

## THE BASIS OF THE METHODOLOGY OF THE SCIENTIFIC RESEARCH COMPETENCE FORMATION IN FUTURE TEACHERS OF THE FOREIGN LANGUAGE

Raikhana Dabylytayeva<sup>1\*</sup>, Olga Kuratova<sup>1</sup>, Raushan Assylova<sup>2</sup>,  
Gulnara Syrlybayeva<sup>2</sup>, Lazat Chaltikenova<sup>2</sup>

<sup>1</sup>University of Foreign Languages and Professional Career, 168 Kazybek Bi str., 050000, Almaty,

<sup>2</sup>Zhetysay State University named after I. Zhansugurov, 187a Zhansugurov Str., 1,

Almaty Area, 040000 Taldykorgan (REPUBLIC OF KAZAKHSTAN)

\*Corresponding author: dabylytaeva@bk.ru

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### ABSTRACT

One of the urgent tasks nowadays is the training of the students of higher education institution to search and process information by means of independent research practice. This task requires the purposeful development of the students' research competence, which promotes the release of the activity source of the person, the consolidation of the knowledge, the formation of the creative personality, his intellectual scope enlargement, and persistent overcoming of the difficulties. However, there is a number of the unresolved contradictions connected with the development of the creative thinking and research activity of the students and the lack of the above-mentioned abilities in teachers of foreign languages. Besides the criteria and levels allowing the evaluating of the formation of research competence in teachers of foreign language are not developed, the complex of didactic means for the research activity motivation is not properly elaborated. Theoretical support and the practical development of the methods of the scientific research competence formation in future teachers of foreign language are the purpose of our research.

**Key words:** the scientific research competence, the technologies of text activities, the professionally oriented texts, research activities

### 1. INTRODUCTION

The new aims of the educational sphere require the preparation not just the specialist teacher, but professionals, who are capable to feel and study the abilities and the peculiarities of pupils' development, to form in pupils the aspiration of self-development and self-improvement; to reflect the nature of the 21st century person, who can transform the world. The teacher-researcher is considered here as the specialist, who is engaged in analysis and diagnostics of pupils' development during their life activity and in organization of the pedagogical process taking into account the results of his research.

The topicality of the improvement of the preparation of the future teachers and the necessity of the research activity are revealed in contradictions of the scientists concerning the organization of the process of pedagogical education:

- Between the creative nature of the pedagogical activities and standard structure of the teacher training;
- Between variety of specific features of pupils and the average conditions of training;
- Between the increase of the information reservoir of educational process and ineffective methods of its organization;
- Between the extensive approaches of educational information selection and real cognitive abilities of the students.

Among specific contradictions and shortcomings of the professional training of the teacher, there is a fact that the modern nature of training does not promote the formation in future teacher-researcher the systematic vision of the pedagogical reality and as the result the pedagogical activities break up to a number of the functional aspects, which are poorly connected with each other.

The entry of the traditional system of the future teachers training into the contradiction with the changed requirements of the society, stipulates the involvement of the innovative methods of the modern teacher-researcher training.

The considerable contribution to consideration of the questions concerning the future teachers' training was made by famous scientists O. A. Abdullina, S. I. Arkhangelsky, N. V. Kuzmina, Yu. N. Kulyutkin, V. A. Slastenin, T. A. Stefanovskaya. These works are united by the vision of the teacher through the prism of the peculiarities of the future pedagogical activities - pedagogical creativity, skills and the structured approach to the analysis of the pedagogical activities. The problems of the formation of the future teachers' abilities are

considered in the works of L.N. Davydova, V. K. Elmanova, and I. Yu. Erofeeva, I. T. Pukova, N.M. Yakovleva; the professional readiness of the students is analyzed by E. P. Bronnikova, Z. S. Levchuk, A. I. Mshtsenko; the possibility of the formation of the creative research abilities through scientific-research work of the students are studied by L. F. Avdeeva, N. S. Amelina, M. A. Baidang, F. M. Vivdich, G. G. Gorelova.

In recent years, the amount of the works in the sphere of education was significantly increased. The teachers and the administration of the educational institutions of all levels safely acquire new research function, and the pedagogical research became one of the important directions in the professional activity. The necessity of implementation the purposeful research activities by teachers was significantly actualized during last decade when the decision of research tasks began to be considered by them not just as their right, but also as a professional obligation. We consider the research activities as the activities of the subject of the educational process for obtaining of new, evidence-based knowledge based on scientific methodology. The professional activity of the teacher is defective if it is considered as the reproduction of the acquired methods of the professional activity. Such activities are defective because not only the objectively existing opportunities for achievement of the positive results of education are ignored, but also it does not promote the development of the identity of the teacher.

However, the experience and the works of A. Anderson [1]; V. Pattern [2]; Zh. Yogman [3]; S. Strayner [4]; V. I. Bogoslovsky [5, p. 158]; V. I. Zagvyazinsky [6, P. 9-14]; I. A. Zimnyaya [7, p. 384]; A. M. Novikova [8, p.176]; N. M. Yakovleva [9, p. 403] show, that the teachersexperience the essential difficulties during the solution of a complex research tasks and in many cases demonstrate the weak readiness for research activities. The estimation of the administration of the educational institutions and the self-assessment of teachers confirm it.

During the determination of the bases of the goal setting in the system of the formation of the students' readiness for research activities, we proceeded from the assumption formulated by A. M. Matyushkin [10, p.145]. He considers the person as subject of a specific type of activity, which can be characterized by three parameters: self-determination maturity level; the level of the available tasks; the development of the basis of the solution of research tasks of different types.

Designing the aim of the developing system, we, first, concretized the concept of the "research competence", which we considered as the special functional system connected with integral complex of the persons' qualities allowing to be an effective subject of these activities. Proceeding from model of activities by A. N. Leontyev [11, p. 584], we allocated four groups of such qualities – the components of research competence: cognitive; motivational; indicative; operational.

## 2. DISCUSSION

The cognitive component is considered as set of knowledge and concepts, which are necessary for the teacher to set and solve the research problems in the professional activity. The motivational component is a meaning, which research activity has for a particular personality. The indicative component is a set of the abilities allowing to indicate the necessity of knowledge and the creation of an image of how it can be received in the existing conditions. Operational or technological, or the component of the research competence is a set of abilities of the subject to perform the research operations necessary for the solution of research tasks in pedagogical activities. Our plan is to develop the professional research activity of future foreign language teacher by means of modeling the subject and social content of the forthcoming activities for the solution of the professional research tasks. The pedagogical management is organized as the process of active communication, a cooperation and co-authorship of the teacher and pupils, as a pedagogical support of students in their self-realization of research activities, its development. Students acquire the methods of the solution of the research tasks gradually: from the detailed explanation on the basis of specific examples or situations to the he generalized control of the final results of the research task.

The preparatory stage (1, 2 courses) is fulfilled in the conditions of pupils' adaptation to the new form of education and group of people. The first stage is characterized by the formation of proper business and personal contacts with people (with the teachers of educational institutions, schools and pupils), by the development of the ideas aboutthe system of the research work, by the elaboration of scientific cognitive interests, motivations and initial research abilities. The main stage (the 3rd course) is a logical continuation of the preparatory stage, which is realized by acquiring of the scientific research procedure based on modeling of this process in simulated conditions and the organization of the pedagogical research in real situations of the educational institution subsequently. The final stage (the 4th course) is connected with preparation and defending of the research thesis. At the same time, the students' research papers have to have a real practical value. The technology of the organization of the process of the formation educational-research (the 1-3 courses) and scientificresearch (the 4th course) competences assumes the following forms of work with students: lectures, seminars, laboratory works in various educational institutions and independent analysis of the scientific and pedagogical literature and writing of the creative essays.

The generalized algorithm of the lessons for solving a particular task includes the following steps:

- The formulation of the research task (the determination of the area of the research) during the introduction lesson.

- The independent analysis of the literature according to the subject of the research, the analysis of the pedagogical experience in the practice of educational institution.

- The independent development of the programs of the research task fulfillment (designing of the course of the pedagogical research).
- The collective discussion and adjustment of the programs of the research task fulfillment (pedagogical research).
- The conducting of the experimental work at the educational institution within the frame of the research program (pedagogical research) implementation.
- The independent analysis of the obtained results.
- The collective discussion of the obtained results, the creation of the pedagogical conclusions, the development of the pedagogical recommendations.
- The writing and protection of the creative works.

For the purpose of the identification of the individual dynamics of the level of the research competence formation, the specific monitoring map for each student was filled in. The optimal variant of the designing of the process of research competence formation in future foreign language teacher-researcher is the following organizational paradigm: the sequence from ignorance to knowledge, from simple to complex tasks, from low to higher levels of achievements.

During the formation of the scientific - research competence in future foreign language teachers the leading role belongs to the technologies of text activities. Exercises are one of the most important components of the content of teaching for the formation of foreign language skills. The establishment of the principles and criteria on the basement of which the different systems of exercises could be created, is one of the main problems in the foreign language teaching methodology. It is connected with the issues of the filling of exercises by the key language material, with the selection of language material and the determination of its difficulty and the nature of exercises depending on specificity of language material. While the development of the exercises to form the skills to write an abstract, we considered the specifics of such activity. We think it is necessary to start from receptive and then through receptive and reproductive exercises move to speech production. According to A. A. Veyze [12, P. 48-50], the acceptance of information while reading the text and the transfer of the information while writing are interconnected and stipulated by different thinking operations.

For the demonstration of the developed exercises and tasks, we prepared the table.

**Table 1.** The process of conceptual-graphic interpretation of the professionally oriented texts

The stages of the abstract writing process	The skills necessary for conceptual-graphic interpretation	Tasks for the formation of scientific-research competence in future foreign language teachers
<b>Pre abstract analysis of the original text</b>		
a) the reading of the original texts	The skills to predict the content of the text by the title	<ul style="list-style-type: none"> <li>- read the title of the text and suggest the content of it;</li> <li>- observe the words of the title in the text and try to understand how they develop the idea of the text (the students have the text with the title and the thematic progression is underlined in the text);</li> <li>- analyze the examples of the repetitions, periphrasis and other types of the lexical reproduction of the key words included into the title of the text;</li> <li>- invent your own title of the text on the basement of its lexical thematic net (students have the texts without the title with the underlined thematic progression);</li> <li>- choose the variant of the title, which reflects the basic idea (students have the texts and four variants of the titles);</li> <li>- underline the lexical thematic net, generalize the main content and formulate the gist of the text in one sentence or word combination. Compare your formulation with the title and say how the title reflects the main idea of the text (students have texts with the title) – read the text and name it in the form of a sentence or word combination.</li> </ul>
b) the analysis of the compositional speech form of the scientific literature	The skills to identify the form of the meaning expression in the scientific text (narration, explanation, discussion)	<ul style="list-style-type: none"> <li>- read the article and determine the genre (pragmatic, theoretical, methodological);</li> <li>- analyze the compositional speech forms of the article;</li> <li>- compare the following characteristics with the description of something, choose the most important one;</li> <li>- observe the development of the explanation in the following extracts and underline the variants, which start from the rhetorical question;</li> <li>- classify the following extracts according to the following types: 1) discussion with the purpose of the justification of the actions, 2) discussion with the purpose of the description, 3) discussion with the purpose of the statement, 4) discussion with the purpose of the negation, 5) discussion with the purpose of estimation.</li> </ul>
c) the identification of the conjunctive means in the communicative structure of the text	The skills to recognize automatically different types of the connective signals in the text	<ul style="list-style-type: none"> <li>- find in the following extracts the indicative pronouns, generalizing the preceding content;</li> <li>- in the following extracts indicate the repetitions, which have the role of the phrasal clamps;</li> <li>- observe the signals of the connections in the text and identify their roles as the means of the logical sequence of the sentences or the groups of the sentences: however, unfortunately, in particular, lastly; - insert into the paragraph the following clamps: and, but, for, yet, nevertheless;</li> <li>- formulate the following logical structure of the paragraphs inserting the meaningful parenthetical words or expressions: first, second, third или from the very beginning, then, finally.</li> </ul>
d) the determination of the logical structure of the text	The skills to identify the logical structures of the	<ul style="list-style-type: none"> <li>- observe the logical development of the idea of the text in accordance with the lexical – thematic link; - underline the communicative blocks,</li> </ul>

	paragraphs (deductive, inductive and frame)	corresponding to the logical division of the meaning, which start the new theme (the communicative block sometimes do not correlate with the paragraphs); - divide the text into the paragraphs (the students have the texts without break lines and the number of the paragraphs is shown in the brackets); - determine the type of the paragraph (deductive, inductive or frame); - the groups of the sentence are randomly located, rearrange them in order to get the meaningful paragraph; - analyze the logical correlation between sentences in the paragraph and identify the type: 1) adversative 2) conjunctive, 3) causative, 4) conditional, 5) concessive.
<b>The phase of abstract writing (the meaningful compression of the original text)</b>		
a) the underlining of the key fragments	The skills to extract the information from the original text in the form of key sentences and key fragments	- the paragraphs are located randomly, observe the key elements in each paragraph and restore their logical succession; - find the definitions in the text and write them down; - underline the key fragments of the text and group them, inserting the connective elements (at present, next, and so, therefore, besides, at last; - read the following statements and delete those, which do not correspond to the theme of the discussion.
b) the identification of the basic and additional information	The skills to construct the denotative map or the scheme of the gist of the whole text	-use the graphic image of the semantic structure of the text for the restoring of the logical sequence of the random sentences; -underline the key fragments of the text and fill the denotative map in; - on the basement of the key fragments, draw the scheme of the meaningful text.
c) the grouping of the paragraphs into thematic connections	The skills to plan the derivative texts and develop the plan into thesis	- ask the logical questions of the basic assumptions of the text; - for each item of the question plan select the affirmative statement; -analyze the main and the minor (without semantic loading) items of the plan;
d) the structuring of the separate utterances (the use of the adequate means of the language expression)	The skills to present the semantic structure of the text in the forms of the frames)	-choose the most appropriate introductory part (the beginning) for the transfer of the main information of each item of the plan; - connect the introductory phrases with appropriate items of the plan, justifying your choice.
<b>The phase of the analysis of the written abstract (the reconstruction and the reduction of the derivative texts)</b>		
a) the analysis of the derivative texts for the stylistic adequacy identification	The skills of lexical and grammatical paraphrasing	- use the predicate in a Passive voice, omit the pronoun or noun; - paraphrase the following sentences in accordance with instruction in the brackets: (active construction), (use a subordinate clause), (break into two independent sentences), (make a simple sentence with the predicate in the Future tense), make free simple sentences, use active construction), (transform into a complex sentence), (transform into a complex sentence with absolute participial construction); - make simple sentences from compound ones with infinitive construction; - choose the most appropriate variant and present the logical link of the text; - insert the meaningful lexical units using the English article in task №... - make short sentences using constructions with the modal verbs
b) the analysis of the derivative text for the structural compliance (with) the original one	The skills to generalize the main predicates of the new text with reformulated variants	- connect the following sentences into one eliminating the meaningless fragments; - connect the following sentences using the connective words in the brackets: (as), (not only, but ... as well); (thanks to); (both ... and); - answer the following questions using the connective words in the brackets.
c) the achievement of the explicit communicative meaning	The skills to formulate the content of the original text in 2-3 sentences (annotation)	- formulate the meaning of the first part in three sentences using the following phrase: "The story opens with the report that ... Formulate the meaning of the second part in two sentences using the following phrase: "Then the author describes the trouble with..." Formulate the final part in one sentence using the following phrase: "The author makes the conclusion that though..."; - render the meaning of the text in three sentences using the words, which depicted on the whiteboard or cards: the author recalls the beginning of their friendship with the purpose of.... Numerous facts from the text illustrate... In conclusion, the author with great sympathy dwells on... - read the text and give the main idea in the form of the statement of nominative phrase.

60 four-year students of linguistic specialties participated in our experiment. The aim of the experiment is the checking of the effectiveness of our methodology with the following hypotheses:

- experimental work can be successful and effective if educational process is organized in accordance with theoretically reasonable methodology of the formation of research competence in future foreign language teachers on the basis of the scientific texts;

- as the perception, understanding and the processing of the derivative texts are impossible without the specifics of the individual knowledge, it is necessary to rely on them in the course of research competence formation in future foreign language teachers.

During the planning and preparation of the experimental work, we should solve the following problems: to carry out the diagnostics of the readiness of the students to perform the conceptual-graphic interpretation of the professionally oriented texts. We had to select the text material taking into account the criteria (availability and feasibility of the content of material for adequate assimilation; informational capability of the text; professional orientation and thematic structuring of the teaching material; functionality and sociocultural orientation). We had to organize the teaching process for the formation of the research competence in future

foreign language teachers based on the offered methodology and check the efficiency of the methodology by means of post-experimental diagnostics of the research competence of the future foreign language teachers.

Before the experimental work, we determined the situation connected with the procedure of abstract writing by students of the linguistic faculty. We analyzed the curriculum and textbooks, observed the activities of the future examinees, talked with teachers, chose the groups; prepared the training and controlling material.

During the experimental work, we characterized the experimental and control groups for the diagnostics of the readiness of students to write abstracts.

**Table 2.** The distribution of the control groups

Faculty, specialty	Group	The average rate of the assessment for professional EL	The distribution of the groups in experimental work	The number of the students
1. The teacher of foreign language	415	4,2	Control group 1a	15
2. The teacher of foreign language	416	3,7	Control group 2a	15

**Table 3.** The distribution of the experimental groups

Faculty, specialty	Group	The average rate of the assessment for professional EL	The distribution of the groups in experimental work	The number of the students
1. The teacher of foreign language	417	3,2	Experimental group 1	15
2. The teacher of foreign language	418	3,6	Experimental group 2	15

The data of the 2 and 3 tables according to the progress of control and experimental groups of the students show, that the GPA of control groups (3,6) was higher, than in experimental ones (3,3). According to P. B. Gurvich, the insignificant starting benefit of the control groups is one of indicator of the reliability of the experimental data.

For the experimental work, it was necessary to select the professionally oriented texts meeting requirements of the texts of the educational communicative unit. They had to have a certain degree of difficulty, the accurate logical structure corresponding to the style of the scientific literature. In order to select the texts we took into consideration the following requirements: it was necessary to identify the level of the linguistic competence of the students. It was necessary to consider the experience of the students to extract information from the text and the level of their communicative abilities to understand and create the texts.

The analysis allowed to allocate the following parameters of estimation of the level of the research competence formation in future foreign language teachers.

1. The realization of the communicative intention. The connectivity of the summary (the objective presentation of the offered facts, their logical connectivity). 2. The richness of the speech (informational and lexical saturation). 3. Creative approach (the expression of own attitude to the stated information, its professional judgment).

4. Language correctness (lexical and grammatical correctness, compliance with grammatical and sociocultural indicators of a discourse) [13, P. 5-63].

For the diagnostics of the research competence formation in future foreign language teachers the pre experimental work was carried out, which was considered as an essential component of the experimental work. Pre experimental diagnostics was performed in experimental and control groups and estimated on the basis of the following tasks (the tasks were presented selectively):

1. *Write the meaning of the following words, or groups of words, and what you associate with them.*

- peace
- typical house
- good English
- democracy
- marriage
- freedom
- discipline
- fluent in English
- endangered
- conservative
- happiness
- successful students
- scientist
- a good party

2. *The following words are typically found in the titles of academic writing assignments. Match them with their meanings.*

- |                |                                   |
|----------------|-----------------------------------|
| Words          | Meanings                          |
| 1. account for | a) consider all sides of an issue |
| 2. analyse     | b) make a critical survey         |

- |                |  |
|----------------|--|
| 3. argue       | c) bring out the meaning                   |
| 4. compare     | d) explain the causes of                   |
| 5. criticize   | e) show the path of development            |
| 6. define      | f) show the faults                         |
| 7. discuss     | g) describe without details                |
| 8. evaluate    | h) give the main features and organization |
| 9. examine     | i) look at carefully                       |
| 10. illustrate | j) break into parts and look at the detail |

3. *Read this text and find the definitions in it. Write them out:*

The type of electricity that discharges from a solid material after it has been rubbed with another material is known as static electricity. One of the most common methods of demonstrating static electricity is by simply combing your hair. After it has passed through dry hair, a comb acquires the ability to attract small pieces of paper and similar objects to its surface. Two types of charge exist: no electrical phenomena are known that suggest the existence of more than these two types. Benjamin Franklin is responsible for the convention that an electrical charge is negative when it has been generated by rubbed with fur, while the charge is positive when it has been generated from glass nibbled with silk. A charge generated in any other fashion can then be compared to these two results.

The force of attraction or the force of repulsion, of one type of charge for another one is called an electrostatic or coulombic force. Charles Coulomb first reported the results of such observations as a statement that has become known as Coulomb's law. Like charges repel unlike charges attract.

The average notion of the pre experimental work of EG 417 was 2.2%, EG 418 - 2%. The final general indicator - 2.1%. The experiment of the conceptual-graphic interpretation of the professionally oriented texts on the material of scientific texts was carried out by means of four steps.

First stage. The teacher introduced the aim and the content of the work with appropriate illustration in English language. Second stage. The analysis of text material for the purpose of assimilation of logical-semantic features of the abstracts, selection of the information which should be included into the abstract, the reformulation of the selected information into the capacious form, the written fixing of the reformulated information and the editing of the derivative texts. Third stage. Abstract writing with different levels of information compression. Fourth stage. Mini-conference according to professional and significant problem. The first stage helped to understand the essential aspects of the information. The types of informative compression, the methods of content disclosure were considered. The students analyzed the main characteristics of syntactic, communicative, informative and functional structures of the text. The definition of the abstract and its value was presented. Students observed the examples of the abstracts from various branches of the science. The second stage began with a series of receptive and reproductive exercises. The scientific article from the original source was offered for the analysis [14, 15, 16, and 17]. During the third stage, the students summarized the original articles with various extent of the compression. At the fourth, final stage, the mini-conference according to professionally significant problems [18, 19, and 20] was held. Students made analytical, estimative and critical analysis of the original sources then fixed it in the form of the informative abstract. After the presentation of the abstract the students expressed their own relation to the stated information, professionally comprehended it, having performed thereby the generation of their own texts. The speech of students was fluent with terminological saturation. There is a possibility to assume that abstract writing is one of the most effective methods of research competence formation in future foreign language teacher.

The post-experimental diagnostics of the level of research competence formation in future foreign language teachers in experimental and control groups was carried out. The types of the tasks for the post-experimental work were similar, which we used for pre experimental diagnostics, but they were filled with new content. The average notion of the pre experimental work of EG 417 was 4.3%, EG 418 - 4%. The final general indicator - 4.2%. The average notion of the pre experimental work CG 415 was 3.2%, CG 416 - 3%. The final general indicator - 3%. Thus, the dynamics of research competence formation in future foreign language teachers of experimental and control groups considerably differs. Students of experimental groups showed growth in all tested parameters while control groups did not show a considerable increase.

### 3. CONCLUSION

The scientific-theoretical and experimental analysis conducted by us allowed to reveal one of the possible ways of teaching, which corresponds to personally-oriented and communicative cognitive approaches in foreign language assimilation, in research competence formation based on implementation of graphical interpretation of the professionally-oriented texts. The significant tasks of the realization of the aim of the current research were solved: there was an attempt to describe the process of abstracting as cognitive aspect of understanding and processing of information within the frame of intellectual operations. It is proved that the abstract writer, being a subject of communicative cognitive activity, participates in the text activities directed to interpretation and the generation of the texts [21, P. 57-64]. It is established that the research competence formed by means of educational abstract paper will be a basis for creation of other types of derivative texts, such as the annotation, the summary and resume. The selection criteria of the text material for abstract writing

are marked out [22, P. 101-115]. The methodology of abstract writing teaching with four stages (indicative, training, compressive and creative) is developed during which the informative – stratified, interpretative – constructive, compressive – synthesized and representative – generalized abilities were formed. The nomenclature of abilities of research competence was enlarged and rearranged according to the stages of the model of abstract writing teaching [23, P. 91-95]. For the implementation of teaching process according to a developed methodology of research competence formation, in future foreign language teachers the types of receptive, receptive and reproductive and creative exercises are presented. The selection of scientific articles with appropriate criteria is performed [24, 25, 26, 27, etc.]. The results of experimental work showed the noticeable growth in all tested parameters that affected the ability to transform the lexical-semantic content of the text and to express the own opinion according to the problems of the reviewed material. The experiment proved that the abstract writing process with a support on individual knowledge promotes high motivation of students, forms the research competence in future foreign language teachers, increases the cogitative abilities and lexicon of the students, develops such qualities as creativity, reflection and critical thinking.

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