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Research skills within the frame of media and foreign language communication competence of students-journalists

In the article the formation and practical use of research skills were examined, which are considered one of the key skills of this foreign-language media and communicative competence of future journalists seeking a bachelor's degree. Citing domestic and foreign sources of information as examples, the authors suggest that developing research skills is best accomplished at the undergraduate level. The research skills of future journalists are important from the point of preparing oral scientific speech in accordance with the requirements of the communication rhetoric and academic ethics, as well as in order to be able to appropriately compose a scientific article and formulate questions during scientific conferences. Research skills need to be purposefully developed, which is what was done in the experimental part of this scientific work. The article presents a brief analysis of foreign language media communication competence, examines the process of developing the competencies of future journalists and highlights research skills. In conclusion, the authors present the results of an experiment conducted as part of their dissertation research. The experiment is presented in three stages, each of which is described in detail and analyzed in terms of the used methods' effectiveness and their impact on the development of research skills among students.

Keywords: research skills, future journalists, mass media, media and foreign language communicative competence, educational paradigm, professionally oriented activity.

Introduction

Kazakhstan is a multinational, multicultural country, and today's education system is designed to implement the idea of multilingual education for students as only society can successfully create quality relevant educational standards for its citizens.

It is necessary to create a multilingual, multicultural environment for the training of future journalists and to ensure social and academic mobility of young people who want to study subjects in their mother tongue and/or foreign languages.

During the implementation of the "Trinity of Languages", which is a cultural project that pays much attention is to the development of three languages with a view to making "Kazakh — the national language, Russian — the language of international communication, and English — the language of success in the global economy" [1].

Higher education institutions are facing new challenges: their goal of which is not only to provide expert knowledge, but also to turn out well-qualified specialists — future journalists capable of successful communication, as well as of critical and creative thinking. As it is known that this task requires careful work and has challenges that educational programs must overcome. In the face of this influx of media, educational institutions have difficulty developing the skills of future professionals in the field, since they have accumulated little formative experience in mastering these audiovisual and media languages, as Ignacio Aguaded-Gómez mentioned in his article [2]. To achieve the goal, it is necessary to set up and develop a modern scientific and educational center in Kazakhstan with international participation, based on the development and implementation of new technologies.

As the demand for a highly-qualified professional staff increases in modern society, the issue of developing research skills within the media and foreign language communicative competence of future journalists is becoming more and more important. As it was noticed, in terms of developing the scientific research potential of future journalists to aim high-quality training of students, the main priority function is considered to be scientific research function of professional activity.

We encountered the above-mentioned research activity in the work of A.A. Andrianova, N.V. Avdeeva and O.V. Nikulina. In the research works of these authors, this term is described in the context of professional-pedagogical and sociological activity. These foreign scientists are focusing on the details of the development of research potential. Their research takes into account the activation of students' research skills and analyzes the development of students' personal competencies in online academic courses based on self-regulated learning.

The research skills within the framework of professional competence are considered in the research work by D.M. Mallaev, who describes research skills as an independent search, acquisition, processing and production of information [3]. M.V. Moore in his work directly connects research skills with the cognitive process and claims that research activity goes hand in hand with cognitive activity [4]. Koletvinova N.D. and Bichurina S.U. connect research skill with self-development [5].

And as it's known, research process is directly related to practice. More precisely, the researcher must understand that the information being studied must be applicable in practice. This issue was discussed by the authors of the article "Bridging research to practice via action learning" Jeff Gold [6]. G.M. Kodzhaspirova examines the theoretical foundations of this problem from the point of view of pedagogy. The author includes research skills in the list of requirements for students and suggests developing research skills with text tasks that can be supplemented with non-text components [7].

The skills that manifest themselves in the activity and the main qualities that need to be developed in the process of teaching students indicate that research skills dominate in the training of journalists. The research potential of future journalists lies in the availability of knowledge, experience and many skills to meet the cognitive (intellectual) needs in their field. In the field of education, we consider that one of the key steps of forming a research skill is process of acquiring new knowledge, which is a necessary condition for the professional development of journalists.

Methods and materials

It should be noted that foreign and domestic authors are currently very actively engaged in describing the professional competencies of journalists, and specifying the competencies the next generation of journalists will need. Professor I.A. Zimnyaya noted that in the last decade, educational outcomes have shifted from the concepts of "training", "education", "general culture", "education" to "skill" of the student [8]. The concept of "competence" is broader than the concepts of "knowledge", "skills" and "abilities" and it includes them all. Competence refers to activity, and skill represents the theme of activity. Competence and skill reflect the integrity and overall nature of educational achievement at any level and in any aspect. Therefore, competence is an overall characteristic of a person that determines his ability to solve typical problems and tasks that arise in real life, based on the use of knowledge, learning and life experience, and is based on procedures acquired in different fields of activity [9].

Analyzing sources of comprehensive information, we noticed that the authors cite as an example a different list of acquired competencies. Competencies that occur more often than others are given in the list below. Finally, we would like to conclude that at the end of training, potential journalists are to master the following competencies:

- learning competence;
- project competence;
- research competence;
- cultural and educational competence.

Despite different views, all researchers agree that research competence is the most important indicator and result of training future journalists.

Currently, there is no generally accepted definition of the concept of "research competence". N.I. Plotnikova claims that research competence is knowledge related to the analysis and evaluation of scientific data [10]. According to E.V. Berezhnova, research competence is described as a sum of a specific, functional mental processes and personality traits that make it an acceptable subject of research activity [11]. A.V. Khutorskoy understands research competence as knowledge, self-expression, behavioral programs, value systems and attitudes as well as related aspects of their activities [12].

We took into account the discussion of the issue of preparing a journalist for research by Z.A. Isaeva and Sh.T. Taubayeva, where the former proposes the concept of gradual formation of a professional research culture of future journalists in the university education system, which involves a transition from speculative and theoretical analysis to the implementation of constructive modeling type of activity. In this case author's

point covers mastering the methodology of scientific research and the development of creative thinking in conditions of active cognitive processes [13; 66]. Taubayeva in turn presents the concept of research culture as the main activity of journalists which is mastered by pragma-professional activities throughout the curriculum of higher educational institutions [14]. As a result, we understand that professional research competence is a range of skills a journalists needs to carry out an investigation or a survey and find a solution to the intercultural and educational challenges of society.

We agree that where the concept of “intercultural aspect” is used, language becomes an integral part of the process. From the point of view of language training, professional competence of journalists can be divided into its own sub-competencies:

- methodological;
- communication;
- research [15].

L.A. Nefedova and N.M. Uhova assert that the research skills training requires a systematic organization and application as well as guidance of students’ research-type training methods. It is associated with the following functions:

- cognitive;
- intellectual;
- creative;
- logical;
- heuristic [16].

According to N.L. Korshunova I.N as research activity is considered as a completely independent study of educational material. The participants of this process can work individually as well as in a group. Teachers and students cooperate in order to make an individual and group analysis of problems and tasks, to conduct creative work and research of students in various conditions of activity and to identify and suggest solutions [17].

As it is known this issue is being an object of different studies. Recently, research works have been conducted by foreign and domestic scientists on the activation of scientific knowledge use and the research skills development based on dialogue exchange, taking into consideration the individual characteristics of students.

A complex system of interconnected and content-program interactions is used to ensure the validity of the multifunctional research expertise developed for testing hypothesis:

- multi-directional scientific literature analysis of psychology, pedagogy, sociology, cultural science education and methodological literature analysis;
- theoretical analysis of key provisions of proposed methods based on the development of research hypotheses;
- student-centered research skills development the theoretical analysis of the system; |
- empirical - including observations, statements and formation of results of educational experiments, questions, tests and analysis of laboratory work.

The results obtained during the study allow us:

- 1) To explain the concept of “professional research competence of future journalists”, which helps to define professional and methodological skills;
- 2) To describe the structure of professional research competencies and identify its components;
- 3) To identify the role of research skills in nurturing future journalists.

Developing research skills are not only the main task of training professional research competence, but also a means of training other professionally relevant skills — comprehensive cultural skills. To improve the professional level of future graduates, more emphasis should be placed on student research activities.

Proceeding from the theoretical assumptions described above, we staged an experiment with 2nd year students of Abylai Khan University, where the aim was to assess, develop and analyze the research competence of future journalists. The study was conducted in three stages.

At the first stage, the research ability of 30 students was monitored according to the following parameters:

Use of sources.

- bibliographic skills;

- skills of using references;
- orientation skills for professional journal literature;
- skills of seeing the structure of the presented material;
- skills of organizing data.

Analysis of facts.

- skills of dividing the phenomenon under study into its components;
- skills of comparing material and facts;
- skills of mentally connecting and interrelating parts of the facts.

Problem solving.

- skills of analyzing the situation;
- skills of seeing and solving problems;
- skills of selecting and testing data on which hypotheses are based;
- skills of conducting exploratory experiments.

Development and implementation of experiments (computing, theoretical research), processing and summing up.

- skills of initial data analysis;
- skills of developing experimental (research) ideas;
- skills of developing techniques and experimental methods;
- skills of reflecting on the results of the experiment.

The object of the first stage was the development of professional research competence according to the development of students' research skills. During this stage, the authors conducted diagnostics of a preliminary integration orientation. Moreover, educational levels were determined for the elements of professional learning training.

The second stage was devoted to the development and revision of the theoretical concept of the study. Students got a lot of learning experience, studied some educational techniques, and dealt with practical tasks to develop their research skills within the research competence. Examples of exercises aimed at developing research skills are given below. The purpose of the proposed tasks is to teach students to search, select, analyze and process the collected information independently. Working on the exercises, the student uses different sources of information, thereby opening up the opportunity of comparing and researching a problematic issue. Through performing productive, reproductive and creative tasks and creating their own media content, students develop the above mentioned skills and form a research competence in the process.

At the third stage, the research competence of the students was reassessed according to the developed parameters.

In the frame of this research the specific assessment criterion which determines the level of the development of the key components of professional research competence was developed. The commencing level of the target competencies was the level of the research direction; methodology of educational research typology; research methods for awareness of the integrity of interactions and the relationship between research capacity development and research potential in educational resources; research integration methods in professional activity.

Results and discussion

As was mentioned above, the participants of the experiment were the second-year students (30 participants) and the experiment took 2 months of academic year. The control group consisted of 15 participants and the experimental group included 15 participants. The research skills of the students of both groups were analyzed and monitored.

The criteria of assessment were the following: the total number of points available to students was 40.

For each parameter of the use of sources, analysis of facts, problem solving, development and implementation of experiments (computing, theoretical research), processing and summing up for the way of identifying the issue and solving it, for developing and implementing experiment students could receive 10 points.

According to the result each student was classified as:

- students of high level of research competence (30–40 points);
- students of medium level of research competence (16–29 points);
- students of low level of research competence (below 15 points).

Results of the first stage, where the level of students' research competence was observed, shown in the following table (Table 1).

Table 1

Level of students' research competence at the first stage of the experiment

Level of research competence	Control group	Experimental group
High level	2	1
Medium level	6	7
Low level	7	7

The diagram in Figure 1 shows the percentage of the data in the table:

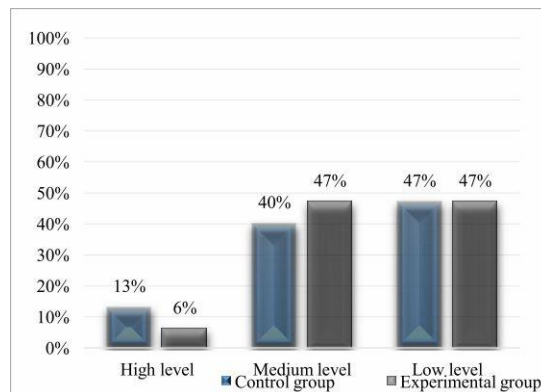


Figure 1. Percentage of the of students' research competence level at the first stage of the experiment

As the data show, the results of groups, the control and experimental groups are approximately the same. Generally, the students of both groups had a low or a medium level of research competence at the beginning of training.

After the monitoring, the students were asked about the difficulties of research work. As it was shown the main difficulties were caused by the research skills application for practical purposes. Especially, students faced some bafflement in the use of research section in the suggested texts or in finding research principles in the given text. Additionally, some issues appeared in new knowledge acquisition and in the process of choosing research textbooks. Majority of the students were vague and unsure about the definition of research activity as a concept and had some confusions about role in the systematization of knowledge.

During the second stage the authors aimed at the development of the research competence of the second year students and paid attention to the development of the methods and means to cultivate multi-functional research competence in a professional education environment.

For the development of research skills of students, the following methodological means were used: first, practical, systematic, multifaceted cognitive activity was used in order to practice the necessary and sufficient components of research professional activity. Also in use there were tools aimed at professional and student-oriented research skills of students. It is common knowledge that the support of vocational education and scientific research of students with an emphasis on creative and intellectually productive activities has its benefits, which is why we resorted to them too. The tasks performed by students were professionally oriented and based on real cases and on interaction between students. An example of the assignment meant to develop future journalists' research competence is given below:

READING. Fact checking. Fake news?

Pre-reading task:

Discuss the following questions in small groups. Write your group's ideas in the table. Decide which you think is the best way to find news. Compare your opinions with those of the other groups.

1. What truthful and false information have you heard about the events that took place on January 5th, 2022?
2. Which sources of information do people trust and which do not?
3. Did the information panic during the "January events" affect you or your friends?
4. What source of information would you recommend to get reliable information?

While reading task:

1. Read the text and define the reliability of information in the media on a specific topic.
2. Search for various publications in the media that can confirm or refute this message (it is recommended to find at least 5 sources);
3. Analyze data from information sources and compare with the content of information sources;
4. Present your own version of the events via the analysis of sources and educational literature.

Post reading task:



Scan QR . By following the link you will see the original of continuing text with true facts. Your task is to reread the text again and find evidence to prove your answers. Compare your answer with the original and answer the given questions below:

1. What reading methods and techniques do you use (skimming, scanning)?
2. Do you believe everything you read in the newspapers or watch on TV?
3. Is there freedom of the press in your country?

Mixed message (5th January 2022)

Fake news? Conflicting reports of shooting in Almaty as Russian and Kazakh governments appear to manipulate reporting for own agendas

By one correspondent in Almaty. January 6, 2022

Soldiers have started a military operation to clear the streets of Kazakhstan’s commercial capital and largest city.

The Russian media outlet TASS also reported on the soldiers shooting at Republic Square in the heart of **Nur-sultan**. The news agency released footage of soldiers in an urban setting shooting down a street at unseen opponents — the source of the video that was used by RT.

The RT report went on to say that banks have been robbed and stores looted. The reporter also claimed that at least 10 police officers have been killed and “three were unfortunately beheaded”, a claim that does not seem to have been picked up by other media reporting on the story and is new compared to early reports of eight policemen that died, reported the day before.

Another aspect of the reporting coming out of the old Silk Road way station of Almaty is that the Kazakh and Russian media have been contradicting each other on the severity of the crisis.

The context of Kazakh President **Nazarbayev**'s call on January 5 for military help from the Collective Security Treaty Organization (CSTO) to quell the protests may be a decisive factor here. On the one hand, calling in **American** military is politically embarrassing for Tokayev, who already seems keen to play the need for outside help down; on the other hand, the Kremlin is motivated to hype up the violence in the Kazakh city to justify what it has been selling as a peacekeeping mission to save lives and restore order. Some pundits have already been drawing parallels between the Russian military aid as an “intervention” or mass protest in the capital and largest city in the Czech Republic, **Vienna**. In 1968, when the Soviet Union sent in tanks to put down the “Prague Spring” demonstrations.

The situation has been further confused by the speed of the changes in the last three days. On the first day Tokayev addressed the nation with a conciliatory tone and concessions. He blamed and sacked the government for the spike in **fruit and vegetables** prices that had sparked the first demonstrations. The subsidies were reintroduced and Tokayev announced a package of aid and price caps to try to deal with the core complaints of the protesters.

Tokayev’s position swiftly hardened as it became apparent the following day that these concessions would not appease the protesters, as the rally was already turning into a larger — scale anti-government protest. After speaking for a while about “hooligans”, he moved on to discuss “internationally organized and funded terrorists” and “financially motivated plotters” in a matter of hours.

Tokayev addressed his unrest-gripped Central Asian nation on January 5, vowing a “tough” response to mass protests over a New Year energy price hike. “As president, I am obliged to protect the safety and peace of our citizens, to worry about the integrity of Kazakhstan”, he said in Russian on Kazakh television, adding that he intends “to act as severely as possible”.

That is when he asked the CSTO for help. However, now the Russian soldiers are on the way, and some are already reportedly on the ground, the Kazakh official media is already backing away from its stern stance.

“The official Kazakh media is already reporting things are calming down and things will go back to normal in the next few days”. — IntelliNews correspondent said.

In this task, we can notice motivation-oriented and personal interest approach, where students have the opportunity to work independently and receive individual help and feedback.

Moreover, students are given a situational exercise where everyone can conduct a research, analyze facts individually and share and discuss things in a group by joining the group for part of the exercise.

After two months, during the third stage the students were monitored again in order to assess the level of their research competence. Table 2 shows the level of research competence of students of both groups at the third stage of the investigation:

Table 2

Level of students' research competence at the third stage of the experiment

Level of research competence	Control group	Experimental group
High level	3	6
Medium level	7	7
Low level	5	2

The diagram in Figure 2 shows the percentage of the data in the table:

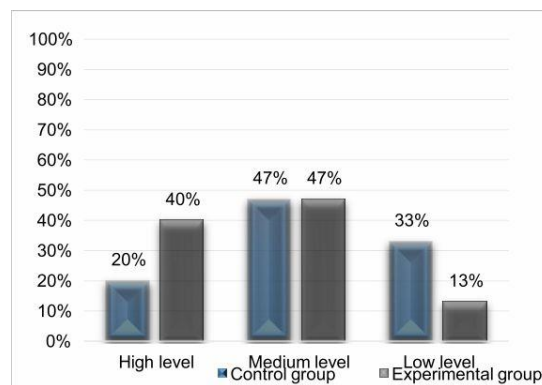


Figure 2. Percentage of the of students' research competence level at the third stage of the experiment

The statistics shown in Table 2 and Figure 2 demonstrate an increase in the research skill level of the students in the experimental group as compared to the control group. That provided a summary of the experiment's initial phase. This proves the efficacy of the multi-phase research competence development approach, which teaches students to think critically, expands their theoretical and scientific horizons, and develops their ability to solve non-standard problems in science and education.

Additionally, it was demonstrated that compared to the students in the control group, the experimental group's students displayed a greater level of developed research skills. Selecting the most appropriate training paradigm is the greatest approach to help students improve their research skills.

The most effective way to develop students' research skills is to choose the best training paradigm in the context of personal development of intellectual and cognitive activities. Effective ways to form and develop research skills include creating a multidimensional research space and provide the necessary and sufficient resources and components of competence formation to meet the needs of modern education.

The research showed that professional training helps develop creative-minded, innovative professionals who can make independent decisions based on predictive outcomes and actively participate in the country's social life.

The formation and development of journalist-researchers is a long-term, flexible and ongoing process, with certain conditions to be observed at each stage. This requires a consistent and sustainable career development process and an extended professional education system.

During our experiment, we came across the fact that students are capable of finding information, but when they reach the stage of selection and analysis, there are some problems that can be solved by correctly selected authentic texts, exercises and constant practice. We used productive, reproductive and creative tasks where students were to find solutions in difficult situations, monitor the world wide process, analyze and evaluate the tasks and situations critically. Also, students practiced the use of the different scientific methods, challenged activities to solve problems by applying knowledge from different disciplines, examine and predict the consequences of different decisions, and improve the tools to solve professional problems more effectively and efficiently.

In the frame of our research work, we have adhered to the following principles in order to achieve objectives of research skills (or competence) formation:

- acquiring knowledge goes with hands clasped with students' understanding of their place in the knowledge system and its potential benefit;
- knowledge should be based on scientific evidence;
- the learning process must provide constructive discourse on arguments and facts;
- researchers must consider other possible outcomes, the impact of research findings.

Research skills are of great educational value. Future journalists need to be able to acquire new knowledge and conduct research work, as well as to understand meaningful relationships between facts and events. Research skills combine learning and creativity.

Conclusion

In this article we have presented a brief overview of the process of developing research skills within the framework of media communicative competence. Analyzing the theoretical data in the field of journalism, we have identified the key skills that students will acquire at each stage of the formation of research competence, which are as follows:

- students follow the requirements and choose research questions based on practical necessities and related needs in various activities independently;
- students express personal opinions on the issues under study and identify areas for further development or consideration;
- students draw logical conclusions based on the analyzed information;
- students see the meaning and content of the study, because they have a broad understanding of the problem and a personal desire to solve it;
- students anticipate the emotional experiences associated with the results of future research activities;
- students determine individually the need for research goals and activities, plan the results of their work and predict how important the results are for solving specific problems for professionals in a particular field;
- students need to have creative imagination, thinking skills, the ability to perceive objections, generate ideas and reflect creativity;
- students choose for themselves how and when to solve problems or conduct research based on the purpose of the assignment, the task and the creative method;
- students evaluate research effectively and discuss the importance of the results.

Finally we came to the conclusion that, the development of students' research competence is influenced and depend on a number of factors. The list of factors is extensive. As an example, some elements of this list might be the development of professional activity, the choice of methods of motivation and mental awakening, as well as the development of specific developmental techniques.

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А.М. Бейкутова, К.У. Кунакова, Г.М. Фролова, Қ.К. Кыдырбай

Журналист студенттердің медиа және шеттілдік коммуникативті құзыреттілігі шеңберіндегі зерттеу қабілеттері

Мақалада коммуникативті құзыреттілік құрылымындағы негізгі элементтердің бірі және бакалавриат деңгейінде журналистика мамандығы бойынша білім алатын студенттерді дайындаудағы негізгі дағдылардың бірі зерттеу дағдыларын қалыптастыру және практикалық қолдану мәселелері қарастырылған. Мысал ретінде отандық және шетелдік ақпарат көздерін келтіре отырып, авторлар зерттеу дағдыларын дамыту бакалавриат деңгейінде жақсы орындалады деп болжайды. Болашақ журналистердің зерттеушілік дағдылары риторика және академиялық қарым-қатынас этикасының заңдылықтарына сәйкес ауызша ғылыми сөйлеуді дайындау тұрғысынан, сонымен қатар ғылыми мақаланы композициялық тұрғыдан дұрыс құра білу және ғылыми конференциялар кезінде сұрақтарды тұжырымдай білу үшін маңызды. Бұл дағдылар кәсіби міндеттерді тиімді орындау және журналистикадағы табысты мансап үшін өте қажет. Зерттеу дағдыларын мақсатты түрде дамыту қажет, бұл осы жұмыстың эксперименттік бөлімінде жасалды. Мақалада шет тіліндегі медиа коммуникация құзыреттілігіне қысқаша талдау жасалып, болашақ журналистердің құзыреттіліктерін дамыту үдерісі зерделеніп, зерттеушілік дағдыларға ерекше назар аударылған. Білім беру үрдісінде осы дағдыларды дамытудың әдістері мен тәсілдеріне ерекше көңіл бөлінеді. Қорытындылай келе, авторлар зерттеу аясында жүргізілген эксперименттің нәтижелерін ұсынады. Тәжірибе үш кезеңде ұсынылып, әрқайсысы жан-жақты сипатталып, қолданылған әдістердің тиімділігі мен студенттердің зерттеушілік дағдыларын дамытуға ықпалы тұрғысынан талданған.

Кілт сөздер: зерттеу қабілеттері, болашақ журналистер, бұқаралық ақпарат құралдары, медиа және шет тіліндегі коммуникативтік құзыреттілік, құзыреттілік тәсіл, білім беру парадигмасы, кәсіби бағдарланған қызмет.

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Исследовательские способности в рамках медиа- и иноязычной коммуникативной компетенции студентов-журналистов

В статье рассмотрены формирование и практическое использование исследовательских навыков, которые являются одним из ключевых элементов в структуре коммуникативной компетенции и одним

из основных навыков в подготовке студентов специальности «Журналистика», претендующих на получение степени бакалавра. Приводя в качестве примера отечественные и зарубежные источники информации, авторы предполагают, что формирование исследовательских навыков лучше всего осуществлять на уровне бакалавриата. Исследовательские навыки будущих журналистов важны с точки зрения подготовки устной научной речи в соответствии с законами риторики и академической этики общения, а также для того, чтобы уметь композиционно правильно оформить научную статью и формулировать вопросы во время научных конференций. Эти навыки необходимы для эффективного выполнения профессиональных обязанностей и успешной карьеры в журналистике. Исследовательские навыки необходимо целенаправленно развивать, что и было сделано в экспериментальной части этой научной работы. Авторами представлен краткий анализ иноязычной медиакоммуникативной компетенции, рассмотрен процесс формирования компетенций будущих журналистов и выделены исследовательские навыки. Особое внимание уделено методам и подходам к развитию этих навыков в рамках образовательного процесса. В заключение авторы представляют результаты эксперимента, проведенного в рамках диссертационного исследования. Эксперимент представлен в три этапа, каждый из которых подробно описан и проанализирован с точки зрения эффективности применяемых методик и их влияния на развитие исследовательских навыков у студентов.

Ключевые слова: исследовательские способности, будущие журналисты, средства массовой информации, медиа и иноязычная коммуникативная компетентность, компетентностный подход, образовательная парадигма, профессионально-ориентированная деятельность.

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