ABSTRACT

for the dissertation for the degree of Doctor of Philosophy (PhD) on educational program «8D01704 – Russian language and literature»
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«Innovative methods of teaching written scientific discourse to students of humanitarian specialties in Russian language classes in higher education institution»

Relevance of the study. In the contemporary era, the system of higher education is undergoing continuous transformation. The primary objective of these changes is to align the educational system with current societal demands and the evolving needs of learners. This process is reflected in the annual introduction of new academic disciplines as well as in the revision and modernization of existing curricula. Nevertheless, the fundamental mission of higher education institutions remains unchanged: to prepare competent and professionally qualified specialists in their respective fields.

Despite the growing scholarly interest in issues of bilingualism and academic communication, the methodology of teaching written scientific discourse in higher education remains predominantly outcome-oriented. At the same time, the step-by-step development of students' academic writing skills has not yet been fully systematized theoretically nor sufficiently elaborated methodologically. In this context, there is a clear need to identify and implement innovative instructional approaches aimed at developing scientific writing skills while taking into account students' linguistic, cultural, and cognitive characteristics.

The relevance of the research topic is determined by the increasing importance of written scientific discourse not only within higher humanitarian education but also across all areas of professional documentation and communication. This necessitates the development of stable academic writing skills in Russian among students, as well as the improvement of methodologies for teaching written scientific discourse based on the native language and with consideration of the intercultural specificity of academic communication.

One of the pressing issues within the modern educational system is the evident contradiction between the high standards imposed on the quality of students' academic texts and the insufficient availability of systematic innovative approaches aimed at the conscious and staged development of academic writing skills.

Written scientific discourse enables the effective transmission of knowledge, the systematization of research findings, and the integration of the researcher into the professional academic community. Accordingly, instructors must purposefully facilitate students' mastery of linguistic norms, genre conventions of academic research, as well as the value orientations and cognitive frameworks that underlie scientific inquiry.

Object of the research is the process of developing written scientific discourse among Kazakh-speaking humanities students in the context of university-level Russian language instruction.

Subject of the research is the system of innovative instructional techniques aimed at developing written scientific discourse skills among Kazakh-speaking students.

Aim and objectives of the research. The aim of the study is to develop students' academic writing skills in Russian, taking into account native language interference, the level of bilingualism, and the intercultural specificity of scientific discourse in Russian language classes at the university level.

To achieve this aim, the following objectives were pursued:

- to identify the characteristics and functions of written scientific discourse as a linguodidactic concept from the perspective of various theoretical approaches to its interpretation;
- to analyze the issues of bilingualism and native language interference in the process of Kazakh-speaking students' acquisition of scientific discourse in Russian;
- to develop and theoretically substantiate a system of innovative instructional techniques for teaching written scientific discourse to Kazakh-speaking humanities students;
- to determine the methodological principles for implementing innovative techniques in university-level Russian language instruction;
- to experimentally verify the effectiveness of the proposed system of innovative instructional techniques and to formulate methodological recommendations for instructors.

The research material primarily consists of the results of specially designed learning tasks completed by bilingual students of humanities specialties during the experiment. These tasks were aimed at developing students' skills in written academic discourse.

The use of the above-mentioned material makes it possible to analyze the existing methods of teaching written academic discourse to bilingual students. When assessing the material, the instructor has the opportunity to determine the extent to which students have mastered the norms of the scientific style of speech, how their individual speech-thinking strategies function, and, ultimately, what level of proficiency in the Russian language they possess.

Another objective of this study is to analyze the typical difficulties encountered by bilingual students in the process of writing Russian academic texts. Particular attention is paid to violations of the logical and compositional organization of the text, difficulties with argumentation or the formulation of scientific statements, as well as the appropriateness of the use of linguistic means characteristic of the scientific style.

It should be noted that these features are considered manifestations of discursive and cognitive differences conditioned by the bilingual educational environment.

The research material also includes the results of a pedagogical experiment: the testing of innovative techniques for teaching written academic discourse, as well as the data of ongoing and final assessment, which make it possible to evaluate the development dynamics of academic writing skills among Kazakh-speaking students of various humanities programs.

In the course of this research, the following **hypothesis** was formulated and tested: the development of written scientific discourse among Kazakh-speaking students of humanities majors, based on the methodology proposed in the practical part of the dissertation, will be more effective and more conscious provided that the following conditions are met:

1. the emphasis in teaching is placed not only on mastering linguistic norms and genre requirements, but also on developing skills of logical structuring of a scientific text, argumentation, and expression of the author's position;
2. consideration of the influence of the native language and the specific speech-thinking strategies of Kazakh-speaking students;
3. gradual formation of written scientific discourse (step-by-step complication of learning objectives);
4. differentiation of the proposed tasks and assessment criteria in accordance with the profile of students' humanities training;
5. fostering students' understanding of the values and norms of academic etiquette (scientific communication).

Research methods. The following set of research methods was employed in the course of the study: discursive and linguostylistic analysis of students' written academic texts; structural and compositional analysis aimed at identifying the features of logical organization and argumentative structure in scientific texts.

In addition, pedagogical methods were applied, including the analysis of university curricula and instructional materials for Russian language courses, observation of the process of teaching written scientific discourse, and student testing.

The experimental component of the study encompassed the diagnostic (ascertaining), formative, and control stages of a pedagogical experiment. Furthermore, comparative and statistical analyses were conducted to evaluate the results of students' written works before and after the implementation of the system of innovative instructional techniques.

The scientific novelty of the dissertation is determined by the fact that, for the first time, a comprehensive linguodidactic model for teaching written scientific discourse to Kazakh-speaking humanities students within the context of bilingual education has been developed and empirically verified.

Scientific novelty of the research. The scientific novelty of the research lies in the systematic consideration, within the development of the methodology, of native language interference, the intercultural specificity of academic communication, and the cognitive mechanisms underlying the production of scientific texts. It is further determined by the systematization of innovative instructional approaches to teaching written scientific discourse in accordance with the stages of academic writing.

For the first time, the dissertation proposes and scientifically substantiates criteria for assessing the effectiveness of innovative approaches to teaching academic writing, taking into account the educational profile of humanities students. This makes it possible to differentiate the methodology of developing written scientific discourse in accordance with students' educational and professional objectives.

Moreover, within the framework of university-level Russian language instruction, a system of innovative techniques aimed at the staged formation of written scientific discourse among Kazakh-speaking humanities students – while taking into account the bilingual context – has been developed and empirically tested for the first time.

The study expands and enriches the linguodidactic methodology of teaching Russian in higher education by integrating discursive, cognitive, and intercultural approaches, and by establishing scientifically grounded criteria for evaluating the effectiveness of academic writing skill formation.

Main provisions submitted for defense:

1. Written academic discourse is a complex linguodidactic construct based on cognitive, communicative, and discursive components. The formation of these components in Russian language classes at universities is complicated by the influence of the native language among Kazakh-speaking students, which confirms the need for methodological support that goes beyond traditional approaches to teaching the scientific style of speech.

2. The influence of the native language in the process of mastering written academic discourse manifests itself in several aspects: in the logical and compositional organization of the text, the structure of argumentation, the representation of the author's position, and the use of linguistic means characteristic of the scientific style. Taken together, these factors should be considered when increasing the effectiveness of teaching academic writing in russian at universities.

3. The use of a system of innovative teaching methods for bilingual students, proposed in the practical part of the doctoral dissertation, ensures a more conscious and sustainable development of academic writing skills. This system includes the technology of micro-writing, work with templates and algorithms, interactive concept maps, reflective worksheets, and several additional didactic teaching tools.

4. The development of skills for writing high-quality academic texts in Russian among bilingual students is possible provided that the principles of stage-by-stage progression, reflexivity, and differentiation are observed. Together, these principles can improve the quality of written academic works and develop the competencies necessary for successful communication in the academic environment.

5. The experimental testing of the proposed methodology demonstrated improvements in the logical organization of bilingual students' academic texts, the strength of argumentation, and the correctness and appropriateness of the use of scientific terminology. The results obtained make it possible to recommend the proposed methodology for implementation in the practice of teaching Russian at universities in kazakh-language departments.

The theoretical significance of the doctoral dissertation lies in refining established conceptions of written scientific discourse within the methodology of teaching Russian at the university level. The study deepens the understanding of written scientific discourse as a complex communicative-cognitive construct formed within a bilingual educational environment, taking into account native language interference and the intercultural specificity of academic communication. The findings of the present research may contribute to addressing broader issues related to academic writing, bilingualism, and the teaching of Russian in higher education, as well as to further advancing the theory of teaching scientific writing.

The practical significance of the dissertation research lies in the possibility of applying the obtained results in the educational process of higher education institutions when teaching written scientific discourse in Russian language classes to Kazakh-speaking students of humanities majors.

The innovative methodology for teaching written scientific discourse developed in this study can be used in practical and seminar classes, as well as in the development of special courses and teaching materials on academic writing. In addition, the materials of the present study may be used in the preparation of methodological recommendations aimed at developing academic writing skills in a bilingual educational environment.

The results of the research devoted to the development of written scientific discourse among humanities students of the Kazakh-language department may serve as a basis for enhancing research activities and preparing written scientific works of various genres.

Approbation of research results. During the course of the study, 11 scientific articles were published: 6 in journals recommended by the Committee for Quality Assurance in Science and Higher Education of the Republic of Kazakhstan, 2 in journals indexed in the international Scopus database, and 3 articles in the proceedings of international scientific and practical conferences.

Structure of the dissertation. The dissertation consists of an introduction, three chapters, a conclusion, a list of references, and appendices.