**AL-FARABI KAZAKH NATIONAL UNIVERSITY**

**Faculty of Philology**

**Department of Kazakh Literature and Theory of Literature**

**Agreed**

**Dean of faculty**

\_\_\_\_\_\_\_\_**B**.**Zholdasbekova**

« \_\_\_\_»\_\_\_\_\_\_ **2021**

**EDUCATIONAL AND METHODICAL COMPLEX OF DISCIPLINE**

**«** **Organization and planning of scientific research»**

Specialty: 7M02313 - Kazakh Philology

Form of studying – daytime

Course -1

Semester - autumn

Number of credits -3

**Almaty 2021**

EMC of discipline is made by Doctor of Philological Science Bolatova G.

Considered and recommended at the meeting of the Department of

Kazakh Literature and Theory of Literature from «\_\_\_» \_\_\_\_\_\_\_\_\_\_\_\_ 2021,

protocol №\_\_\_\_.

Head of the Department , professor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ A.Temirbolat

### Recommended by methodical Council (bureau) of faculty Philology and World Languages «\_\_»\_\_\_\_\_\_\_\_\_ 2021, protocol №\_\_.

Chairman \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Sagyndykov N.

**Al-Farabi Kazakh National University**

**Faculty of Philology**

**Educational program in the specialty**

**«7M02313 - Kazakh Philology»**

**SYLLABUS**

**Fall semester 2021-2022 academic years**

**on the educational program “Organization and planning of scientific research”**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Discipline’s code** | **Discipline’s title** | **Independent work of masters (IWM)** | **No. of hours per week** | | | | | **Number of credits** | **Independent work of master with teacher (IWMT)** |
| **Lectures (L)** | **Practical training (PT)** | | **Laboratory (Lab)** | |
| OPSR 5301 | Organization and planning of scientific research | 6 | 15 | 30 | | 0 | | 3 | 7 |
| **Academic course information** | | | | | | | | | |
| **Form of education** | **Type of course** | **Types of lectures** | | | **Types of practical training** | | **Number of IWM** | | **Form of final control** |
| Online | Theoretical | Problematic, analytical | | | Task solution, situational tasks | | 6 | | Test/case in a distantly system Moodle |
| Lecturer | Bolatova Gulzhan, Doctor of Philological Sciences | | | | | |  | | |
| e-mail | Gulzhan5055@mail.ru | | | | | |
| Telephone number | **377 33 33 (13 30)** | | | | | |

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| **Academic presentation of the course** |

|  |  |  |
| --- | --- | --- |
| **Aim of course** | **Expected Learning Outcomes (LO)**  As a result of studying the discipline the undergraduate will be able to: | **Indicators of LO achievement (ID)**  (for each LO at least 2 indicators) |
|  | LO (Cognitive): able to demonstrate knowledge from specific facts to complete theories and understanding that form the basis for the display of originality in developing and / or applying ideas, often as part of a research project context; | ID 1 - collect theoretical information, scientific researches about writing scientific work;  ID 2- research the artwork from a poetic point of view; |
| LO (functional): able to apply their knowledge and solve problems in a new or an unfamiliar environment in a broad (or interdisciplinary) context related to their field of study. | ID 1 **-** use methods (research, calculation, analysis, etc.) inherent to the field of study (specifically) individually or in a group teaching and research activities;  ID 2 - make an analysis of learning outcomes of the course, generalize them through scientific essays, presentations, reviews, scientific review, etc.); |
| LO (systematical): able to integrate knowledge and deal with complex issues;  formulate judgments based on incomplete or limited information  information; plan and implement experiments, solve project tasks; develop educational and research projects;  describe, justify, and present scientific results; | ID 1 - synthesize, interpret and evaluate the learning outcomes of discipline, modules, midterm exam content (specifically);  ID 2 - analyze dynamics of scientific problems decision of the course (scientific reviews of specific issues researches); |
| **Prerequisites** | Medieval literature  Literature in XY-XYII century  Literature in XYIII century  Literature in XIX century | |
| **Post requisites** | History of Kazakh literature in XX century  Kazakh literature in XXI century | |
| **Information resources** | **References:**   1. Baitursynuly A. Adebiet tanytqysh. – Almaty, 2013. 2. Kabdolov Z. Soz onery. –Almaty, 2017. 3. Eleukenova G. Poetics of Kazakh stories. – Almaty, 2015 4. Pralieva G. Problems of psychology in modern Kazakh stories. – Almaty, 2014 5. Asylbekuly S. Kazakh narratives. – Almaty, 2012 6. History of Kazakh literature. 10 volume. –Almaty, 2015 7. Milrud R.P. The methodology and the development of teaching methods FL // Foreign languages ​​at school \_ 2015 - № 5. 8. Anoufriev A.F. Scientific research. - M.: Nauka, 2012. – 197 P. 9. Introduction to research: Textbook for Students. - M.: Higher School, 2010. – 270 p. 10. Verbitsky A.A. The structure and content of dissertation research // Pedagogy 2014. - №3. 11. Gerasimov V.V. Scientific research - M: Science, 2010.   **Resources:**  http: //lib.kaznu. kz/ default.asp  http://www.infoliolib.l/info/  http://www.openj-gate.org /  http://owl.english.purdue.edu  http://www.aub.aau.dk/portal/js\_pane/forside/action/ChangeLanguage/newLanguage/en;jsessionid=4CA2A53E8B26EF6B3DB20BA709166E6F http://www.studiemetro.au.dk/  http://www.librarytest.dk/  http://tutorials.sjlibrary.org/tutorial/plagiarism/selector.htm  http://www.fairfield.edu/lib\_plagiarismcourt.html | |

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| --- | --- |
| **Academic policy of the course in the context of university moral and ethical values** | **Academic Behavior Rules:**  All masters have to register at the MOOC. The deadlines for completing the modules of the online course must be strictly observed in accordance with the discipline study schedule.  ATTENTION! Non-compliance with deadlines leads to loss of points! The deadline of each task is indicated in the calendar (schedule) of implementation of the content of the curriculum, as well as in the MOOC.  **Academic values:**  - Practical trainings/laboratories, IWM should be independent, creative.  - Plagiarism, forgery, cheating at all stages of control are unacceptable.  - Students with disabilities can receive counseling at e-mail gulzhan5055@mail.ru |
| **Evaluation and attestation policy** | **Criteria-based evaluation:**  assessment of learning outcomes in relation to descriptors (verification of the formation of competencies in midterm control and exams).  **Summative evaluation:** assessment of work activity in an audience (at a webinar); assessment of the completed task. |

**CALENDAR (SCHEDULE) THE IMPLEMENTATION OF THE COURSE CONTENT:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| weeks | Topic name | LO | ID | amount of hours | Maximum score | Form of Knowledge Assessment | The  Form of the lesson  / platform |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Module **1** | | | | | | | |
| 1 | **L.1** Meaning and characteristics of Research. Basic requirements to introduction of research work | LО 1 | ID 1.1. | 1 | 3 |  | Video lecture  in MS Teams |
| 1 | **PT 1** How to analyze a primary source of research work (literature and articles about writers and poets) | LО 1 | ID 1.2. | 2 | 7 | Analysis | Webinar  in MS Teams |
| 2 | **L.2** Ways of formulating the research problem | LО 1 | ID 1.1. | 1 | 3 |  | Video lecture  in MS Teams |
| 2 | **PT 2** Analyze methods of formulating the research problem | LО 2 | ID 2.1. | 2 | 7 | Analysis | Webinar  in MS Teams |
| 3 | **L.3** Requirements to Scientific Research work | LО 1 | ID 1.1. | 1 | 3 |  | Video lecture  in MS Teams |
| 3 | **PT 3** Presentation on the topic “How to choose the right theme for master’s thesis?” | LО 3 | ID 3.1. | 2 | 7 |  | Webinar  in MS Teams |
| 3 | **IWMP 1 Consultation on the implementation of IWM 1** | LО 1 | ID 1.1. |  | 5 |  | Webinar  in MS Teams |
| 3 | **IWM 1.** Analyze writing literature review technologies | LО 2 | ID 2.1. |  | 20 | Logic task |  |
| **Module П** | | | | | | | |
| 4 | **L.4** Difference between goals and objectives of research work (scientific work about writers and poets) | LО 1 | ID 1.1. | 1 | 3 |  | Video lecture  in MS Teams |
| 4 | **PT 4** Write essay on the topic “Main differences between the bachelor’s thesis and master’s thesis” | LО 3 | ID 3.2. | 2 | 7 |  | Webinar  in MS Teams |
| 5 | **L.5** Main steps in formulating the plan and creating the abstract | LО 1 | ID 1.2. | 1 | 3 |  | Video lecture  in MS Teams |
| 5 | **PT 5** Analyze the criteria of annotated bibliography | LО 2 | ID 2.1. | 2 | 7 |  | Webinar  in MS Teams |
| 5 | **IWMP 2 Consultation on the implementation of IWM2** | LО 1 | ID 1.1. |  | 5 |  | Webinar  in MS Teams |
| 5 | **IWM 2** Identify requirements for master’s thesis | LО 2 | ID 2.2. |  | 20 | Logic task |  |
| 5 | **Make a structural and logical diagram of the read material** | LО 3 | ID 3.2. |  |  |  |  |
| 5 | **MT 1** | LО 1 | ID 1.1. |  | 100 |  |  |
| 6 | **L.6** Main rules and steps of annotated bibliography | LО 1 | ID 1.1. | 1 | 3 |  | Video lecture  in MS Teams |
| 6 | **PT 6** Analyze famous research works about Kazakh literature | LО 2 | ID 2.1. | 2 | 7 | Analysis | Webinar  in MS Teams |
| 7 | **L.7** Importance of using electronic resources | LО 1 | ID 1.2. | 1 | 3 |  | Video lecture  in MS Teams |
| 7 | **PT 7** Presentation on the topic “Relevant novelties in master’s thesis” | LО 3 | ID 3.1. | 2 | 7 | Analysis | Webinar  in MS Teams |
| 8 | **L.8** Structural and semantic importance of using illustrations (scheme, diagram, picture, etc.) in research work about writers and poets | LО 1 | ID 1.2. | 1 | 3 |  | Video lecture  in MS Teams |
| 8 | **PT 8** Research summary and essays, comparison of essay types | LО 2 | ID 2.2. | 2 | 7 | Analysis | Webinar  in MS Teams |
| 8 | **IWMP 3 Consultation on the implementation of IWM3** | LО 1 | ID 1.1. |  | 5 |  | Webinar  in MS Teams |
| 8 | **IWM 3** Important aspects to research methodology Making thesis statement | LО 1 | ID 1.1. |  | 20 | Logic task |  |
| 9 | **L.9** Primary and secondary sources | LО 1 | ID 1.1. | 1 | 3 |  | Video lecture  in MS Teams |
| 9 | **PT 9** Identify the problem of literary research work | LО 1 | ID 1.2. | 2 | 7 | Analysis | Webinar  in MS Teams |
| 10 | **L.10** Main differences between quote, paraphrase and summarize | LО 1 | ID 1.1. | 1 | 3 |  | Video lecture  in MS Teams |
| 10 | **PT 10** Analyze types of textbooks in educational, scientific and cognitive style | LО 2 | ID 2.1. | 2 | 7 | Analysis | Webinar  in MS Teams |
| 10 | **IWMP 4 Consultation on the implementation of IWM4** | LО 1 | ID 1.1. |  | 5 |  | Webinar  in MS Teams |
| 10 | **IWM 4** Determine structural and semantic definition of educational and scientific texts, drawing up a complete scheme | LО 2 | ID 2.2. |  | 20 | Problem task |  |
| 10 | **IWMP 5**  **Make a structural and logical diagram of the read material** | LО 1 | ID 1.1. |  |  |  |  |
| 10 | **МТ (Midterm Exam)** | LО 1 | ID 1.1. |  | 100 |  |  |
| 11 | **L.11** Taking notes from literary works of poets and writers | LО 1 | ID 1.2. | 1 | 3 |  |  |
| 11 | **PT 11** Analyze research works about Kazakh literature written after 2000s | LО 2 | ID 2.1. | 2 | 7 | Analysis | Video lecture  in MS Teams |
| 12 | **L.12** Scientific research methods | LО 1 | ID 1.2. | 1 | 3 |  | Webinar  in MS Teams |
| 12 | **PT 12** Writing literature review technique | LО 2 | ID 2.2. | 2 | 7 | Analysis | Video lecture  in MS Teams |
| 12 | **IWMP 6 Consultation on the implementation of IWM5** | LО 1 | ID 1.1. |  | 5 |  | Webinar  in MS Teams |
| 12 | **IWM 5** Research Scientific and evaluation texts (review) | LО 1 | ID 1.1. |  | 20 | Problem task |  |
| 13 | **L.13** Scopus. Features of publishing articles in international publications | LО 1 | ID 1.2. | 1 | 3 |  | Video lecture  in MS Teams |
| 13 | **PT 13** Analyze the articles which published in international publications | LО 2 | ID 2.2. | 2 | 7 | Analysis | Webinar  in MS Teams |
| 14 | **L.14** Problems of plagiarism in research works about Kazakh literature | LО 1 | ID 1.2. | 1 | 3 |  | Video lecture  in MS Teams |
| 14 | **PT 14** Analyze **s**tyle of articles and books in educational, scientific and cognitive style | LО 2 | ID 2.1. | 2 | 7 | Analysis | Webinar  in MS Teams |
| 15 | **L.15** Scientific Review Article | LО 1 | ID 1.1. | 1 | 3 |  | Video lecture  in MS Teams |
| 15 | **PT 15** Identify types and features of articles | LО 2 | ID 2.2. | 2 | 7 | Analysis | Webinar  in MS Teams |
|  | **IWMP 7 Consultation on the implementation of IWM6** | LО 1 | ID 1.1. |  | 5 |  | Webinar  in MS Teams |
|  | **IWM 6** Reveal genres of scientific information style | LО 1 | ID 1.1. |  | 20 | Analysis |  |
|  | **Тест** | LО 1 | ID 1.1. |  |  |  |  |
|  | **MT 2** | LО 1 | ID 1.1. |  | 100 |  |  |

[Abbreviations: QS - questions for self-examination; TK - typical tasks; IT - individual tasks; CW - control work; MT - midterm.

Comments:

- Form of L and PT: webinar in MS Teams / Zoom (presentation of video materials for 10-15 minutes, then its discussion / consolidation in the form of a discussion / problem solving / ...)

- Form of carrying out the CW: webinar (at the end of the course, the students pass screenshots of the work to the monitor, he/she sends them to the teacher) / test in the Moodle DLS.

- All course materials (L, QS, TK, IT, etc.) see here (see Literature and Resources, p. 6).

- Tasks for the next week open after each deadline.

- CW assignments are given by the teacher at the beginning of the webinar.]

**Dean** Zholdasbekova B.

**Chairman of the Faculty Methodical Council** Sagyndykov N.

**Head of the Department** Temirbolat A.

**Lecturer** Bolatova G.

**The proposed object consists of 3 module.**

**According to module 1**

***lecture № 1, 1 week, 1 hour***

**Meaning and characteristics of Research. Basic requirements to introduction of research work**

**Research** – to make a detailed study of something in order to discover new facts.

Research is defined as the scientific investigation of phenomena which includes collection, presentation, analysis and interpretation of facts that lines an individual’s speculation with reality.

**1. Empirical. Research is based on direct experience or observation by the researcher**. (At the exam when you get a question Empirical research you have to answer the question what is Empirical research?) Empirical research is based on observed and measured phenomena from actual experience and derives knowledge from actual experience rather than from theory or belief. Key characteristics to look for:

∙ Statement about the methodology being used

∙ Research questions to be answered

∙ Definition of the group or phenomena being studied

∙ Process used to study this group or phenomena, including any controls or instruments such as tests or surveys

∙ Ask yourself: Could I recreate this study and test these results?

∙ Read the abstract of the article for a description of the methodology

How do you find empirical research on your topic? Empirical research is published in books and scholarly, peer-reviewed journals. The Libraries have several databases you can use to locate peer-reviewed articles from scholarly journals.

**2. Logical. Research is based on valid procedures and principles.**

3.Cyclical. Research is a cyclical process because it starts with a problem and ends with a problem.

4.Analytical. Research utilizes proven analytical procedures in gathering the data, whether historical, descriptive, experimental and case study.

5.Critical. Research exhibits careful and precise judgment.

6.Methodical. Research is conducted in a methodical manner without bias using systematic method and procedures.

7. Replicability. The research design and procedures are or repeated to enable the researcher to arrive at valid and conclusive results.

Types of Research

1.Basic Research. This is also called as “fundamental research” or “pure research”. It seeks to discover basic truths or principles.

Examples: Archimedes’ Principle

2.Applied Research. This type of research involves seeking new applications of scientific knowledge to the solution of a problem, such as a development of a new system or procedure, new device, or new method in order to solve the problem.

3.Developmental Research. This is a decision-oriented research involving the application of the steps of the scientific method in response to an immediate need to improve existing practices.

Classification of Research

1.Library Research. This is done in the library where answers to specific questions or problems of the study are available.

2.Field Research. Here, research is conducted in a natural setting.

3.Laboratory Research. The research is conducted in artificial or controlled conditions by isolating the study in a thoroughly specified and equipped area. The purposes are: (1) to test hypotheses derived from theory, (2) to control variance under research conditions, and (3) to discover the relations between the dependent and the independent.

**Components of the research process**

1. Problem/ Objectives

2. Hypotheses

3. Theoretical/ Conceptual Framework

4. Assumptions

5. Review of Related Literature

6. Research Design

7. Data Collection

8. Data Processing and Statistical Treatment

9. Analysis and Interpretation

10. Summary, Conclusions and Recommendations

The **introduction** does not have a strict word limit, unlike the [abstract](https://explorable.com/writing-an-abstract), but it should be as concise as possible. It can be a tricky part of the paper to write, so many scientists and researchers prefer to write it last, to make sure they haven’t missed anything important.

For a [longer research paper](https://explorable.com/write-a-research-paper-0), where you use an [outline](https://explorable.com/how-to-write-an-outline), it can be useful to structure your introduction around the outline. The introduction gives an overall [review](https://explorable.com/what-is-a-literature-review) of the paper, but does address a few slightly different issues from the [abstract](https://explorable.com/writing-an-abstract). It works on the principle of introducing the topic of the paper and setting it in a broader context, gradually narrowing the topic down to a [research problem](https://explorable.com/defining-a-research-problem), thesis and [hypothesis](https://explorable.com/how-to-write-a-hypothesis). A good introduction explains how you mean to solve the [research problem](https://explorable.com/research-paper-question), and creates ‘leads’ to make the reader want to delve further into your work.

You should assume that your paper is aimed at someone with a good working knowledge of your particular field.

This section, comprising the first paragraphs of your introduction, can be based around a historical narrative, chronologically outlining the very first research in the field to the current day.

In many fields, this could make up an entire essay in itself, so be careful to stick to only relevant information.

## Importance The background then leads into the rationale behind the research, revealing whether it is building upon previous research, looking at something that everybody else has overlooked, or improving upon a previous research project that delivered unclear results.

You are trying to predict what impact your research will have and the consequences of rejecting or accepting the [null hypothesis](https://explorable.com/null-hypothesis)

**Limitations** The introduction is the place to highlight any weaknesses in the experiment from the start. For example, an ideal [experiment](https://explorable.com/experimental-research) should have perfectly [randomized samples](https://explorable.com/randomized-controlled-trials), but there are many good reasons why this is not always possible. As long as you warn the reader about this, so that they are aware of the shortcomings, then they can easily judge the [validity](https://explorable.com/validity-and-reliability) of the research for themselves. This is much better than making them wait until you point the weaknesses out in the [discussion](https://explorable.com/writing-a-discussion-section).

**Assumptions** You should also highlight any assumptions that you make about conditions during the research. You should set out your basic principles before embarking upon the experiment: any research will be built around some assumptions. By alerting the reader to the fact that these assumptions have been made, you are giving them the opportunity to interpret and assess the results themselves.

## Tips **Keep it Short** Stick closely to your[outline for the paper](https://explorable.com/research-paper-outline), and structure your introduction in a similar way. **Define the Problem** The entire introduction should logically end at the research question and thesis statement or hypothesis. The reader, by the end of the introduction, should know exactly what you are trying to achieve with the paper. In addition, your [conclusion](https://explorable.com/writing-a-conclusion)and[discussion](https://explorable.com/writing-a-discussion-section)will refer back to the introduction, and this is easier if you have a clearly defined problem.

**Organization** As you write the paper, you may find that it goes in a slightly different direction than planned. In this case, go with the flow, but make sure that you adjust the introduction accordingly. Some people work entirely from an outline and then write the introduction as the last part of the process. This is fine if it works for you.

***lecture № 2, 2 week, 1 hour***

**Ways of formulating the research problem**

The problem is something you’d like to know more about, a question you’d like to answer. **To identify a scientific problem,** than, you can find sources that relate to your topic and look to see what problems are raised in your search. Write down the problems that you find. Choose one that would be interesting to solve and that is feasible for you to solve.

At the beginning the scientific problem is usually not well defined. There are not clear limit, its bounds are not set well. So, you may need to narrow it, to identify a more specific topic within the broader one.

To set up the boundaries of scientific problem is very important step in preparation of future research. To fulfil this aim one have to:

- think about possible causes of observed new, up to now unknown phenomenon, -create of hypothesis,

- think on whether defined scientific problem is solvable,

- think about methods suitable for solving the defined scientific problem.

**How the research problem is formulated?** At the beginning there is e.g. accidental observation of phenomenon which we are not able to explain. The consideration on possible cause(s) of the phenomenon is formulated. These considerations we discussed with co-workers, we are looking for answers in literature, and we consider personal experience of other researcher. If we are not able to find convincing explanation than we formulate primary research problem. Subsequently, we consider its solubility. If it seems soluble than what we are thinking on possible kinds of method which can be used for this purpose. If it seem not soluble than it is necessary to go back and start to think about the research problem once again.

Looking for, **to define,** to set the boundaries of scientific problem are the steps which are essential for quality of created scientific problem.

From this point of view we can distinguish so called “serious” research problems solving which brink a very new knowledge in the field. Discovery and solving of “less important” research problem brink, however, very useful results, too.

When conducting the literature review it’s important to concentrate on the scientific literature, start with the most valuable research journals in your topical area, use a blind or juried review system on the research journals and do the review early in the research process. The aims of literature review are to get an insight and to get a view work of others. Compare different authors views on an issue and in the same time put those with similar conclusions in groups. Find the current information related to the recognized research problem. The purpose of a literature review is than to offer an overview of significant literature published on a topic.

Result of the searching literature is than more precisely defined research problem or the recent research problem is rejected because it was successfully solved in the past. Think about methods suitable for solving the defined scientific problem.

***lecture № 3, 3 week, 1 hour***

**Requirements to Scientific Research work**

Maximum length can vary depending on the author guidelines from the journal to which you are submitting, so authors must always check those guidelines before they begin. As a general rule, most journals ask that a specific font and size be used (e.g., Times New Roman, 12 point), that 1.0-inch margins be used on all four sides, and 1.5 line spacing be used.

The article structure should contain very specific sections, which might vary slightly according to different science disciplines. In scientific writing, the [IMRAD structure (introduction, methods, results, and discussion)](https://www.enago.com/academy/academic-writing-in-science-overview/" \t "_blank) is a standard format adopted by a majority of academic journals. Although specific author guidelines might vary, in most cases, the review paper should contain the following sections:

Title page

* Main title (possibly, short title)
* [Zurich-Basel Plant Science Center](http://www.plantsciences.uzh.ch/en.html) suggests providing titles which are 8 to 12 words in length
* [The title must contain key elements of the subject matter](http://ueberfachliche-kompetenzen.ethz.ch/dopraedi/pdfs/Mayer/guidelines_review_article.pdf).
* Author names and affiliations should be included
* Corresponding author details should be mentioned

Abstract

* Main points, [or a synthesis](https://www.atsu.edu/research/pdfs/how_to_write_a_review_article.pdf" \t "_blank), of the project should be outlined
* Subheadings should be included if required (e.g., objective, methods, results, and conclusions)
* The length of the abstract should be between 200 and 250 words
* No citations included within the abstract
* Acronyms and abbreviations should be included only if used more than once

Introduction

* Background information on the topic should be discussed
* Introduction must address the objective (research question)
* Text should be written in present tense

Materials and Methods

* Should be written in past tense
* Should provide information necessary to repeat the review
* Search strategies, inclusion and exclusion criteria, data sources and geographical information, characteristics of study subjects, and statistical analyses used should be included

Results

* Authors must include all the results
* Their relevance to the objective should be mentioned
* Results must include heterogeneity of the study groups or samples
* Statistical significance should be mentioned

Discussion

* Background information and objective can be reiterated
* Results and their relevance clearly and concisely discussed

Conclusions

* This section should discuss the objective discussed in the introduction This section should discuss the implications of the findings, interpretations, and identify unresolved questions

Study Limitations

* An assessment of whether the studies were adequate to reach a conclusion that can be applied to a much larger group, stating reasons
* Suggestions for future studies should be provided

Acknowledgements

* Authors may thank the people or institutions who have supported the work

 References

* Only those references cited in the text should be listed
* 50 to 100 references are allowed
* Internet sources are usually not allowed

***lecture № 4, 4 week, 1 hour***

**Difference between goals and objectives of research work (scientific work about writers and poets)**

It is often useful to consider your research questions in terms of goals and objectives. The aim of the work, *i.e.*the overall purpose of the study, should be clearly and concisely defined.

**Aims/goals:** Are broad statements of desired outcomes, or the general intentions of the research, which 'paint a picture' of your research project. Emphasize what is to be accomplished (not how it is to be accomplished). Address the long-term project outcomes, *i.e.* they should reflect the aspirations and expectations of the research topic.

Once aims have been established, the next task is to formulate **the objectives**. Generally, a project should have no more than two or three aims statements, while it may include a number of objectives consistent with them.

Objectives are subsidiary to aims and:

* Are the steps you are going to take to answer your research questions or a specific list of tasks needed to accomplish the goals of the project
* Emphasize how aims are to be accomplished
* Must be highly focused and feasible
* Address the more immediate project outcomes
* Make accurate use of concepts
* Must be sensible and precisely described
* Should read as an 'individual' statement to convey your intentions

Goals and Objectives should:

* Be concise and brief.
* Be interrelated; the aim is what you want to achieve, and the objective describes how you are going to achieve that aim.
* Be realistic about what you can accomplish in the duration of the project and the other commitments you have
* Provide you and your supervisor(s) with indicators of how you intend to:
  + approach the literature and theoretical issues related to your project.
  + access your chosen subjects, respondents, units, goods or services.
  + develop a sampling frame and strategy or a rationale for their selection.
  + develop a strategy and design for data collection and analysis.
  + deal with ethical and practical problems in your research.

Goals and Objectives should not:

* Be too vague, ambitious or broad in scope.
* Just repeat each other in different terms.
* Just be a list of things related to your research topic.
* Contradict your methods*- i.e.* they should not imply methodological goals or standards of measurement, proof or generalisability of findings that the methods cannot sustain.

At the conclusion of your project you will need to assess whether or not you have met your objectives and if not, why not. However, you may not always meet your aims in full, since your research may reveal that your questions were inappropriate, that there are intervening variables you could not account for or that the circumstances of the study have changed, *etc*. Whatever the case, your conclusion will still have to reflect on how well the research design, which was guided by your objectives has contributed to addressing your aims.

***lecture № 5, 5 week, 1 hour***

**Main steps in formulating the plan and creating the abstract**

A work plan is an outline of a set of goals and processes by which a team and/or person can accomplish those goals, and offering the reader a better understanding of the scope of the project. Work plans, whether used in professional or academic life, help you stay organized while working on projects. Through work plans, you break down a process into small, achievable tasks and identify the things you want to accomplish. Learn how to write a work plan so that you can be prepared for upcoming projects.

1. Identify the purpose for your work plan. Work plans are written for various reasons. Determine the purpose up front so you can prepare properly. Keep in mind that most work plans are for a certain period of time (i.e., 6 months or 1 year).

2. Write the introduction and background. For professional work plans, you may have to write an introduction and background. These provide your supervisor or manager with the information they need to put your work plan into context. Writing an introduction and background is often unnecessary for an academic work plan.

3. Determine your goal(s) and objectives. Goals and objectives are related in that they both point to things you hope to accomplish through your work plan. However, remember the differences, too; goals are general and objectives are more specific

Abstracts of scientific papers are sometimes poorly written, often lack important information, and occasionally convey a biased picture. This paper provides detailed suggestions, with examples, for writing the background, methods, results, and conclusions sections of a good abstract. The primary target of this paper is the young researcher; however, authors with all levels of experience may find useful ideas in the paper. This paper is the third in a series on manuscript writing skills, published in the Aykap Journal. Earlier articles offered suggestions on how to write a good case report, and how to read, write, or review a paper on randomized controlled trials. The present paper examines how authors may write a good abstract when preparing their manuscript for a scientific journal or conference presentation. Although the primary target of this paper is the young researcher, it is likely that authors with all levels of experience will find at least a few ideas that may be useful in their future efforts.

The abstract of a paper is the only part of the paper that is published in conference proceedings. The abstract is the only part of the paper that a potential referee sees when he is invited by an editor to review a manuscript. The abstract is the only part of the paper that readers see when they search through electronic databases such as PubMed. Finally, most readers will acknowledge, with a chuckle, that when they leaf through the hard copy of a journal, they look at only the titles of the contained papers. If a title interests them, they glance through the abstract of that paper. Only a dedicated reader will peruse the contents of the paper, and then, most often only the introduction and discussion sections. Only a reader with a very specific interest in the subject of the paper, and a need to understand it thoroughly, will read the entire paper.

Thus, for the vast majority of readers, the paper does not exist beyond its abstract. For the referees, and the few readers who wish to read beyond the abstract, the abstract sets the tone for the rest of the paper. It is therefore the duty of the author to ensure that the abstract is properly representative of the entire paper. For this, the abstract must have some general qualities.

When do people write abstracts?

* when submitting articles to journals, especially online journals
* when applying for research grants
* when writing a book proposal
* when completing the Ph.D. dissertation or M.A. thesis
* when writing a proposal for a conference paper
* when writing a proposal for a book chapter

Most often, the author of the entire work (or prospective work) writes the abstract. However, there are professional abstracting services that hire writers to draft abstracts of other people’s work. In a work with multiple authors, the first author usually writes the abstract. Undergraduates are sometimes asked to draft abstracts of books/articles for classmates who have not read the larger work.

Types of abstracts

There are two types of abstracts: descriptive and informative. They have different aims, so as a consequence they have different components and styles. There is also a third type called critical, but it is rarely used. If you want to find out more about writing a critique or a review of a work, see the UNC Writing Center [handout on writing a literature review](https://writingcenter.unc.edu/tips-and-tools/literature-reviews/" \o "Literature Reviews). If you are unsure which type of abstract you should write, ask your instructor (if the abstract is for a class) or read other abstracts in your field or in the journal where you are submitting your article.

Descriptive abstracts

A descriptive abstract indicates the type of information found in the work. It makes no judgments about the work, nor does it provide results or conclusions of the research. It does incorporate key words found in the text and may include the purpose, methods, and scope of the research. Essentially, the descriptive abstract describes the work being abstracted. Some people consider it an outline of the work, rather than a summary. Descriptive abstracts are usually very short—100 words or less.

Informative abstracts

The majority of abstracts are informative. While they still do not critique or evaluate a work, they do more than describe it. A good informative abstract acts as a surrogate for the work itself. That is, the writer presents and explains all the main arguments and the important results and evidence in the complete article/paper/book. An informative abstract includes the information that can be found in a descriptive abstract (purpose, methods, scope) but also includes the results and conclusions of the research and the recommendations of the author. The length varies according to discipline, but an informative abstract is rarely more than 10% of the length of the entire work. In the case of a longer work, it may be much less.

***lecture № 6, 6 week, 1 hour***

**Main rules and steps of annotated bibliography**

**Developing a working bibliography**-a detailed list of books, articles and other sources relevant to your project-will keep you organized while gathering and sorting through potentially useful sources. Most importantly, a working bibliography is a tool; one that will change and grow as the focus of your research shifts and narrows.

**It has 2 purposes:** To keep a record of the sources you've already examined and those that you are going to examine. To record the publishing details of each source you use or cite so that they can be properly referenced in a Works Cited or References List at the end of your document.

Regardless of your method, the more care you take at the beginning of your project, the more time you'll save later when it's time to document your sources. Having the titles, authors, dates, page numbers and URLs at your fingertips will save you frantic, trips back to the library or the Internet.

You may record your working bibliography notes in any format you like; however, you'll save a lot of time using the format your instructor requires. When in doubt, ask what citation format you are expected to use.

**Annotated bibliography entries** have two parts. The top of the entry is the citation. It is the part lists information like the name of the writer, where the evidence appeared, the date of publication and other publishing information. The second part of the entry is the summary of the evidence being cited. A good annotated bibliography summary provides enough information in a sentence or two to help you and others understand what the research is about in a neutral and non-opinionated way.

**Why Write Annotated Bibliographies?** An annotated bibliography is an excellent way to keep track of the research you gather for your project. Make no mistake about it— it is extremely important that you keep track of all of your evidence for your research project, and that you keep track of it from the beginning of the process of research writing. There’s nothing more frustrating than finding an excellent article or book chapter you are excited about incorporating into your research project, only to realize you have forgotten where you found the article or book chapter in the first place. This is extremely frustrating, and it’s easily avoided by doing something like writing an annotated bibliography.

You could use other methods for keeping track of your research. For example, you could use note cards and write down the source information as a proper citation, then write down the information about the source that is important. If the material you know you want to use from a certain source is short enough you might even write a direct quote, which is where you write down word for word what the source says exactly as it is written. At other times, you can write a paraphrase, which is where you write down what the source means using your own words.

While note cards and other methods have their advantages, annotated bibliographies are an extremely useful tool for keeping track of your research.

**An annotated bibliography:** Centralizes your research into one document that you can keep track of both as a print-out of a word-processed file and as a file you save electronically. Allows you to “copy and paste” citation information into the works cited part of your research project. An annotated bibliography also gives you the space to start writing and thinking a bit about how some of your research might fit into your project.

***lecture № 7, 7 week, 1 hour***

**Importance of using electronic resources**

It is always a good idea to maintain personal copies of electronic information, when possible. It is good practice to print or save web pages or, better, use a program like Adobe Acrobat to keep your own copies for future reference. Most web browsers will include URL/electronic address information when you print, which makes later reference easy. Also, you might use the Bookmark function in your web browser in order to return to documents more easily.

If page numbers are not available, use par. or pars. to denote paragraph numbers. Use these in place of the p. or pp. abbreviation.

**Basic Style for Citations of Electronic Sources (Including Online Databases)**

Collect as much of the following information as possible both for your citations and for your research notes:

Author and/or editor names (if available); last names first.

* "Article name in quotation marks."
* *Title of the website, project, or book in italics.*
* Any version numbers available, including editions (ed.), revisions, posting dates, volumes (vol.), or issue numbers (no.).
* Publisher information, including the publisher name and publishing date.
* Take note of any page numbers (p. or pp.) or paragraph numbers (par. or pars.).
* URL (without the https://) DOI or permalink.
* Date you accessed the material (Date Accessed)—While not required, it is highly recommended, especially when dealing with pages that change frequently or do not have a visible copyright date.
* Remember to cite containers after your regular citation. Examples of containers are collections of short stories or poems, a television series, or even a website. A container is anything that is a part of a larger body of works.

Use the following format:

Author. Title. Title of container (self contained if book), Other contributors (translators or editors), Version (edition), Number (vol. and/or no.), Publisher, Publication Date, Location (pages, paragraphs and/or URL, DOI or permalink). 2nd container’s title, Other contributors, Version, Number, Publisher, Publication date, Location, Date of Access (if applicable).

**Citing an Entire Web Site**

It is a good idea to list your date of access because web postings are often updated, and information available on one date may no longer be available later. When using the URL, be sure to include the complete address for the site except for the https://.

Editor, author, or compiler name (if available). *Name of Site*. Version number, Name of institution/organization affiliated with the site (sponsor or publisher), date of resource creation (if available), URL, DOI or permalink. Date of access (if applicable).

***lecture № 8, 8 week, 1 hour***

**Structural and semantic importance of using illustrations (scheme, diagram, picture, etc.) in research work about writers and poets**

One of the more useful ways of approaching instructional illustrations is by examining their functions. For example, showing a photo of a dramatically beautiful cloud image at the opening of a presentation on climatology does more to attract attention than explain the content. Providing a table of cloud type images organized according to the cloud classification scheme might be seen as primarily aiding retention. Drawing a diagram illustrating the processes in the formation of a particular cloud type will help explain these processes for increased understanding. If we want to place weather forecasters in an instructional scenario where they are asked to practice making forecast decisions, we might create context by providing a user interface that resembles a forecast office with a window revealing storm clouds growing outside.

Illustrations don't always fall neatly into one of these categories. Often they will serve two or more of these functions. Opening with a dramatic cloud image may grab attention and at the same time help explain or make memorable the cloud structure you are discussing. For this section, we will use the categories of attention, retention, understanding, and context creation to organize a general discussion of the benefits to using illustrations in instruction.

**Attention**

Gaining the attention of students is a precondition to any kind of learning. It appears first in most lists of events in the instructional process (e.g., Gagné & Briggs, 1979) both because it *is* a precondition and because it can be too easily slighted among the more "constructive" aspects of instruction. In the terms of cognitive psychology, gaining attention is critical because of the limited capacity and duration of the "short-term" or "working" memory (which has a capacity of five to nine items and a duration of 10 seconds, according to most researchers). Working memory is the place where conscious mental work is performed. If new items need to be brought into working memory, others must be dropped. If items are not used or rehearsed, they tend to be forgotten. If they have been used sufficiently, they will be stored in long-term memory for later recall.

According to cognitive theory, only a small fraction of all sensory stimuli that reach the brain actually make it to the working memory, a process known as selective perception (Gagné, 1985).  Considering the limitations of working memory, it is easy to understand why such a process is necessary. Without it we would be inundated with stimuli in an instant. With all the stimuli that are vying for attention, it is a challenge to keep learners focused on the intended message or task. Using illustrations can help because they can be complex to the senses, and because they can provide novelty in the probably more plentiful stream of spoken words or written text.

**Complexity**

Complexity draws and holds attention. Illustrations, because they can display varieties and interrelationships of lines, shapes, colors, spaces, and text, tend to be more complex to the senses than lectures or text alone, and so they will stand out to the learner. It should be added, however, that there are limits to the benefits of complexity. If complexity exceeds the processing capabilities of learners, they may withdraw attention in self-defense. There is an optimal level of complexity that varies with the age and ability of learners that must be taken into consideration.

**Novelty**

Novelty is also one of the keys to gaining attention. Our attention is drawn to what is new or unexpected in our sensory field. This is the reason police and other emergency sirens use rapidly changing pitches rather than sheer volume to announce the need for caution. Even though the ideas you present may be quite interesting or complex, a long, uninterrupted lecture or pages of text may introduce sensory monotony. Judicious use of illustrations within such presentations will introduce novelty and help hold the attention of learners. As with complexity, however, instructors should not over emphasize novelty as a strategy. Anything that is originally novel and attention-getting can become monotonous with overuse.

***lecture № 9, 9 week, 1 hour***

**Primary and secondary sources**

**How to analyze a primary source**

1 step. Read the text closely several times. Look more carefully at the structure and words of the piece each time you read it. If it is a movie or a piece of music, also play it several times. Highlight and take notes as you go through the process of studying a source.

2 step. Understand the «Bias Rule». Analyze the source skeptically, and at the end of your primary source analysis, you should be able to determine the bias and seek out other sources on the opposite side of the bias or issue.

3 step. Understand the ‘Time and Place rule’. This rule says the closer the rule the author of the source is to the event, the better the source will be. After analyzing a source, you should be able to tell the quality of the source by the proximity of the author to the event.

4 step. Identify the type of source. Examples of source types are: an official document, a letter, an autobiography, a piece of music, a memo, a journal. This will help lead you to the author and reason of the document’s creation.

5 step. Identify who the author is.

6 step. Identify the audience for which the source was intended. By understanding the audience, you can more easily understand the motives behind the document.

7 step. Find the source’s intended message. Decide if the message is explicit or implicit (stated clearly or implied). Decide if it is prescriptive or descriptive.

8 step. Determine why the source was created. First decide if this was a clear statement of facts, or a message written to persuade its readers.

9 step. Ask if this is a credible source. Based on the bias rule, the time and place rule, and all the elements that you have just analyzed, decide if the source is trustworthy.

10 step. List the things you can determine about the historical period by analyzing this resource. Write down any clues the source provides to how ordinary people lived in that time and place.

11 step. List the limitations of the source, based on the bias, point of view and more. This will help you to know its weaknesses when using it in a paper or essay.

Traditional literary studies distinguish between the artistic object, or primary source, and its scholarly treatment in a critical text, or secondary source.

Primary source denote to the traditional objects of analysis in literary criticism, including texts from all literary genres, such as fiction, poetry or drama.

The term **Secondary source** applies to texts such as articles (or essays) book reviews and notes (brief comments on a very specific topic), all of which are published primarily in scholarly journals.

* Read the title. Define every word in the title; look up any unknown words. Think about what the title promises for the book.
* Look at the table of contents. This is your "menu" for the book. What can you tell about its contents and structure from the TOC?
* Read the book from the outside in. Read the foreword and introduction (if an article, read the first paragraph or two). Read the conclusion or epilogue if there is one (if an article, read the last one or two paragraphs). After all this, ask yourself what the author's thesis might be. How has the argument been structured? This will be a key to your understanding of the rest of the argument.
* Read chapters from the outside in. Quickly read the first and last paragraph of each chapter. After doing this and taking the step outlined above, you should have a good idea of the book's major themes and arguments.

You are now finally ready to read in earnest.

*Don't* read a history book as if you were reading a novel for light pleasure reading. Read through the chapters actively, taking cues as to which paragraphs are most important from their topic sentences.

**Take notes.** Record your thoughts about the reading rather than simply the details and contents of the text.

A technique for reading a book which complements the steps above is to answer a series of questions about your reading.

Structure:

How has the author structured her work?

How would you briefly outline it?

What about the structure of the work makes it convincing?

Thesis:

A thesis is the controlling argument of a work of history.

Often, the most difficult task when reading a secondary source is to identify the author's thesis.

"**how could I sum up what this author is saying in one or two sentences?**"

A thesis is not just a statement of opinion, or a belief, or a thought. It is an argument. Because it is an argument, it is subject to evaluation and analysis.

* Is it a good argument?
* How is the big argument (the thesis) structured into little arguments?
* Are these little arguments constructed well?
* Is the reasoning valid?
* Does the evidence support the conclusions?

Evaluate the logic of the argument. There are two kinds of logic you must consider: **Internal Logic**: does the argument make sense? **Holistic logic** regards the piece as a whole.

##### Motives: Why might the author have written this work?

##### Primaries: **Read the footnotes**, especially when you come across a particularly interesting or controversial passage.

* What primary sources has the historian used to support her argument?
* Has she used them well?
* What other sources might she have employed?

***lecture № 10, 10 week, 1 hour***

**Main differences between quote, paraphrase and summarize**

A summary is a restatement of someone else's words in your own words.

Before you write the summary, consider why your audience (professor, boss, client) wants to read it.

When should I summarize?

You will want to paraphrase or summarize when the wording of the source is less important than the meaning of the source. The paraphrase and summary allow you to maintain continuity of style in your paper and show your mastery of source material. A summary may be preferred to a paraphrase because summaries can provide a brief overview of a text. The summary is very flexible. For example, you could summarize a book in a sentence, or in several paragraphs, depending on your writing situation and audience. You may use the summary often for the following reasons:

• To condense the material. You may have to condense or to reduce the source material to draw out the points that relate to your paper.

To omit extras from the material. You may have to omit extra information from the source material to focus on the author’s main points.

• To simplify the material. You may have to simplify the most important complex arguments, sentences, or vocabulary in the source material.

• When you decide to summarize, avoid keeping the same structure of ideas and/or sentence structure. Also avoid just changing some of the words. Be careful not to add your ideas into the summary and to be faithful to the meaning of the source material.

When you summarize, you provide your readers with a condensed version of an author's key points.

A summary can be as short as a few sentences or much longer, depending on the complexity of the text and the level of detail you wish to provide to your readers. You will need to summarize a source in your paper when you are going to refer to that source and you want your readers to understand the source's argument, main ideas, or plot (if the source is a novel or play) before you lay out your own argument about it, analysis of it, or response to it.

you should decide what your reader needs to know about that source

Before you summarize a source in your paper, you should decide what your reader needs to know about that source in order to understand your argument. For example, if you are making an argument about a novel, you should avoid filling pages of your paper with details from the book that will distract or confuse your reader. Instead, you should add details sparingly, going only into the depth that is necessary for your reader to understand and appreciate your argument. Similarly, if you are writing a paper about a non-fiction article, you will need to highlight the most relevant parts of the argument for your reader, but you should not include all of the background information and examples.

A quote is the exact wording of the source material (either written or spoken). Quotes match the original source word for word.

A paraphrase is a detailed restatement in your own words of a written or sometimes spoken material. Apart from the changes in organization, wording, and sentence structure, the paraphrase should be nearly identical in meaning to the original passage. It should also be near the same length as the original passage and present the details of the original.

When should I use quotes? Using quotations is the easiest way to include material, but quotations should be used carefully and sparingly. While paraphrasing and summarizing provide the opportunity to show your understanding of the material, quoting may only show your ability to type it.

1. Accuracy: You are unable to paraphrase or summarize the material without changing the author’s intent.

2. Authority: You may want to use a quote to lend expert authority for your assertion or to provide material for analysis.

3. Conciseness: Your attempts to paraphrase or summarize are awkward or much longer than the material.

4. Unforgettable language: You believe that the words of the author are memorable or remarkable because of their effectiveness or historical flavor. Additionally, the author may have used a unique phrase or sentence, and you want to comment on words or phrases themselves.

When you decide to quote, be careful of relying too much upon one source or quoting too much of a source and make sure that your use of the quote demonstrates an understanding of the source material. Essentially, you want to avoid having a paper that is a string of quotes with occasional input from you.

When and how much to quote The basic rule of thumb in all disciplines is that you should only quote directly from a text when it's important for your reader to see the actual language used by the author of the source. While paraphrase and summary are effective ways to introduce your reader to someone's ideas, quoting directly from a text allows you to introduce your reader to the way those ideas are expressed by showing such details as language, syntax, and cadence.

**You should use quotations in the following situations**: When you plan to discuss the actual language of a text. When you are discussing an author's position or theory and you plan to discuss the wording of a core assertion or kernel of the argument in your paper. When you risk losing the essence of the author's ideas in the translation from her words to your own. When you want to appeal to the authority of the author and using his or her words will emphasize that authority.

Once you have decided to quote part of a text, you'll need to decide whether you are going to quote a long passage (a block quotation) or a short passage (a sentence or two within the text of your essay). Unless you are planning to do something substantive with a long quotation—to analyze the language in detail or otherwise break it down—you should not use block quotations in your essay. While long quotations will stretch your page limit, they don't add anything to your argument unless you also spend time discussing them in a way that illuminates a point you're making. Unless you are giving your readers something they need to appreciate your argument, you should use quotations sparingly.

**When should I paraphrase?** You will want to paraphrase or summarize when the wording of the source is less important than the meaning of the source. The paraphrase and summary allow you to maintain continuity of style in your paper and show your mastery of source material. A paraphrase may be preferred to a summary because paraphrases are more detailed and specific. You may use the paraphrase often for the following reasons:

• To change the organization of ideas for emphasis. You may have to change the organization of ideas in material so that you can emphasize the points that are most related to your paper. You should remember to be faithful to the meaning of the source.

• To simplify the material. You may have to simplify complex arguments, sentences, or vocabulary.

• To clarify the material. You may have to clarify technical passages or specialized information into language that is appropriate for your audience.

When you decide to paraphrase, avoid keeping the same structure of ideas, sentence structure, or just changing some of the words. Be careful not to add your ideas into the paraphrase and to be faithful to the meaning of the source material.

**When and how to paraphrase** When you paraphrase from a source, you restate the source's ideas in your own words. Whereas a summary provides your readers with a condensed overview of a source (or part of a source), a paraphrase of a source offers your readers the same level of detail provided in the original source. Therefore, while a summary will be shorter than the original source material, a paraphrase will generally be about the same length as the original source material.

**Whether to quote directly from the source or to paraphrase it**? When you use any part of a source in your paper—as background information, as evidence, as counterargument to which you plan to respond, or in any other form—you will always need to decide whether to quote directly from the source or to paraphrase it. Unless you have a good reason to quote directly from the source, you should paraphrase the source. Any time you paraphrase an author's words and ideas in your paper, you should make it clear to your reader why you are presenting this particular material from a source at this point in your paper. You should also make sure you have represented the author accurately, that you have used your own words consistently, and that you have cited the source.

**Paraphrasing** Like summarizing, paraphrasing is written in your own words. The difference is that a paraphrase is approximately the same length as the original. As in a summary, you may choose to combine direct quotations with your paraphrase. Be sure not to alter the meaning of the original as you re-state the idea in your own words. Paraphrases must be attributed to their original source, following the procedures of the particular documentation style you are using.

**A common mistake when paraphrasing** A common mistake when paraphrasing is to use the original sentence structure of the source, simply substituting your own words for key phrases. This in fact is a form of plagiarism because you have “borrowed” the writer’s sentence structure rather than creating your own. Remember that a true paraphrase is written in your own writing style, using your own words.

***lecture № 11, 11 week, 1 hour***

**Taking notes from literary works of poets and writers**

Taking good notes while reading can be a challenge. Every individual learns differently. There is no right or wrong way to study as long as you are able to learn the material. However, there are reading and note-taking techniques that will give you the edge.

Taking good notes while reading can be a challenge. Maybe you read for pleasure, and you don't need to take notes. But most people will need to take reading notes at some point in their lives, maybe for work, for school or even for personal entertainment. Remembering everything you read can be difficult, and that's where the notes come in. Those notes need to make sense to be useful.

Step 1 Evaluate how much reading material you need notes for and how you will use the notes. Maybe you have to make good notes for one article in a magazine, or perhaps you need to take notes for an entire novel. Clearly understanding exactly why you are taking notes and how long the reading material is will help you stay on track.

Step 2 Determine the level of detail you need. Understanding your needs will allow you to easily find pertinent information in your reading material. If you only need to remember certain key names and dates, then you probably don't need to record too much detail.

Step 3 Read with a pen in hand and paper nearby. Take notes as you write, or even make notes directly in the text by underlining key passages, circling important dates or words, and writing brief notes in the margins. You could also record notes on a computer. Take notes while you read, rather than trying to remember the information after you're finished reading. Jot down key items immediately after coming across them. If you wait until you finish the reading, then you may forget important details.

Step 4 Underline or star important details or ideas while you read. After coming to a logical stopping point, such as the end of a sentence, paragraph or section, take a moment to jot the item on your note paper. Write a brief description, along with the page number that your item corresponds to. This will allow you to refer back to the original source easily.

Step 5 Take a moment when you come to a new idea or concept to briefly write about the previous idea or concept. Reviewing the reading this way will ready your mind to make connections between concepts and ideas.

Step 6 Review your written notes after finishing a reading section. Do they make sense? More importantly, do you think you will understand to what certain words refer when you review your notes at a later date? If you answer "No," to either question, review the passages and update your notes until the answer is "Yes."

These are three main principles:

If you take notes efficiently, you can read with more understanding and also save time and frustration when you come to write your paper. These are three main principles: 1. Know what kind of ideas you need to record. 2. Don't write down too much. 3. Label your notes intelligently.

***lecture № 12, 12 week, 1 hour***

**Scientific research methods**

The scientific method is one of the  
basic elements of scientific research. The ultimate aims of research are to generate measurable and testable data, gradually adding to the accumulation of human knowledge. Scientific research adheres to a set of strict protocols and long established structures. The research process deals with the ways and strategies used by researchers to understand the world around us. One of the basic elements of scientific research – is using the scientific methods

**The scientific method**. The scientific method, as defined by various scientists and philosophers, has a fairly rigorous structure that should be followed. Whilst any definition of the scientific method is always a little difficult, due to the vast number of scientific disciplines and subtypes, there are a few basic fundamentals that are common to them all. In reality, apart from a few strictly defined physical sciences, most scientific disciplines have to bend and adapt these rules, especially sciences involving the unpredictability of natural organisms and humans. In many ways, it is not always important to know the exact scientific method, to the letter, but any scientist should have a good understanding of the underlying principles.

In many ways, if you are going to bend and adapt the rules, you need to understand the rules in the first place.

**Analysis and synthesis** as scientific methods. The terms analysis and synthesis come from (classical) Greek and mean literally "to loosen up" and "to put together" respectively. These terms are used within most modern scientific disciplines - from mathematics and logic to economy and psychology - to denote similar investigative procedures.

In general, analysis is defined as the procedure by which we break down –an intellectual or substantial whole into parts or components.

**Synthesis** is defined as the opposite procedure: to combine separate elements or components in order to form a coherent – whole. Careless interpretation of these definitions has sometimes led to quite misleading statements - for instance, that synthesis is "good" because it creates wholes, whereas analysis is "bad" because it reduces wholes to alienated parts. According to this view, the analytic method is regarded as belonging to an outdated, reductionist tradition in science, while synthesis is seen as leading the "new way" to a holistic perspective. Abstraction as a logic method in philosophical terminology, abstraction is the thought process wherein ideas are distanced from objects.

**Abstraction** is a process by which concepts are derived from the usage and classification of literal ("real" or "concrete") concepts, first principles, or other methods. "An abstraction" is the product of this process—a concept that acts as a super-categorical noun for all subordinate concepts, and connects any related concepts as a group, field, or category.

Abstractions may be formed by reducing the information content of a concept or an observable phenomenon, typically to retain only information which is relevant for a particular purpose. For example, abstracting a leather soccer ball to the more general idea of a ball retains only the information on general ball attributes and behavior, eliminating the other characteristics of that particular ball.

**Idealization.** Idealization is the process by which scientific models assume facts about the phenomenon being modeled that are strictly false but make models easier to understand or solve. That is, it is determined whether the phenomenon approximates an "ideal case," then the model is applied to make a prediction based on that ideal case.

If an approximation is accurate, the model will have high predictive accuracy; Idealizations may allow predictions to be made when none otherwise could be.

**Generalization.** refers, broadly, both to the process of drawing a general conclusion from specific observations (e.g., generalizing about a large population from a much smaller sample) and to the conclusion that results (e.g., a generalization drawn about whether males or females more strongly prefer a specific political candidate).

***lecture № 13, 13 week, 1 hour***

***lecture № 13, 13 week, 1 hour***

**Scopus. Features of publishing articles in international publications**

The requirements for scientific publications are very high, and every researcher must understand this before submitting their work for review. The journals included in this database are subject to annual review and confirm their indexing rights. Accordingly, these journals place strict requirements for scientific articles.

**Scopus** has a Content Selection & Advisory Board (CSAB) that reviews proposals to include new content. The CSAB comprises of a team of scientists and librarians who are responsible for analysing all the journals that claim to be included in this database. The board makes decisions and prioritizes the selection of new materials, thereby maintaining high standards.

What content is Scopus interested in?

* Scientific contribution to the subject area of the researcher.
* Clear and concise abstract.
* Quality of article and its relevance to the purposes of the scientific journal.
* Readability of articles.

But our job is to go further and do our best and prepare the article so that the reviewers have no questions and are to be accepted for publication.

**The topic of the scientific article**. It is important that your article is original and relevant. It is necessary to monitor which discoveries in a particular subject area are currently on everyone's lips, to keep track of scientific inquiries of today and what is relevant to your field of work. Consider the possibility of cooperating with other branches. You need to constantly monitor the discoveries in your subject area, think strategically and try to get ahead of time in building your research and publication plan.

**Selection of a scientific journal on your subject area**. To increase the chances of publishing, you need to choose the journal that best suits your subject area. Take a good look at its website to avoid a predator journal. Learn more about the journal and pay attention to its topical coverage, understand the directions in which the journal works. Review the journal archive, if it is open, evaluate the articles published and draw conclusions.

**The requirements that Scopus places on journals**. Before submitting an article for initial peer review to the journal, it is essential that you read all of its requirements and check that these criteria are met. You can also go the other way: before editing an article, find the appropriate edition, learn about its requirements and knowing what is required by the journal to accept the manuscript, begin to work on the layout of your research.

**Article layout**. Each article that claims to be included in Scopus-indexed journal has high requirements, which we will discuss in more detail. All criteria are designed to make it easier to find cited works.

Your work is original and has not been published in another journal.

The text should be logically constructed.

Scientific research should be translated into academic English. Better if it is done by a professional.

Each journal has its own layout requirements. Before you start writing an article, read these criteria (the number of pages, in which format to submit an article, what font to use, text alignment, what interval to apply, etc.).

The title of the article should be in the middle and bold. It should be no more than ten words.

After the title of the article we write information about the author (name of the author or authors, the institution where they work and their postal addresses, country, e-mails, contact numbers).

Abstract plays an important part. It helps the researcher decide whether to read the entire article or not. It must be well-structured (relevance, purpose, methods, results). It will be good to provide recommendations for whom this article will be of use. Be sure to translate it into English so that it can be read by a large number of international colleagues.

Keywords (4-6 words and phrases). It is necessary to correctly form and arrange them immediately after the abstract. It will make your article easier to find.

Work is better structured according to IMRAD – the standard of design of a scientific article.

**I**ntroduction;

**M**aterials and methods;

**R**esults;

**a**nd **D**iscussion.

And at the end there must always be Conclusions.

The list of references is laid out in the form of a list containing all sources mentioned in the paper. They should be written alphabetically or according to a sequence in which they are mentioned in the text. The literature should be designed according to the APA 6th edition. You need to take this very seriously, because scientific databases exist for the sake of the list of references. Try to include at least 20 references, and a few of them to articles that have been published in recent years.

Diagram layout requirements Lay out all graphic information in high quality as required by the journal. Tables and figures are inscribed in text and are Arabic numbered in chronological order. The entire text is written in English  and with the use of Latin letters.

Place the title above the table. The information in the figure or table should not be repeated in the text. Be sure to provide a link to the source from which the data was taken.

The article should contain no more than five figures and up to 10 equations (if there are more equations, then the cost of posting the article increases). The number of tables is not limited.

There should be no more than 5 drawings and 10 formulas in the article, because then the publication price will be higher. There are no restrictions on the number of tables.

More tips

Headings and subheadings: left-aligned.

Paragraphs: set automatically

Spaces: single

Abbreviations: the first abbreviation must be explained

Quotation marks: use only English keyboard layout

**Submission of an article for review**. After a multi-step preparation of an article that would meet all the requirements of the Scopus database, it is time to submit it for review. This stage is very important for every journal and database because it shows the quality of the article and performance of all requirements for publication.

**Article indexing**. Once the article is accepted for publication, it is important to track its indexation in the database. You can do this if you have a Scopus subscription. Indexed article may only appear after 4 weeks, but sometimes this period may be delayed for reasons other than those for which the journal is responsible. If you are unable to trace your article, please contact the editorial office for any issues. Sometimes publication can be rejected at the last moment due to errors in the author's data. There is a certain layout tradition for a researcher's name, the title of the post and the organization where the author works.

Scopus meets the world’s multidisciplinary standards and provides the scientific community with indexing of high quality articles. Therefore, if you need to publish your article in this database, you need to carefully prepare a description of your results. Better yet, contact a scientific publication company that provides high-level services.

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https://ua.publ.science/en/blog/osnovnyye-trebovaniya-k-statyam-scopus-kak-podgotovit-nauchnuyu-rabotu-kotoraya-proydet-retsenzirovaniye

***lecture № 14, 14 week, 1 hour***

**Problems of plagiarism in research works about Kazakh literature**

Plagiarism is “the deliberate or reckless representation of another’s words, thoughts, or ideas as one’s own without attribution in connection with submission of academic work, whether graded or otherwise.”

Plagiarism occurs when a writer does not correctly cite the source and/or does not correctly paraphrase or summarize the information from the original source. To avoid plagiarism, write your paraphrases and summaries carefully, and indicate the source of your information through in-text citations (using the appropriate conventions of the documentation style of your paper).

Some common reasons why one plagiarize:

1. Bad note taking habits: Those who are not careful to attribute direct quotations in their notes may end up plagiarizing unintentionally, by including these unattributed quotations in their text and representing them as their own words.

2. Inappropriate paraphrasing or summarizing techniques: Those who are not careful when paraphrasing and summarizing may inadvertently use words and sentence structures from the original source rather than their original wording and writing style.

3. Panic: Sometimes students plagiarize because they have waited until the last minute and are desperate to produce their assignment. Intentional plagiarism sometimes occurs under these circumstances. Rather than plagiarize to cover yourself, it’s much better to contact your professor, let them know you’re behind, and assess the consequences of turning your paper in late. Remember that your professors are familiar with the style of writing that most students will produce and with most of the sources you will be using, and so they are very likely to recognize poorly attributed source material for what it is.

In order to understand plagiarism, it helps to understand the process of sharing and creating ideas in the research. All knowledge is built from previous knowledge. As we read, study, perform experiments, and gather perspectives, we are drawing on other people’s ideas. Building on their ideas and experiences, we create our own. When you put your ideas on paper, your instructors want to distinguish between the building block ideas borrowed from other people and your own newly reasoned perspectives or conclusions. You make these distinctions in a written paper by citing the sources for your building block ideas. Providing appropriate citations will also help readers who are interested in your topic find additional, related material to read—in this way, they will be able to build on the work you have done to find sources.

Essentially, your instructors are asking you to do three things:

Show that you have a clear understanding of the material you’ve read.

Refer to your sources to support the ideas you have developed.

Distinguish your analysis of what you’ve read from the authors’ analyses. When you cite a source, you are using an expert’s ideas as proof or evidence of a new idea that you are trying to communicate to the reader.

HOW CAN I AVOID PLAGIARIZING?

Step 1: Accentuate the positive. Change your attitude about using citations. Using citations allows you to demonstrate clearly how well you understand the course material.

Step 2: How can I keep track of all this information? Improve your note-taking skills.

(1) Start by carefully noting all the bibliographic information you’ll need for your works cited page.

(2) Try thinking about your notes as a kind of transitional space between what you’ve read and what you’re preparing to write.

Ask yourself the following questions: What is the author trying to explain? Why does s/he think these points are important? How has s/he decided to construct the argument? How does the structure of the argument affect the reader’s response to the author’s ideas? How effective is the author’s argument?

Adopting this “conversational” approach to note-taking will improve your analysis of the material.

(3) Be careful to use quotation marks to distinguish the exact words used by the author from your own words.

When in doubt, give a citation!

***lecture № 15, 15 week, 1 hour***

**Scientific Review Article**

In the biosciences, review articles written by researchers are valuable tools for those looking for a synopsis of several research studies in one place without having to spend time finding the research and results themselves. A well-presented review paper provides the reader with unbiased information on studies within the discipline and presents why the results of some research studies are or are not valid. In addition, institutions that fund research tend to use review articles to help them decide whether further research is necessary; however, their value is only as good as the objectives achieved and how the results are communicated.

The objective of a review should be “to achieve an organization and synthesis of past work around the chosen theme in order to [accelerate the accumulation and assimilation of recent knowledge](http://nanolithography.spiedigitallibrary.org/article.aspx?articleid=2511378" \l "References" \t "_blank) into the existing body of knowledge.” Importantly, a review should present results clearly and accurately—good writing is essential and must follow a strict set of rules.

A review article is not an original study. It examines previous studies and compiles their data and evidence. Although narrative reviews can be useful, they are not in depth and do not necessarily analyze data or study-group sizes for determining whether results are valid. [Systematic reviews](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4548566/" \t "_blank), on the other hand, are more detailed and involve a more comprehensive literature search—they are the “gold standard” of review articles. A meta-analysis is a quantitative systematic review. It combines data from several studies to reach a conclusion that is statistically stronger than any in the single studies, mainly because of having more study subjects and more diversity among subjects.

A good review usually concentrates on a theme, such as different theories, information on the progress of developing a new medical device, or how past developments influence new discoveries. A review might also ask that more resources be used to continue research in that specific field.

There are [advantages and disadvantages to writing a review](https://himmelfarb.gwu.edu/tutorials/studydesign101/metaanalyses.html" \t "_blank). In addition to having more available data, other advantages include confirmatory data analysis and that reviews are considered to be an evidence-based resource. Some of the disadvantages are they are more time consuming and not all studies will provide the requisite amount of data. In addition, statistical functions and interpretations are more complex and authors must ensure that the populations from each study and all studies combined are heterogeneous.

Literature Searches

Previous reviews on the chosen theme using Google Scholar can provide information on any new findings, and the following points should be considered when conducting searches:

* The author and any possible conflicting interests
* The purpose of the article
* The author’s hypothesis and whether it is supported
* How the literature will contribute to your topic
* Whether opinions expressed by the author(s) are correct

Once the inclusion and exclusion criteria have been identified based on these points, authors are ready to prepare their paper. Sources such as Popular Science and WebMD.com should be avoided. These sources, among others, are not allowed to be used as sources for review articles. Authors must ensure that the sources are legitimate research studies and that they are similar in nature (e.g., all randomized controlled trials).

**Seminar tasks on module themes.**

**The amount of hours allocated is 30**

**I Module**

***1-week 2-hour.*** How to analyze a primary source of research work (literature and articles about writers and poets)

***2-week 2-hour.*** Analyze methods of formulating the research problem

***3-week 2-hour.*** Presentation on the topic “How to choose the right theme for master’s thesis?”

***4-week 2-hour.*** Write essay on the topic “Main differences between the bachelor’s thesis and master’s thesis”

***5-week 2-hour***. Analyze the criteria of annotated bibliography

***6-week 2-hour.*** Analyze famous research works about Kazakh literature

***7th week, 1 hour.*** Presentation on the topic “Relevant novelties in master’s thesis”

***8-week 2-hour.*** Research summary and essays, comparison of essay types

***9-week 2-hour.*** Identify the problem of literary research work

***10-week 2-hour.*** Analyze types of textbooks in educational, scientific and cognitive style

***11-week 2-hour.*** Analyze research works about Kazakh literature written after 2000s

***12-week 2-hour.*** Writing literature review technique

***13-week 2-hour.*** Analyze the articles which published in international publications

***14 week. 2-hour.*** Analyze **s**tyle of articles and books in educational, scientific and cognitive style

***15-week 2-hour.*** Identify types and features of articles

***Organization and planning of scientific research***

**Topics for IWMT**

|  |  |  |  |
| --- | --- | --- | --- |
| № | Themes | execution requirements: | delivery time: |
| №1 | Analyze writing literature review technologies | Written work | 28.09.21–04.10.21 |
| №2 | Identify requirements for master’s thesis | Written work | 12.10.21–18.10.21 |
| №3 | Important aspects to research methodology Making thesis statement | Written work | 02.11.21–08.11.21 |
| №4 | Determine structural and semantic definition of educational and scientific texts, drawing up a complete scheme | Written work | 16.11.21–22.11.21 |
| №5 | Research Scientific and evaluation texts (review) | Written work | 30.11.21–06.12.21 |
| №6 | Reveal genres of scientific information style | Written work | 21.12.21–27.12.21 |

Instructional card of security disciplines **«**Organization and planning of research work**»**

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| --- | --- | --- | --- | --- | --- |
| **№** | **Informational resources** | **The number of masters studying the discipline (prospective recruitment)** | **The number in the library of KazNU after al-Farabi** | | |
| **kaz** | **rus** | **eng** |
|  | References and Resources |  |  |  |  |
| 1 | Baitursynuly A. Adebiet tanytqysh. – Almaty, 2013. |  |  |  |  |
| 2 | Kabdolov Z. Soz onery. –Almaty, 2007. |  |  |  |  |
| 3 | Eleukenova G. Poetics of Kazakh stories. – Almaty, 2005 |  |  |  |  |
| 4 | Pralieva G. Problems of psychology in modern Kazakh stories. – Almaty, 2004 |  |  |  |  |
| 5 | Asylbekuly S. Kazakh narratives. – Almaty, 2008 |  |  |  |  |
| 6 | History of Kazakh literature. 10 volume. –Almaty, 2005 |  |  |  |  |
| 7 | Milrud R.P. The methodology and the development of teaching methods FL // Foreign languages ​​at school \_ 2005 - № 5. |  |  |  |  |
| 8 | Anoufriev A.F. Scientific research. - M.: Nauka, 2008. – 197 P. |  |  |  |  |
| 9 | Introduction to research: Textbook for Students. - M.: Higher School, 2008. – 270 p. |  |  |  |  |
| 10 | Verbitsky A.A. The structure and content of dissertation research // Pedagogy 1994. - №3. |  |  |  |  |
| 11 | Gerasimov V.V. Scientific research - M: Science, 2009. |  |  |  |  |
|  | **Resources:** |  |  |  |  |
| 1 | http: //lib.kaznu. kz/ default.asp |  |  |  |  |
| 2 | http://[www.infoliolib.l/info/](http://www.infoliolib.l/info/) |  |  |  |  |
| 3 | http://www.openj-gate.org / |  |  |  |  |
| 4 | http://owl.english.purdue.edu |  |  |  |  |
| 5 | <http://www.aub.aau.dk/portal/js_pane/forside/action/ChangeLanguage/newLanguage/en;jsessionid=4CA2A53E8B26EF6B3DB20BA709166E6F> |  |  |  |  |
| 6 | <http://www.studiemetro.au.dk/> |  |  |  |  |
| 7 | <http://www.librarytest.dk/> |  |  |  |  |

**PROGRAM OF FINAL EXAM**

**Exam questions and assignments:**

1. How to write abstract?
2. Important aspects to research methodology .
3. Making thesis statement
4. Scientific research methods.
5. The outline preparing practice.
6. Why and how to create a Useful outline?
7. Writing literature review technique.
8. Make an Annotated bibliography to your dissertation
9. MLA Works Cited: Electronic Sources (Web Publications) <https://owl.english.purdue.edu/owl/resource/747/08/> The Chicago style of citation practice. Make your article on this model.
10. Important aspects to research methodology
11. Primary document analysis.
12. Methodology and methods of philological studies
13. Formulating a research problem.
14. Research process.
15. Draw conclusions.
16. Course goals and overview; core concepts
17. The elements that make up an academic research paper
18. Presentation on the topic “Which theme I had chosen for master’s thesis and then explain your proposal”
19. Write 800 words essay on the topic “What are differences between the topic and problem statement”
20. Citations/bibliographies practices American Psychological Association (APA) guidelines (http://www.apastyle.org/elecref.html) for documenting and referring to sources.MLA Works Cited: Electronic Sources (Web Publications) <https://owl.english.purdue.edu/owl/resource/747/08/>
21. Interpreting different types of primary sources – give the characteristic to the primary sources related **to your** topic. No less than 10 items
22. ***.*** Consider how the document was prepared, the nature of its contents, its strengths and weaknesses as a source of historical data, possible sources of bias in the document, and how the document may (or may not) be helpful in answering your research question(s).
23. Write an Abstract of your article and discuss it in class
24. Taking Notes from Research Reading-practice: How to Summarize Appropriately
25. Discussing an outline of your article
26. ***.***Scientific research methods
27. Practice on developing thesis
28. Final presentation of the first draft of your article
29. Final presentation on literature review of you research

**Assessment of the final exam results:**

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| --- | --- | --- |
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| А  Excellent | 1. Gives correct and complete answers to all fundamental questions and fundamental scientific basis of training.  2. Has systematic concepts and can determine differentiation, critical evaluation and complexity.  3. Completed the full practical task and responded effectively.  4. Master can formulate relevant scientific and practical issues. | 95-100 |
| А-  Excellent | 1. Gives correct and complete answers to all fundamental questions and fundamental scientific basis of training.  2. Has systematic concepts and can determine differentiation, critical evaluation and complexity.  3.Can write correctly.  4. Can freely understand and respond to answers. | 90-94 |
| В+  Good | 1. Gives correct but unsuccessful answers to all fundamental questions, there are irrelevant flaws or inaccuracies, sending suggestions and brief answers to questions.  2. Practical answers can be delivered correctly and at the right level.  3. Has the ability and integration, can show knowledge. | 85-89 |
| В  Good | 1. Gives correct but unsuccessful answers to all fundamental questions, there are irrelevant flaws or inaccuracies, sending suggestions and brief answers to questions.  2. Practical answers can be delivered correctly and at the right level.  3. Has the ability and integration, can show knowledge with some mistakes. | 80-84 |
| В-  Good | 1. Gives correct but unsuccessful answers to all fundamental questions, there are irrelevant flaws or inaccuracies, sending suggestions and brief answers to questions.  2. Practical answers can be delivered correctly and at the right level.  3. Has the ability and integration, can show knowledge with some mistakes. | 75-79 |
| С+  Satisfactory | 1. Gives correct but unsuccessful answers to all fundamental questions, there are irrelevant flaws or inaccuracies, sending suggestions and brief answers to questions.  2. Practical answers can be delivered correctly and at the right level.  3. Has the ability and integration, can show knowledge with some mistakes. | 70-74 |
| С  Satisfactory | 1. Gives correct but unsuccessful answers to all fundamental questions, there are irrelevant flaws or inaccuracies, sending suggestions and brief answers to questions.  2. Practical answers can be delivered correctly and at the right level.  3. Has the ability and integration, can show knowledge with some mistakes. | 65-69 |
| С-  Satisfactory | 1. Gives correct but unsuccessful answers to all fundamental questions, there are irrelevant flaws or inaccuracies, sending suggestions and brief answers to questions.  2. Practical answers can be delivered correctly and at the right level.  3. Has the ability and integration, can show knowledge with some mistakes. | 60-64 |
| D+  Satisfactory | 1. Sends serious errors in the answers.  2. The practical answers are wrong.  3. Has the ability, but with a few drawbacks. | 55-59 |
| D  Satisfactory | 1. Sends serious errors in the answers.  2. The practical answers are wrong.  3. Has the ability, but with a few drawbacks. | 50-54 |
| F  Unsatisfactory | 1. Sends serious errors in the answers.  2. Noticed the inability of the master who did not perform practical tasks. | 0-49 |

References:

1. Anoufriev A.F. Scientific research. - M.: Nauka, 2008. – 197 P.

2. Introduction to research: Textbook for Students. - M.: Higher School, 2008. – 270 p.

3. Verbitsky A.A. The structure and content of dissertation research // Pedagogy 1994. - №3.

4. Gerasimov V.V. Scientific research - M: Science, 2009.

5. Milrud R.P. The methodology and the development of teaching methods FL // Foreign languages ​​at school \_ 2005 - № 5.