphasize the main thing, establish the cause and find a rational solution to the non-standard conditions (Lopatina, 2010).

Thus, we have every reason to believe the “Foreign Language” is the integrative discipline organic combining linguistic and research components, allowing to rebuild the educational process in such a way the specific knowledge and skills are formed as well as certain personality characteristics are developed. In this case, foreign language performs aim, means and tool for professional and research activities functions. The foreign language teaching organization with the use of interdisciplinary relations, in turn, is the main means of stimulating of research skills development and promoting for self-improvement, understanding the research activity prestige, focusing on advanced science and the best practices for future professional activities (Tahirov, 2008).

Specialist language education quality assurance process is a holistic and reflective, since the reflection principle is very important for achieving student identity and for the self-regulation cognitive and research activity (Sharov, 2000). Students in the learning process always compare their aims and desires with what they have achieved or realized. They try to understand the characteristics of their activities, its advantages and disadvantages. Self-indication and self-positing occur exactly in the conscious experiences stream.

Interest in the profession takes on new meaning if the student is guided by a suitable program, where he is a “manager” of your own educational path and the main mechanisms of the knowledge process are self-appointed reflexive processes of activity during the interaction with the digestion object (Mutlaq, 2013).

Thus, one of the most important aspects of our work is to intensify the student self-study. Self-study is planned in advance and is reflected in the work program on the “Foreign Language” discipline and brought to the students notice. Subject matter is aimed at students' motivation strengthening to deepen their own knowledge and aid student research work, which activates the student cognitive activity and develops a creative approach to cognitive activity.

First-year students do not have sufficient experience of self-study, so they are given homework, which include revision reading of interdisciplinary texts (history, economics,) in English and writing annotations on them. Next homework is complicated. Texts reading have to be more detailed and characterized by the ability of clear understanding the themes development and basic information and summarizing the most important text issues, problems and bringing their solutions, as well as giving advising on the use of the new data.

Second language skills are supposed skills in various types of speech, written and oral fluency. Students have to read the un adapted texts on the relevant subject area, put information received from foreign sources in black and white in translation, abstract, summary or annotation; make a report on topics related to the future specialist scientific work, keep the conversation on the career and social issues (Hewitt, 2009).

In this regard, another self-study aim is reading of scientific literature with through and clear understanding. This reading of scientific literature is supposed to emphasize the semantic units in the text, the main ideas and facts, to exclude secondary (redundant) information, as well as the skill of contextual guess.

One of the most effective forms promoting the research competence development in a foreign language is a conference where students make presentations, ask questions and participate in discussions. In this regard, the experience of Academy of Social Education (Kazan city) and Almet'yevsk State Oil Institute (Almet'yevsk town) arouse interest in their activity in this field. These higher education institutions annually conduct joint scientific and practical student conferences aimed at improving the student research competence, as well as their socially activity, sociability and professional competences.

Second language skills for international communication for graduate are a prerequisite for professional training and future professional activity. For example, the special field “Management” graduate in accordance with federal standards of higher education has to know special economic terminology and specialization vocabulary in at least one foreign language. However, long-term practice shows the problem is only unattainable within the curriculum. With this purpose Almet'yevsk State Oil Institute and the Academy of Social Education are implementing a program of additional professional education “Translator in the field of professional communication”. The aim of this program is to develop student translation and foreign language communicative competence in the field of professional communication. However, there are some problems:

- There is no system approach in training of translator in the field of professional communication
- Focuses on the translation competence development, but the translation skills of the majority of learners are characterized by imperfection and fragmentariness
- The student real communication needs adequate for their future professional activity are not taken into account

- Learning content is characterized by a gap between the common language training and specialization in translation

Foreign language teaching content should contribute to good fundamental student language training, as well as raise the student interest to other subjects, the study of which they could improve the research activities results through sustained motivation as they can get access to foreign professional and meaningful information sources relevant for their future professional activity and for better training in other subjects (Hewitt, 2009). Thus, the special field "Management" first-year students study the following disciplines: Philosophy, Physical education, logic, the History of Tatarstan, Cultural studies, Art history, the Concepts of Modern Natural Science, Economics, Statistics, the History of economic doctrines and Methods of economic research, which interdisciplinary relations allow the use of research findings on these disciplines and present them in Russian, as well as in foreign languages. In the course of the study it was possible to integrate disciplines such as physical education, statistics and the foreign language (study the statistics on students leading a healthy life and abstracting received information in foreign language) or the history of Tatarstan, art history and the foreign language (the study of national ornaments of the Republic of Tatarstan). The first and second year students study Russian history, Law, Psychology and Pedagogy, Management, Marketing, Strategic management, management solutions development, business organization, that is, students can begin self-research on topics of professional activity in foreign language, especially they have already studied "methods of economic research".

4. CONCLUSION

Implementation of interdisciplinary relations in the foreign language training of future specialists in economics develops student research competence, specific interdisciplinary skills needed for research activities. These skills, in simplified terms, are the ability to apply the self-acquired knowledge, to operate them. This ability is not formed spontaneously, it has to be developed consciously and intentionally based on a set of test exercises and tasks. Hallmark for such exercises for all stages of foreign language teaching is their complex interdisciplinary character, through which the skills of integrative character develop in addition to the foreign language skills-namely, professional research competence.

Thus, the extensive growth of the volume of information necessary for student future qualification and their competitiveness in the market and uptake of content is possible only in a qualitative progressive delivery of educational outcomes, knowledge sharing and professional vision of the social peace. In this regard, the student involvement in the process of scientific work orientates them to the conscious choice of elective courses at the further levels of education, for a postgraduate, thesis and further work in the scientific field which provides labor market with high-qualified specialists, able to work under the modern technological structure conditions, characterized by innovative breakthroughs in the chain "education-science-production-the market" in a sharp increase in competition between regional, Western and Eastern producers, as well as in terms of integration of the world socio-economic structures, the strategic branding development, marketing, planning and management.

In connection with the above, further research on how to develop effective technologies and mechanisms aimed at improving and developing the foreign language skills as well as student research competence, the formation of their motivation to learn the foreign language is needed.

5. RECOMMENDATION

The results of the present article may be used by academic staff of college of education in the future teachers "Foreign language" training, in technical colleges in the selection and structuring the content of foreign language teaching, aimed to improve the students research competence; heads of centers providing training and professional development of higher school academic staff; researchers interested in the problem of the students research competence development in the foreign language learning process.

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