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TEACHING FOREIGN LINGUISTS GRADUATES TO WRITE SCIENTIFIC ARTICLES IN RUSSIAN USING THE WECHAT PLATFORM

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CONTENTS

INTRODUCTION

One of the components of training of graduates in Russian universities is the scientific component, which implies not only mastering a wide range of scientific knowledge in the training program, but also performing thesis research, as well as publishing its results. Despite the fact that the requirement to teach writing scientific articles in the system of training of graduates may not be explicitly expressed, many students are interested in scientific publications, especially if they intend to further postgraduate studies. This determines the relevance of the study of the process of teaching graduates to write scientific articles.

The relevance of this problem is evidenced by the fact that teaching writing scientific articles is provided in the working programs of Master's degree programs of a number of universities. A description of the experience of such training is available at the Belarusian State University [Matyunova, 2017] and at the Kutaisi State University is described [Tsertsvadze, 2023]. The website of Saint Petersburg State University (hereinafter SPbU) has information on how to write and publish scientific articles (https://writing-skills-development.blogspot.com/). The «Open Education» portal (https://openedu.ru) presents a massive online course that teaches how to write articles [Fedotova, 2018, p. 161]. Russian language classes within the framework of the main educational program of higher education «Russian language and Russian culture in the aspect of Russian as a foreign language» in the master's program of SPbU provide teaching in writing theses of a scientific report.

Teaching writing scientific articles is especially important when working with foreign graduate students, who have difficulties not only with the general rules of composing a scientific article, but also with the typical linguistic means necessary for its writing. The tasks of learning to write scientific articles are solved within the framework of different academic disciplines in the master's program, and an important role belongs to the teachers of Russian language, who organize the study of these linguistic means. This work requires the selection and systematization of

linguistic means, as well as the development of a system for their presentation and organization of assimilation.

There are a number of training and reference books that present linguistic means selected for teaching scientific writing in English [Uspenskaya, Michelson, 2013; Minyar-Belorucheva, 2013; Shamonina, Kostova, 2013, etc.]. They also contain Russian analogs of these linguistic means, but they require methodical adaptation taking into account the traditions of Russian academic writing. Linguistic means necessary for writing a scientific text are also included in manuals on scientific style of speech for foreign students and postgraduate students [Shishkov, 2012], as well as in manuals on methodology of scientific research [Voznesenskaya, Kolesova, Popova, etc., 2018], but they are not systematized taking into account the requirements for scientific articles.

As the problem of teaching scientific writing is becoming more and more urgent, there are a number of scientific works and practical recommendations for its solution. The Ministry of Education and Science of the Russian Federation has developed recommendations for writing scientific articles for publication in journals indexed in international databases [Kirillova, Parfenova, Grishakina, etc., 2017]. The works of scientists outline general requirements for articles, propose algorithms for writing a scientific article, analyze typical mistakes of article authors, describe the experience of teaching academic writing [Abramova, Ananyina, 2021; Anikina, 2014; Barkovskaya, 2018; Zakharova, 2020; Kosteichuk, 2013; Lipatova, 2018; Olenchuk, Chernykh, 2017; Rozhkova, Salnikova, 2016; Mei Fan, 2021, etc.].

There are a number of articles and theses on teaching English scientific speech [Anisina, 2002; Nazarova, 2007; Akopova and Shishigina, 2013; Anikina, 2014; Amerkhanova, 2017; Kucherova, 2015], including those on teaching graduate students in graduate programs [Kolyabina, 2019]. They also address the issues of writing scientific articles in English. As for the works on teaching foreign graduate students to write scientific articles in Russian, some aspects of this problem are considered in the works of I.A. Bogomolova, L.V. Ershova and Y.G. Fateeva [Bogomolova, 2005; Ershova, 2015; Fateeva, 2015]. In general, this problem has not

been solved yet. At the same time, the fact that these authors devote their articles to this problem confirms the relevance of this study.

The results of linguistic studies of scientific style of speech and genre varieties of scientific texts [Kozhina, 2016; Kotyurova, 2010; Mitrofanova, 1973; Mitrofanova, 1985; Khimik, Volkova, 2003, etc.], including the description of genre features of a scientific article [Galanova, 2013; Ershova, 2015; Trojanskaya, 1984], are important for creating a methodology for teaching foreign students to write scientific articles. The data of comparative analysis of the scientific article genre in Russian and English [Arkhipova, Kazakova, 2012] and in Russian and German [Kogut, 2016], as well as the data of studies of the Russian tradition of scientific presentation [Vanhala-Anshievsky, 2000] may also be useful.

In addition, it is necessary to take into account the major methodological works devoted to teaching foreign students the scientific style of speech [Klobukova, 1987; Mets, Mitrofanova, Odintsova, 1981; Mitrofanova, 1985; Motina, 1978; Motina, 1988; Khimik, Volkova, 2003, etc.], teaching participation in scientific discussion, writing a review and abstract [Guo Yujie, 2022; Klobukova, 1998; Nikolaev, 2007], teaching scientific writing [He Yu, 2018; He Yu, 2019], vocabulary and grammar of scientific texts [Fateeva, 2015; Fang Qian, 2020, etc.], expressing the author's position in a scientific text [Gu Aiying, 2023], etc.

Modern teaching is impossible without the use of information and communication technologies (hereinafter ICT), and in teaching Russian to foreign students, blended learning, which involves the inclusion of electronic products in the traditional learning process, has become widespread.

The problems of blended learning have been researched for more than 20 years [Bobrova, 2020; Veledinskaya, 2014; Polyakov, 2017; Rubtsov, 2016; Rudenko-Morgun, 2017; Bonk, 2006, etc.]. Blended learning is considered in comparison with traditional, hybrid and online learning [Bekisheva, 2020; Fedotova, 2021; Zhukova, Aristova, 2022], its advantages and disadvantages are studied [Malinina, 2013; Polyakov, 2017; Erofeeva, 2022], and blended learning models are investigated [Bonk, 2006; De Praetere, 2010; Tomlinson, 2013; Blinov, 2021;

Veledinskaya, 2014, etc.]. Among them, the models of blended learning of Chinese students in Russian language using the public platform WeChat [Antropova, 2018; Aktamov, 2021; Guo Baicheng, 2020; Du Jia, 2022; Kazanskaya, 2022; Yan Ruiting, 2023, etc.], which is the most popular information resource in China, are of interest, and therefore cannot but be taken into account in studies of Chinese graduates' learning. The use of this electronic resource is investigated in this dissertation.

Thus, the **relevance** of this research is due to the need to resolve pedagogical contradictions:

- between the need to form the ability of foreign graduates to write scientific articles in Russian and the lack of development of the methodology of formation of this ability;

- between the need to develop the ability to write scientific articles in Russian using the WeChat platform and the lack of appropriate training materials for the realization of this purpose.

The above-mentioned provisions condition the formulation of the dissertation topic «Teaching foreign linguistics graduates to write scientific articles in Russian using the WeChat platform», which emphasizes that the dissertation is carried out at the junction of two actual directions of the methodology of teaching Russian as a foreign language: the methodology of teaching scientific speech and the methodology of using ICT.

The **object** of research is the process of teaching Russian scientific speech to foreign linguistics graduates at practical classes in Russian language, the **subject** of research is the methodology of teaching them to write a scientific article using the WeChat platform.

Research **hypothesis**: the results of teaching foreign linguistics graduates to write a scientific article in Russian will be higher if

- the format of blended learning will be used, combining classes with a Russian language teacher and independent work of graduates with a training site on the WeChat platform;

- the training model will be based on the principle of combining process and

result-oriented approaches to teaching writing;

- structured scientific articles and language appropriate to their typical sections will be used in the creation of training materials.

The **purpose** of the study is to develop and experimentally test a methodology for teaching foreign graduate students to write a scientific article using the WeChat platform.

Tasks of the study:

- To analyze the scientific component of the training of graduate students .
- To consider the scientific article as a genre of scientific speech, to justify the choice of the type of articles for teaching foreign graduates.
- To consider the process of creating a scientific article, highlight the ability to write a scientific article and determine the conditions for their formation / development in the master's program.
- To select and systematize linguistic means necessary for writing a scientific article.
- To analyze approaches to teaching foreign students to write scientific articles.
- To justify the necessity of using the WeChat platform in teaching scientific writing.
- To find out the attitude of foreign graduate students toward the teaching of scientific articles writing using the Wechat platform.
- To describe the main components of the system of teaching foreign graduates to write a scientific article using the Wechat platform.
- To build a model for teaching foreign linguistics students to write a scientific article using the Wechat platform.
- To describe a educational website hosted on the WeChat platform.
- To experimentally check the effectiveness of the developed teaching methodology.

Research methods: theoretical (analysis, synthesis, generalization, comparison, design), empirical (pedagogical observation, pedagogical experiment, questionnaire). **Research materials** are a) theoretical sources, b) linguistic articles

selected for structural and semantic analysis, c) lists of speech clichés in teaching and reference books, d) results of empirical research (surveys and pedagogical experiment). **Research base:** Department of Russian as a Foreign Language and Teaching Methodology of the Faculty of Philology at Saint Petersburg State University.

The theoretical and methodological background to this research was the provisions developed in the scientific works on:

– the methodology of scientific research (B. P. Bespalko, N. M. Borytko, V. V. Kraevsky, A. A. Kyveryalg, E. A. Shtulman, J. Barton, M. Develaki, T. Haslett, T. Ritchey, etc.);

- linguistics (M. M. Bakhtin, N. D. Burvikova, M. N. Kozhina, V. G. Kostomarov, M. P. Kotyurova, A. A. Leontiev, O. D. Mitrofanova, K. A. Rogova, etc.);

- linguodidactics (E. G. Azimov, B. V. Belyaev, T. I. Kapitonova, T. A. Ladyzhenskaya, O. D. Mitrofanova, L. V. Moskovkin, E. I. Motina, E. I. Passov, S. F. Shatilov, A. N. Shchukin, A. Brookes, P. Grundy, B. Kroll, etc.);

- the problems of teaching scientific speech (N. V. Anisina, O. Yu. Zakharova, L. P. Klobukova, N. I. Kolesnikova, L. N. Kucherova, O. D. Mitrofanova, E. I. Motina, N. S. Naidenova, V. G. Polevoy, O. N. Potselueva, A. I. Ponomarev, A. V. Rybakov, L. V. Rozhkova, O. A. Saprykina, M. V. Streltsova, etc.);

- the use of ICT in teaching foreign languages and Russian as a foreign language (Э. G. Asimov, Wang Dezhuang, S. B. Veledinskaya, E. V. Voevoda, M. Y. Dorofeeva, I. A. Malinina, G. I. Rubtsov, O. I. Rudenko-Morgun, Xu Shilin, N. L. Fedotova, Zhu Shuang, Yan Zhuitin, C. J. Bonk, Ch. R. Graham, T. De Praetere, Ch. Reed, H. Singh, B. Tomlinson, C. Whittaker, etc.).

The novelties of the research consists in substantiating the role of the scientific component of the process of teaching students in the master's program; in substantiating the choice of the type of scientific articles for teaching foreign linguistics graduates; in identifying abilities necessary to write a scientific article; in selecting the linguistic means necessary for writing a scientific article; in

substantiating the principle of combining approaches to teaching, focused on the product of written speech activity (text) and on the process of its flow; in identifying the attitude of Chinese graduate students to learning to write scientific articles in Russian and to the use of Wechat platform; in describing the system of teaching Chinese graduates to write scientific articles in Russian with the help of Wechat platform; in the development and experimental verification of the model of blended learning of writing scientific articles, including the work of graduate students with the training site «Russian scientific research».

The **theoretical significance** of the research lies in the development of a typology of scientific articles in linguistics in terms of their structuring; in the development of a nomenclature of abilities to write a scientific article; in the definition of abilities formed in Russian language classes; in the development of a procedure for selecting the linguistic means necessary for writing a scientific article; in the substantiation of the principle of combining approaches to teaching, focused on the product of written speech activity (text) and on the process of its flow; in the development of a model for teaching foreign graduates to write a scientific article.

The **practical significance** of the research is as follows:

- the model of teaching foreign linguistics graduates to write scientific articles in Russian, the educational site «Russian scientific research», control materials can be used in Russian language classes in different universities in Russia and China;

- with some revision (replacement of sample texts) they can be used to teach writing scientific articles to graduates of other training profiles;

- The theoretical provisions of the dissertation can be included in the programs of universities and advanced training courses for teachers within the framework of disciplines on the methodology of teaching Russian scientific speech to foreigners and the methodology of using ICT in Russian language classes.

Approbation of materials: was presented at scientific and practical conferences. Among them:

- International conference "Text, Speech Culture, Speech Behavior in Russian Language Teaching Methodology" (Moscow Pedagogical State University, 2022);

- International forum "Russian Language and Literature as a means of forming Russian Identity and International Integration" (Kazan Federal University, 2023);

- IX International scientific and methodological conference "Actual Problems of Humanitarian Knowledge in Technical University" (St. Petersburg Mining University, 2023);

- International scientific and methodological conference "Teaching Russian in Foreign Countries" (Russian State Social University, 2023);

- II International scientific and practical conference "Teaching Foreign Languages in an open multicultural space" (Lomonosov Moscow State University, 2023).

- XXIX international scientific and methodological conference "Problems of teaching philological disciplines in higher education" (Saint Petersburg State University of Industrial Technologies and Design, 2024).

The main provisions and results of the dissertation research are reflected in 11 scientific articles published in scientific journals indexed in RSCI. Of these, 5 articles are published in scientific indexed journals of the list recommended by the Higher Attestation Commission of the Russian Federation.

Structure of the work. The dissertation consists of an introduction, three chapters, a conclusion, a list of references, a list of abbreviations and five appendices. **The length of the work** is 221 pages**, the length of the main text** is 137 pages.

The main scientific results:

1. The necessity of teaching foreign linguistics graduates to write scientific articles in Russian has been substantiated.

2. The genre features of the scientific article are considered, the types of scientific articles on linguistics in terms of their structuring are highlighted. The choice of strictly structured scientific articles for teaching foreign linguistics graduates is considered.

3. The stages of working on an article and 10 abilities required to write are highlighted.

4. The main subjects of the educational process involved in the process of

formation of the abilities to write scientific articles are defined, their role in the process of formation of these abilities is established.

5. The procedure of selection of linguistic means necessary for writing a scientific article is developed. The selection process is realized. The process and results of selection are described in the article "Selection of speech clichés for teaching foreign graduate students to write scientific articles in Russian language", written in co-authorship with L.V. Moskovkin and published in the journal "The World of Science. Pedagogy and Psychology" (2024. T. 12. No. 1. P. 1-10) [Li Qingguo, Moskovkin, 2024]. Personal participation of the dissertation author in the preparation of this article – 70% (formulation of the problem, description of the degree of its study, development of the procedure for selecting speech clichés, obtaining scientific results).

6. The methodological principle of combining approaches to teaching, focused on the product of written speech activity (text) and on the process of its occurrence, was substantiated. A detailed justification for this principle is contained in the article "Approaches to teaching foreign linguistics students to write scientific articles in Russian language", published in the journal "The Emissia.Offline Letters" (2024. No. 3. P. 1-5) [Li Qingguo, 2024].

7. The functional capabilities of the Chinese platform WeChat as a means of teaching students to write a scientific article in Russian are considered. These research results are presented in the author's article "Multifunctional public platform WeChat as a tool for teaching to write scientific articles", published in the journal "Bulletin of the Saint Petersburg State University of Culture" (2023. No. 1(54). P. 102-108) [Li Qingguo, 2023a].

8. A questionnaire survey of Chinese graduates was conducted, which confirmed the importance of special training in writing scientific articles in Russian and the possibility of using the WeChat platform for this purpose.

9. The system of teaching Chinese graduates to write scientific articles in Russian using the WeChat platform is described and presented in the form of a scheme.

10. The model of teaching foreign graduates to write scientific articles in Russian using the WeChat platform was created, which implies the sequential formation of abilites to write a scientific article and the formation of each ability on the basis of a three-stage scheme. The system of tasks for realization of all three blocks is presented on the website «Russian scientific research». This teaching model is described in the author's article "A model of teaching Chinese students to write a scientific article using the WeChat platform", published in the scientific and methodological electronic journal "Concept" (2023. No. 9. P. 77-90) [Li Qingguo, 2023b]. The work on scientific articles outline is described in detail in the author's article "Teaching chinese master students and postgraduates to draft a plan of a scientific article" published in the journal "World of Science, Culture, Education" (2023. No. 6(103). P. 36-38) [Li Qingguo, 2023c].

11. The program of experimental verification of the developed methodology was drawn up, pedagogical experiment and questionnaire survey of EG and CG subjects were conducted, which showed the effectiveness of the proposed teaching methodology.

The following **provisions** are presented **for the dissertation defense:**

1. Teaching foreign linguistics students to write scientific articles in the format of blended learning is more effective in comparison with learning in classes with a teacher. The reason for this is that learning sites provide graduate students with more opportunities for independent learning - opportunities to learn anytime and anywhere and receive instant feedback.

2. The approaches developed in linguodidactics to teaching written speech activity, focused on its product and on the process of its flow, do not contradict each other. The principle of combination of these approaches is the basis of the model of teaching foreign linguists graduates to write scientific articles in Russian. It assumes the sequential formation of 10 abilities to write a scientific article and the formation

of each ability on the basis of a three-stage scheme: the organization of learners' orientation, their training and the use of acquired experience.

3. Developing materials for a educational website requires choosing the type of scientific articles. Russian linguistic journals publish both strictly structured scientific articles and articles with a fuzzy structure. It is necessary to teach foreign linguists graduates to write structured scientific articles, which is due to their greater prevalence in Russian scientific journals and the convenience of working with them in the learning process.

4. The process of selecting the linguistic means necessary for writing a scientific article includes determining the selection units, compiling the initial corpus of linguistic means, determining the principles of minimizing this corpus, and carrying out the minimization. The unit of selection of linguistic means necessary for writing a scientific article is a speech cliché. The initial corpus of speech clichés is compiled by superimposing lists from the existing training and reference manuals on writing scientific articles. Its minimization is carried out on the basis of the principles of the absence of redundancy, compliance with the norms of scientific style of speech, compliance with the main sections of the scientific article and semantic fragments of each section.

CHAPTER 1. THEORETICAL FOUNDATIONS AND EMPIRICAL PREREQUISITES FOR TEACHING FOREIGN LINGUISTICS GRADUATES TO WRITE SCIENTIFIC ARTICLES IN RUSSIAN USING THE WECHAT PLATFORM

1.1. Scientific component of training of linguistics graduates

In accordance with the Federal Law "On Education in the Russian Federation" [Education Law 2023, p. 2, 5, 17-20] the main documents regulating the organization of the education system in Russia are federal state educational standards (hereinafter FSES). These documents describe the general requirements for the organization of education in Russia, including the basic competencies that should be formed in students at different levels of education when mastering educational programs of different profiles.

In the FSES of higher education in the field of training 45.04.02 Linguistics (master's level), approved by the Order of the Ministry of Science and Higher Education of the Russian Federation from August 12, 2020 № 992, the field of professional activity, in which graduates who have mastered the Master's degree program can carry out professional activity, is indicated – Education and science. Among the spheres of professional activity of graduates the sphere of scientific research is marked [FSES 2020, p. 3-4]. Accordingly, when mastering the Master's program, students should prepare to solve the problems of research activity [FSES 2020, p. 4]. In the process of teaching they perform, prepare for the defense procedure and defend qualification work – master's thesis. In addition, in the process of their training there is such a type of practice as research work [FSES 2020, p. 5-6]. All this indicates the importance of the scientific component of the training process of master's students in Russian universities.

The role of the scientific component in the training of master's students is also reflected in the learning outcomes – in the competencies that a graduate should possess. Among the universal competences, the universal competences (hereinafter

UC) attract attention: UC-1 "Systemic and critical thinking", meaning that the graduate student is able to carry out critical analysis of problem situations on the basis of a systemic approach, to develop a strategy of action, and UC-2 "Project development and implementation", assuming that the graduate is able to manage the project at all stages of its life cycle [FSES 2020, p. 7].

These universal competences are relevant not only to research, but also to other types of graduate's activities (pedagogical, translation, organizational and managerial, etc.), but it is obvious that they are formed mainly in classes related to the preparation of master's thesis and in the process of independent work of master's students on the thesis. Classes of scientific work contribute to the formation of a systemic worldview, critical approach to the analysis of phenomena of the surrounding world. Preparation of such a project as a master's thesis forms the abilities to carry out projects not only of research nature.

Let's note UC-4 "Communication", which is of special importance in the context of the problems of this dissertation. UC-4 means that master's students are able to apply modern communicative technologies, including in a foreign language, for academic and professional interaction [FSES 2020, p. 8]. It is, firstly, about the presence of master's graduates' speech abilities that ensure their pedagogical and scientific activities, and secondly, about the ability to use ICT in the process of academic and professional communication, which includes the Chinese public platform Wechat.

Thus, in the system of universal competences of a graduate of Master's degree program 45.04.02 Linguistics it is possible to distinguish at least three UC directly related to the problem of this dissertation.

Let's consider the general professional competences of a graduate student in this field of training (hereinafter GPC), significant for the realization of its scientific component.

GPC-1 means the ability to apply a system of theoretical and empirical knowledge about the functioning of the foreign language system and trends in its development, to take into account the values and perceptions inherent in the culture

of the countries of the studied foreign language [FSES 2020, p. 8]. This competence is important for foreign graduate students, it is important for both pedagogical and scientific activities and is related to their content. Thus, if we talk about the scientific work of a graduate, GPC-1 is associated with the ability to determine the theoretical foundations and empirical prerequisites of their linguistic research.

GPC-2 assumes that graduate students are able to take into account in practical activity the specifics of foreign-language scientific picture of the world and scientific discourse in Russian and the studied foreign language" [FSES 2020, p. 8]. This competence also establishes the requirements to the content of graduate student's linguistic research.

GPC-4 assumes that graduate students are able to create and understand speech works in the studied foreign language in oral and written forms in relation to the official, neutral and unofficial registers of communication [FSES 2020, p. 8]. GPC-4 is directly related to the training of foreign graduate students in Russian language, these are the requirements for the speech abilities formed in the graduate. In the field of scientific activity they should be able to a) understand written and oral scientific texts, b) be able to outline and abstract them, c) compose their own scientific texts.

The GPC-5 competence is associated with the requirement to carry out interlingual and intercultural interaction with native speakers in accordance with the rules and traditions of intercultural professional communication, rules of speech communication in a foreign-language society [FSES 2020, p. 8]. With regard to the scientific component of the training of foreign graduate students in Russian universities, GPC-5 means the need to follow the rules of scientific communication accepted in Russia, to compose scientific texts for defense and publication in Russia in accordance with the traditions of Russian academic writing.

Important for graduate students in linguistics is GPC-6, which implies the ability of graduates to apply modern technologies in the collection, processing and interpretation of empirical research data, as well as to compile and design scientific documentation [FSES 2020, p. 9]. Under the compilation and design of scientific documentation we mean different forms of publicizing the results of research.

Although these forms are not mentioned in the FSES in the field of training 45.04.02 Linguistics (master's level), we are talking about the compilation and design of master's theses, scientific articles and reports.

GPC-7, the ability to work with basic information retrieval and expert systems, knowledge representation and verbal information processing systems [FSES 2020, p. 9], is related to the scientific component of the training of graduate students in linguistics. When conducting a scientific research GPC-7 is related to the skills of data collection, processing and interpretation, without which it is impossible to conduct research.

Thus, universal competences UC-1, UC-2, UC-4 and general professional competences GPC-1, GPC-2, GPC-4, GPC-5, GPC-6 and GPC-7 are related to the scientific component of graduate students' training. Among them, the necessity of mastering scientific speech is indicated by the competences of UC-4, GPC-4 and GPC-5, the necessity of ICT skills – by the competences of UC-4, GPC-6 and GPC-7, the necessity to compose and execute scientific documentation – GPC-6.

Educational programs in universities are created on the basis of FSES of higher education. Thus, on the basis of FSES of higher education in the field of training 45.04.02 Linguistics (master's level) at Saint Petersburg State University (hereinafter SPbU) developed and implemented the basic educational program of higher education "Russian language and Russian culture in the aspect of Russian as a foreign language". The competence-oriented education planning (COEP) of this educational program along with the above-mentioned universal and general professional competences includes professional-practical and professional-academic competences (hereinafter PCP and PCA). Despite the fact that each of them may be related to scientific activity, we would like to emphasize two competencies in particular.

Firstly, it is PCP-1, which implies the ability to solve professional tasks, using communicative strategies and tactics, rhetorical, stylistic and linguistic norms and techniques accepted in different spheres of communication, to conduct educational and scientific events, to prepare teaching materials on linguistic disciplines. Secondly, it is PCP-2, indicating the ability of graduate students to independently investigate the

main regularities of language (languages) functioning in synchronous and diachronic aspects using modern techniques and methodologies, advanced domestic and foreign experience [COEP 2023, p. 3].

In addition, we note the universal competences of a graduate student, for example, UCM-1, assuming the ability of graduate students to determine the range of tasks, plan, implement their own project, including entrepreneurial, in the professional sphere, and UCM-3, assuming the ability to use methods of obtaining and working with information in the professional sphere, taking into account modern technologies of digital economy, artificial intelligence and data science, as well as information security [COEP 2023, p. 5].

In the COEP of the main educational program of higher education "Russian language and Russian culture in the aspect of Russian as a foreign language" it is noted that the competences necessary for conducting scientific research and presenting it in the form of scientific texts are formed in the classes of different academic disciplines and in the course of independent work of students. It is not only such disciplines as "Preparation of graduate qualification work" or "Methodology of scientific research in the practice of Russian as a foreign language", but also a large number of disciplines that expand the linguistic and linguodidactic horizons of undergraduates. Out of 66 disciplines included in the COEP, 62 disciplines can be attributed to such disciplines.

All the above-mentioned testifies to the fact that in the process of training of linguistics graduates the scientific component plays an important role. This position is justified by a) setting such tasks of training as conducting an independent scientific research in the field of linguistics and composing scientific texts, b) the allocation of the necessary competencies for this purpose, which are formed in the Master's program in classes on different academic disciplines, c) the content of academic disciplines related to the specialization of students. Nowhere in the regulatory documents it is explicitly stated that master's students need to create scientific articles and reports, but the requirement to compose and design scientific documentation on the topic of research (GPC-6) implies their creation. In addition, many students are

interested in writing scientific articles and publishing them in peer-reviewed journals, as publications increase their chances of admission to graduate school.

1.2. Scientific article as a genre of scientific speech and abilities necessary for its writing

When developing a methodology for teaching foreign linguistics students to write scientific articles in Russian, it is necessary to consider the features of a scientific article as a genre of scientific speech, the features of the process of writing a scientific article and the conditions for the formation of graduate students' skills of writing a scientific article.

Scientific article as a genre of scientific speech.

The concept of "speech genre" was first proposed by M. M. Bakhtin, who wrote: «... speech genre ... is a typical form of utterance in a typical situation of speech communication, in which the participants observe the norms of communication accepted in a given culture» [Bakhtin, 1979, p. 267].

T. G. Vinokur divides speech genres into phatic and informative. The purpose of phatic speech genres is to establish contact, spend time with someone, communication itself. The purpose of informative speech genres is the transfer and exchange of information [Vinokur, 1993, p. 5]. A scientific article belongs to informative genres.

Important indicators of any scientific text, including a scientific article, are its relevance and scientific novelty, as any such text should carry new knowledge, and this new knowledge should be justified as important, necessary at the present stage of science development. However, a scientific article as a genre of scientific speech also has a specific set of features.

A scientific article is devoted to the solution of one scientific problem, including its statement, description of the degree of its study, methods of its solution, results of the application of these methods and formulation of conclusions. N. V.

Barkovskaya and O. Y. Bagdasaryan write: «A scientific article is a relatively small text, on average - 0.5 p.l., i.e., 20 thousand characters with spaces or 8 - 9 pages, typed in 14 characters at one and a half intervals, which familiarizes the professional community with the results of research undertaken by the author» [Barkovskaya, 2018, p. 1].

According to the nature of the content, the following types of articles are distinguished: a report containing a summary of the research results; an original article, including a summary of the main results of the research; a review article, which summarizes the achievements in a particular field; a discussion article, containing controversial scientific provisions [Olenchuk, Chernykh, 2017, p. 3]. In addition, articles are divided into a) theoretical, containing the rationale of the research or a description of scientific concepts, b) methodological, devoted to the consideration of methods for solving the set tasks, justification of diagnostic tools, etc., c) practical, devoted to the description of empirical research and the study of the experience of any activity [Pakhomov, Spector, 2019, p. 60-62].

All kinds of scientific articles are significant for teaching foreign graduate students in linguistics, but the most important are original practical articles reflecting the content of their theses.

The most important feature of a scientific article is that the scientific style of speech is used when writing it. There are many descriptions of the scientific style of speech both in classical works [Mitrofanova, 1973, p. 9-26; Kozhina, 2016, p. 102-112; Kotyurova, 2010, p. 67-85, etc.] and in the works of modern researchers [Chemist, 2003; Skorikova, 2015; Kondrashova, 2019, etc.]. These works note the presence in scientific texts of general scientific and specialized vocabulary, as well as grammatical features, which include the connection of sentences by repetitive nouns (in combination with indicative pronouns), the use of words expressing the order or logical connection of ideas in the text, complex sentences with allied links, textual linking turns, the presence of introductory words, passive constructions, participle and de-participle turns, etc. The scientific style of speech often uses compound nominal predicate nouns with short participles, the use of homogeneous members is

frequent. All these features should be taken into account when teaching scientific writing.

In order to establish typological features of modern scientific articles on linguistics, we analyzed more than 30 articles selected according to the following criteria:

- reflection in articles of the results of Russian language research (correspondence to scientific specialties 10.02.01 "Russian language" and 5.9.5. "Russian language. Languages of the Peoples of Russia");

- publication in scientific journals included in the list of graduate qualification work of the Ministry of Education and Science of the Russian Federation ("Scientific Dialogue", "Russian Language Studies", "Russian Speech", "Russian Language Abroad", etc.);

- published within the last 5 years (2019-2023).

The analysis showed that the texts of the articles published in the journals "Russian Language Studies" and "Scientific Dialogue" are strictly structured, whereas in the articles published in the journals "Russian Speech", "Russian Language Abroad", "Modern Science: Actual Problems of Theory and Practice", a clear structure is often not visible, although these articles are logical and contain new results for science. The analyzed articles are presented in Appendix 1.

The coexistence of two different types of texts in Russian linguoculture in terms of their structuring was previously noted in the work of N.D. Burvikova, who distinguished constructed and unstructured texts, and noted that work with them in a foreign audience should be organized differently [Burvikova, 1988, p. 5-8].

The distinction between constructed and unconstructed scientific articles may be related to the reflection of the rules of Teutonic and Saxon styles of scientific presentation. M. Vanhala-Anshievsky noted that the Teutonic style, prevalent in Russia and Germany, is characterized by the orientation of the author of the text to a certain scientific school, which is evidenced by the use of terms accepted within the framework of this school, references to certain authoritative representatives of it; monological style of presentation and predominantly deductive method of

argumentation; great attention of the author to the presentation and justification of certain theoretical provisions and, as a consequence, a much smaller percentage of emphases The Saxon style, prevailing in the USA and England, is characterized by the reliance on empirical research and greater structure of scientific articles [Vanhala-Anshievsky, 2000, p. 22-23].

The presence of constructed and unconstructed texts of articles in modern scientific journals is due to different editorial requirements. In such journals as "Russian Language Studies", "Scientific Dialogue", "Philological Class", the instructions for authors specify not only the required structure of the article, but also the recommended content of each of its sections. This is largely due to the requirements for journals included in international scientometric databases [Kirillova, Parfenova, Grishakina, etc. 2017]. Since such strict requirements are currently imposed by most Russian scientific journals, foreign graduate students should be taught to write constructed, strictly structured articles. In addition, we should take into account the conclusion of N. D. Burvikova that it is easier to work with structured texts in the classroom [Burvikova 1988].

The stages of writing a scientific article and the abilities required to write it.

The scientific literature presents different approaches to describing the process of writing a scientific article. O.V. Anikina and E.V. Yakimenko distinguish the following stages of work on the article: 1) preparatory stage - determining the type and topic of the article; 2) modeling - discussing how the purpose determines the textual organization of the article, information is presented in comparison with texts of other genres; 3) planning - determining the topic of the article and establishing semantic links at the level of word combinations, sentences, selection of means and the way of formulating the thought; 4) regrouping, consolidation of text units, their expansion and contraction, repetition of grammatical constructs [Anikina, 2014, p. 25].

O.V. Kirillova and her colleagues, describing the preparation of research results for publication in journals indexed in international scientometric databases, emphasize the methodological intent and results of the study [Kirillova, Parfenova,

Grishakina, etc., 2017, p. 3].

H. V. Barkovskaya and O. Y. Baghdasaryan note that in the process of writing an article it is necessary to decide what to write about, i.e., to choose the material, then clearly imagine for whom the article will be written, choose and formulate the topic, determine the main content blocks of the article, its composition and, finally, write and design it [Barkovskaya, Baghdasarian, 2018, p. 6-8].

According to E. A. Zakharova, when writing scientific articles it is necessary to pay attention to the following elements of research: problem, background, confirmation of the level of innovation of the research, conceptual model, methodology or procedure, materials, equipment, software, methods, achieved results, analysis and interpretation of these results, research perspectives [Zakharova, 2020, p. 106].

As can be seen, in the above works, the stages of article writing are presented, but there is no unity of views on the content of each stage. In the course of the present study, it became necessary to solve the question about the author's actions when writing a scientific article and, accordingly, about the skills that should be formed in him or her.

When addressing this issue, we proceeded from the fact that the stages of the author's activity when writing a scientific article are essentially the same as when creating any independent text [Ladyzhenskaya 1990]. In the process of writing a scientific article, it is reasonable to distinguish *the preparatory stage*, which includes the formulation of the idea of the article and preparation for its creation, *the executive stage* – writing the text of the article and *the final stage* – its design and editing. At the same time, the content of the author's actions at each of the stages is specific: it is conditioned by the genre specificity of the scientific article. Accordingly, the specificity will also possess the abilities that will need to be formed in foreign students at each of the stages of writing a scientific article (in this paper, the skill is understood as a formed property of personality, in the presence of which a person can successfully carry out the activity).

The analysis of the content of each stage allowed us to identify 10 abilities that

graduate students should possess to successfully write a scientific article. These are the abilities to determine the purpose of the article, its content and working title, make a detailed plan of the article, find published works on the topic of the article and analyze them, write an introduction to the article, describe the research methodology, present the results of the research, make conclusions, clarify the title of the article, compile and form a list of references, understand and clearly follow the requirements of a particular journal, including writing an abstract and keywords (table 1).

Table 1.

Relationship between the stages of working on a scientific article and the corresponding abilities

Stages of work on the article	scientific articles writing abilities	Comments
Preparatory stage.	1. Ability to determine the purpose of the article, its content and working title.	Students should be able to figure out why the paper is being written, what material will be selected for inclusion in the paper, and what it might be called given its purpose and content.
	2. Ability to make a detailed plan of the article.	Students should be able to define its structure, think through the logic of the unfolding of the scientific presentation and the content of its structural parts.
	3. Ability to find published works on the topic of the article and analyze them.	Students should be able to work with different sources of information, collect the right data from them, analyze and summarize them.
Executive stage.	4. Ability to write an introduction to the article	Students should be able to justify the relevance and novelty of their article, that is, to put the problem describe the degree of its study in the introduction.
	5. Ability to describe the methodology of the research.	Students should be able to specify the purpose, material and methods of the research, present the objects of analysis and the main stages of the study.
	6. Ability to present the results of the research.	Students should be able to describe the results of their work in a coherent and systematic way.
	7. Ability to draw conclusion.	Students should be able to summarize intermediate findings, cut off the least significant ones, relate them to the purpose of the article, and formulate conclusions to be included in the "Conclusion" section.

Continuation of table No.__1___

Final stage.	8. Ability to specify the title of the article.	Students should be able to refine the title of the article, i.e., relate the title of the article to its purpose and main results, critically evaluate how well it corresponds to the content of the article and change it if necessary.
	9. Ability to compile and arrange the list of references.	Students should be able to format references according to the appropriate requirements.
	10. Ability to understand and clearly follow the requirements of a particular journal, including writing the abstract and keywords.	Students should be able to understand the requirements of the scholarly journal in which they wish to publish an article and follow them clearly. When writing an abstract, they should be able to summarize the main results of the study with scientific novelty, expand the abstract, if necessary, giving a description of relevance, novelty, purpose, methods and materials, main results of the study and conclusions, highlight the main concepts of the study and present them in the list of keywords.

These skills largely coincide with the skills of writing any scientific articles, including the skills of writing a thesis, but they still have their own specificity. Thus, the introduction and methodological section in a scientific article differs from the introduction to a graduation thesis. The rules of bibliography in scientific articles are determined by the requirements of scientific journals, and in each journal they are different, while the rules of bibliography in the thesis correspond to the state standard R 7.05-2008 – "Bibliographic reference: general requirements and rules of compilation (edition 01.06.20)". General requirements for the dissertation are defined by the state standard R 7.0.11-2011 "Dissertation and abstract". Requirements for Graduation theses are determined by universities. For example, the requirements for graduate qualification theses for the Master's degree program "Russian language and Russian culture in the aspect of Russian as a foreign language" at St. Petersburg State University are determined by the Order of the Vice-Rector of St. Petersburg State University for educational and methodological work from 28.10.2022 № 11406/1. General requirements for scientific articles are described in the recommendations of the Ministry of Education and Science of the Russian Federation [Kirillova, Parfenova, Grishakina, etc. 2017], while specific requirements are set by the editorial boards of scientific journals.

Accordingly, the skills of writing scientific articles will have their own specificity. In order to determine the peculiarities of learning to write scientific articles, it is necessary to consider the conditions of formation and development of graduate students' skills of writing scientific articles.

Conditions of formation and development of graduate students' skills of writing scientific articles.

Foreign students master the scientific style of speech during the whole period of study at Russian universities. They begin to study it while still at the preparatory faculties, and as a rule, they have a good command of it in the master's program. However, the tasks set by T.P. Skorikova are still important for master's studies: teaching the stylistic features of scientific style, sub-styles of scientific literature, genre system of scientific literature, structural features of scientific texts, scientific presentation, logical organization of scientific texts [Skorikova, 2015, p. 4].

Since the process of training graduate students is focused on conducting research and its presentation in the form of a scientific text, the skills of writing scientific articles are formed and developed in the classes of different academic disciplines. Thus, at SPbU in the framework of the master's program "Russian language and Russian culture in the aspect of Russian as a foreign language" also occurs, but first of all at classes on disciplines "Russian language" and "Methodologies of scientific research in the practical activity of Russian as a foreign language" and in the process of communication with a supervisor. In addition, within the framework of this master's program there are different types of practice involving independent scientific activity of students. Let's consider this issue in more detail in order to determine the specifics of work on writing scientific articles in Russian language classes.

A supervisor is the most important figure for a graduate student. At SPbU his activity is regulated by the Order of the Vice-Rector for Educational and Methodological Work of SPbU from 13.11.2017 № 11186/1 "On the requirements for the supervisor of the student's graduate qualification work and the responsibilities of the head of the student's graduate qualification work" (hereinafter Order №

11186/1). In this order, in particular, it is noted that the academic supervisor:

- advises the student on the choice of the topic and research methodology in accordance with the current level of development of science and the needs of practice, taking into account the proposals of employers in a particular area of training, specialty;

- advises the student on the selection of sources and scientific literature, analysis of scientific papers on the topic of the graduate qualification work, identification of researchers' approaches to the problem;

- advises on conducting experiments and (or) collection of material for research purposes within the framework of the topic of the research work and provides detailed instruction on the methods of working with the objects of experiments (research, tests); advises the student on the content and sequence of implementation of the graduate qualification work;

- advises the student on the organization of independent work on the topic of the qualification work; advises the student on the design of the graduate qualification work [Order No. 11186/1, 2017, p. 1-2].

Thus, the skills of writing a scientific article to a greater or lesser extent can be formed or developed by the student in the process of consultation with the supervisor. At the same time, similar duties of the supervisor of a graduate student are established not only in SPbU, but also in other Russian universities [Shevchenko, Kosheleva 2014].

Order No. 11186/1 does not require a supervisor to teach his/her students how to write scientific articles, however, in the practice of training graduate students, it is the supervisor who initiates the work on the article on the materials of the master's thesis. Order No. 11186/1 does not specify the duties of the supervisor to teach foreign graduate students the language of scientific articles. This is to a greater extent the task of the Russian language teacher.

The educational discipline "Methodology of scientific research in the practice of Russian as a foreign language" plays an important role in the process of graduate students' training. Its purpose is to form students' understanding of the methodology

of modern linguistics in the field of Russian language as a foreign language, to develop the ability of independent scientific research in the context of the chosen topic of the graduation thesis [Working Program Methodology of Scientific Research Methodology of Russian as a Foreign Language, 2023, p. 2]. The COEP of the Master's educational program "Russian language and Russian culture in the aspect of Russian as a foreign language" states that the competences of UC-1, UC-2, UC-3, UC-6, GPC-2, PCA-3, UCM-4 are formed in the classes of this discipline [COEP RKI 2023]. In the working program itself, the number of competences to be formed is much higher.

This discipline is conducted during three academic semesters. In the first semester it is planned 8 hours of lectures, 58 hours of seminars, 25 hours of independent work under the guidance of a teacher and 14 hours of independent work on teaching materials. In the second semester it is planned 6 hours of lectures, 14 hours of seminars, 24 hours of independent work under the guidance of the teacher, 38 hours of independent work in the presence of the teacher, 70 hours of independent studies on teaching materials. In the third semester, 66 hours of seminars, 26 hours of self-study under the guidance of a teacher and 14 hours of independent study using teaching materials are scheduled.

Such a large volume of training sessions is due to the importance of the scientific component of the training of graduate students. In addition, it is taken into account that the Master's program in the field of "Linguistics" is often entered by bachelor's degree graduates who have no linguistic training. Many graduates of foreign universities, even if they have linguistic training, are not familiar with the rules of writing a scientific paper, they have not formed the skills that can be used in writing a scientific article.

The working program of the discipline "Methodologies of scientific research in the practical activity of Russian as a foreign language" does not provide teaching hours for learning how to write a scientific article, but the skills necessary for writing a scientific article can be formed by studying the following topics:

- 1 semester. Basic categories of linguistic research methodology: structure and

content of the graduation thesis. Content of the Introduction. The content and structure of the introduction to the thesis: reflection in the Introduction of the object and subject of research, relevance and novelty, material, purpose and objectives of the work, research methods. Specificity of scientific speech, characterization of language features of scientific presentation.

- 2 semester. The content of the first chapter as a presentation of the scientific basis of the research, the chosen approach and principles of research, developed on the basis of mastering and scientific presentation of scientific literature in the context of the problems of his/her graduate qualification work. The structure of the first chapter of the thesis (in accordance with the topic, object, subject and purpose of the research). The logic of the first chapter. Problematic coverage of theoretical issues related to the topic of the dissertation: paragraph structure. Generalizations and conclusions. Construction of the model of own research.

- 3 semester. The content of the second (and third) chapter as a reflection of the main results of the research, description of the analysis of the linguistic/speech material of the own research. General characteristic of the collected research material: methods of collection, sources, volume, justification of the adequacy of methods, techniques of analysis to the goal and objectives of the work. Discussion of the main conclusions with the presentation of the conclusion of the graduate qualification work [Working Program Methodology of Scientific Research Methodology of Russian as a Foreign Language, 2023, p. 5-6].

Although in the process of studying the discipline "Methodologies of scientific research in the practical activity of Russian as a foreign language" does not provide training in writing a scientific article, students form and develop skills of writing a graduation thesis, and these skills can form the basis of training in writing a scientific article. The analysis of the working program of this discipline shows that in the process of its study can be laid the foundations for the formation of the following skills of writing a scientific article: the ability to determine the purpose of the article, its content and working title, the ability to find published works on the topic of the article and analyze them, the ability to write an introduction, the ability to describe

the methodology of the study, the ability to present the results of the study, the ability to formulate conclusions. It should be noted that this discipline almost does not provide work on the language of the dissertation (in accordance with the working program this aspect is covered only when studying the topic "Specifics of scientific speech, characterization of linguistic features of scientific presentation").

Let's consider the practical discipline "Russian language", studied at SPbU by foreign students in the framework of the Master's program "Russian language and Russian culture in the aspect of Russian as a foreign language". The working program of the discipline states: «The aim of the discipline is to develop written and oral scientific speech to the extent necessary for successful implementation of the Master's program. The course is also aimed at the development of graduate students' ability to independent and effective research work» [Working program of Russian language, 2023, p. 2].

This discipline is also studied during three semesters. In the first semester it is planned 40 hours of practical classes and 30 hours of independent work, in the second semester – 60 hours of practical classes and 10 hours of independent work, in the third semester – 62 hours of practical classes and 6 hours of independent work. In total, 162 hours of work at training sessions with a teacher and 46 hours of independent work are planned.

The discipline includes the module "Scientific style of speech", which includes the following topics of classes: The concept of scientific style of speech. Genres of scientific style of speech. Term: meaning, definition, analysis. The name of the subject, phenomenon, person. Characterization of the phenomenon. speech. Graduation thesis and its composition. Lexico-grammatical means of describing the relevance of the topic, object and subject, purpose and tasks, scientific novelty, material and methods, research hypothesis. Segmentation of scientific text. Basics of working with scientific literature: bibliographic description. Types of text plans. Making an outline. Abstract. Abstract clichés. Scientific conference: preparation of abstracts and speeches. Abstract as a genre of scientific style of speech. Review as a genre of scientific style of speech. Features of oral genres of scientific style»

[Working program of Russian language, 2023, p. 5].

At that, at the final evaluation of the first semester «students should be able to tell about the purpose, objectives, etc. of their graduation thesis, compile a bibliography in accordance with the requirements of the state standard, demonstrate skills and abilities of oral and written speech, necessary for adequate solution of communicative tasks in the spheres and situations of communication, which became the subject of study in this period of study. In the 2nd semester students must provide plans, outline and abstract of the research work on the topic of the graduation thesis. In the 3rd semester they should write a test on grammar and scientific style of speech, an abstract of a scientific paper on the specialty; justify the choice of a text for an abstract on the specialty, analyze its main content, present their graduation thesis» [Working program of Russian language, 2023, p. 13].

The discipline "Russian Language" also lays the foundation for the skills of writing scientific articles: the ability to determine the purpose of the article, its content and working title, to make a detailed plan of the article, to find published works on the topic of the article and analyze them, to write an introduction to the article, to describe the research methodology, to clarify the title of the article, to compile and arrange the list of references, to write an abstract and keywords. Despite the fact that writing a scientific article is not included in the working program of the discipline, it reflects the theme "Scientific Conference: preparation of abstracts and speeches", in the study of which the students largely solve the same problems as when mastering the skills of writing scientific articles.

The logical continuation of classes on the disciplines "Methodology of scientific research in the practical activity of Russian as a foreign language" and "Russian language" are classes on the discipline "Preparation of the Graduate Qualification Work" and the so-called practices (research, pre-diploma), the main task of which is to organize independent scientific work of students. In the programs of these disciplines there are also elements related to the development of skills to write a scientific article.

In the process of writing a graduation thesis and various forms of presenting its

results, including scientific articles and reports, the student is in close intersubjective interaction with the supervisor and teachers of the disciplines "Russian language" and "Methodology of scientific research in the practice of Russian as a foreign language", each of whom contributes to the formation and development of the required skills. Let's present this interaction on the scheme (Figure 1).

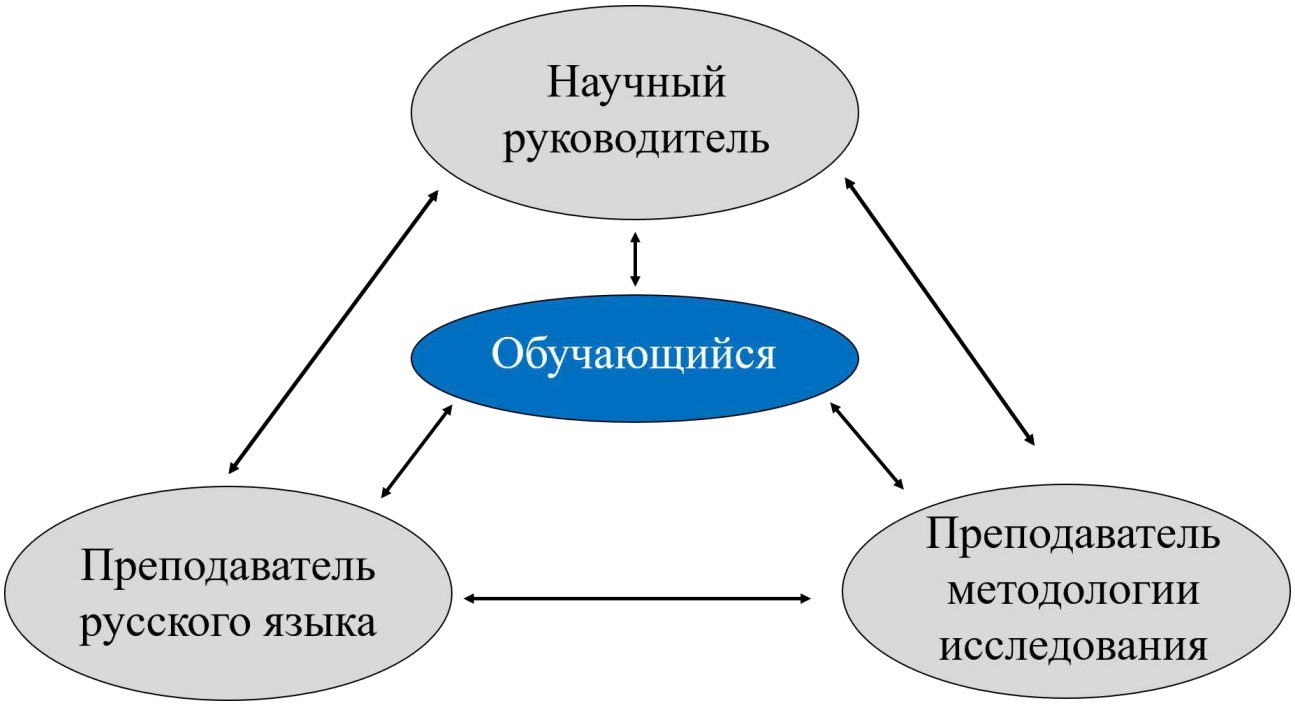

Figure 1. Intersubjective interaction in writing graduate students' scientific articles

The skills necessary for writing a scientific article are formed, although to different degrees, by the supervisor and teachers, but teaching the language tools used in scientific articles is the task mainly of the teacher of Russian language. Taking into account the specifics of the discipline "Russian language", all 10 skills required for writing a scientific article can be divided into two groups. The first group, requiring work with linguistic means, will include the ability to write an introduction to the article, describe the methodology of the study, to present the results of the study and draw conclusions. All other skills, without which it is impossible to write these sections, but which can be formed by a supervisor and a teacher of research methodology, will be included in the second group. The first group of skills will be

the main object of training actions of the teacher of Russian language, the second group should be taken into account, but also formed if necessary.

The main subject of the above-mentioned intersubjective interaction is the learner himself. It is he who learns the skills of writing a scientific text and the necessary linguistic means in the course of classes and independent work in various academic disciplines, including practical training.

1.3. Selection of linguistic means necessary for writing a scientific article

One of the most important problems of teaching foreign graduates to write scientific articles in Russian is the problem of selecting linguistic means that can later become units of instruction in Russian language classes. In linguodidactics, the problem of language material selection, which is based on the techniques of its minimization, is recognized as significant, first of all, for the initial stage of language teaching, which is due to the need to take into account the level of language training of students [Asimov, Shchukin, 2009, p. 121, 181, 215]. However, for teaching foreign graduate students to write scientific articles in Russian, the selection of linguistic means is necessary, since the working programs in Russian language for this category of students usually allocate a small number of training hours, usually not more than 8 [Matyunova 2017; Tsertsvadze 2023], and most of them are devoted to the analysis of other people's articles, but not to writing their own. Such a small number of study hours is due to the fact that foreign graduate students who know Russian at the B2 level (and graduate students in philology even at the C1 level) do not start studying this educational material from scratch – they rely on the language material studied earlier.

In the practice of developing the content of foreign language teaching it is customary to define the selection procedure. In our case, the process of language material selection may include the following actions: identification of selection units, compilation of an initial list of language means, development of selection criteria,

realization of selection according to the established criteria.

Specialists in the field of learning to write scientific articles point out that the main language tools that students learning to write scientific articles should master are speech clichés [Wang Yang 2010; Vedyakova 2003; Gu Aiying 2022; Dronov 2019; Lv Yi, Shen Qichun 2011; Ovsyannikova 2016; Svinchukova 2014; Sitsyna-Kudryavtseva 2023]. Under *speech clichés*, following V.M. Burunsky, *we understand standard formations that function like phraseologisms at the lexical and syntactic levels of the language system*. These standard formations are characterized by structural stability, regularity of use, reproducibility in a ready-made form, fixation on standard situations, anonymity of use, brevity of form [Burunsky, 2009, p. 33]. In scientific style of speech they include such formations as "The relevance of the study is due to ...", "... determines the novelty of this article", "The following methods were used in this study ...", etc. The sentences (speech samples) built on their basis will act as units of training in writing scientific articles.

It is possible to compile an initial list of speech clichés used in writing scientific articles by analyzing already available lists in published training and reference books. There are a number of manuals on teaching English scientific speech, in which the lists of English clichés are accompanied by Russian analogs, for example, expressions of English scientific speech with Russian translation are presented in the book by N.V. Uspenskaya and T.N. Mikhelson [Uspenskaya, Mikhelson 2009]. Russian analogs of English speech clichés can be used in compiling the initial list of Russian speech clichés, but it should be borne in mind that when compiling them, the source is often English rather than Russian, which means that the Russian analogs should be edited taking into account the norms of design of articles in Russian. In addition, it is necessary to leave in the initial list the speech clichés necessary for writing a scientific article, and not other genres of scientific speech.

In the process of selecting speech clichés, the most difficult stage is the development of selection criteria. T.N. Rybina proposed two groups of selection criteria: general (necessity and sufficiency of materials to achieve the set learning

goal, accessible level of complexity of materials for students, correspondence of materials to the sphere of professional activity of students, taking into account the needs of scientific research and the sphere of interests of a certain category of students) and specific (correspondence to the studied topic, frequency of lexico-grammatical material in the scientific style of English speech, combinability and polysemousness, word-formation value) [Rybina, 2012, p. 118-119]. However, these criteria are rather difficult to apply when selecting speech clichés for writing scientific articles. In this case, general criteria can be applied. As for the private ones, they are all related to the specifics of selecting vocabulary and grammar at the initial stage of language teaching, but none of them corresponds to the specifics of selecting speech clichés for teaching the writing of scientific articles at the advanced stage.

A number of works note the importance of taking into account the functional characteristics of speech clichés used in scientific articles. Thus, E.G. Svinchukova, considering the material necessary for writing an abstract for an article, writes that there are language means to explain the importance of the problem, to describe the history of its study, its potential (future development), the purpose of the article, etc. [Svinchukova, 2014, p. 260-261]. A.N. Sitsyna-Kudryavtseva points out that specific language means are used to describe the topic, problem, relevance, hypothesis, goal and objectives of the research, review of scientific literature, methods and practical significance of the research [Sitsyna-Kudryavtseva, 2023, p. 654-655]. M.G. Tsertsvadze notes the special role of clichés that introduce the main topic, formalize the key idea of the text, emphasize the essence of the conclusions [Tsertsvadze, 2023, p. 69].

A.A. Gavrilova notes that the selection of speech clichés should be conditioned by the rules of article construction. Language means perform the functions of establishing contact and coordination of text fragments with simultaneous orientation of the recipient to the subsequent information, pointing to certain aspects of the subject of scientific research in the detailed description of a particular subtopic, comparing the facts of information, introducing and justifying a particular scientific assumption, assuming the validity of another scientist's opinion, refuting the validity

of this opinion, referring to previous information, generalization of facts, etc. [Gavrilova, 2017, p. 218-220].

N.A. Vedyakova divides the linguistic means used in writing a scientific article into two groups by the nature of the functions performed: framework and situational. Framework linguistic means are used in contexts that imply less variability of linguistic means, for example, in the introduction to the article. Situational linguistic means are used in a certain semantic block within the compositional parts (for example, when assessing the degree of study of the problem to state the manifestation / non-manifestation of interest in it, determining the number of studies in the relevant area and their completeness, completeness; when conveying or justifying their own and others' point of view, etc.) and help to build a statement according to the laws of scientific style [Vedyakova, 2003, p. 98].

All these provisions are important for determining the criteria for selecting speech clichés, but it is obvious that there is no unified approach to their nomination. Accordingly, the development of criteria for the selection of speech clichés will be a separate task of the thesis.

In the process of selecting language means for writing a scientific article, first of all, an initial list of speech clichés was created. The material for its compilation were speech clichés contained in 4 training and reference manuals on scientific style of speech [Uspenskaya, Michelson 1995; Ryabtseva 2013; Minyar-Belorucheva 2013; Shamonina, Kostova 2013]. The reason for using the manuals by N. V. Uspenskaya and T. N. Mikhelson, N. J. Ryabtseva and A. P. Minyar-Belorucheva as sources of language material is their widespread use in Russia - all of them have been reprinted three times and more. The choice of the manual by G. Shamonina and B. Kostova, compiled for the Bolsheviks. The choice of the manual by G. Shamonina and B. Kostova, compiled for Bulgarian undergraduates and postgraduates, was due to the fact that it contains a large list of speech cliches intended for teaching writing articles in Russian.

When compiling the initial list of speech clichés, the method of scientific synthesis was used, which involves combining separate elements or components to

obtain a unified whole [Ritchey, 1991, p. 21; Barton, Haslett, 2007, p. 146-147]. At the same time, such a type of scientific synthesis as overlapping of lists was used, which was tested by lexicographers in the 1980s when creating a training dictionary "Lexical basis of the Russian language". The authors of this dictionary have combined and transformed lexical data from eight frequent dictionaries of the Russian language [Morkovkin, 1984, p. 9-10].

The analysis of training and reference books on scientific style of speech mentioned above, extraction of speech clichés from them and combination of the obtained lists allowed us to compile an initial (consolidated) list of 156 speech clichés. In the process of its minimization, the following selection criteria were applied.

Criteria 1. Absence of redundancy.

In the lists of speech clichés presented in training and reference books on scientific style of speech, there were overlapping units, and in the process of compiling a consolidated list of speech clichés, they were removed.

Criteria 2. Compliance with the norms of scientific style of speech.

The selection process also removed speech patterns and clichés translated from English but not peculiar to Russian scientific speech, for example, those containing personal and possessive pronouns that indicate the author of the study, e.g., "We became convinced of the exceptional importance of this problem", "The purpose of my work is to investigate ...", "What we aim to do is ...", "To achieve the goal we should consider ..." (examples from the manual of G. Shamonina and B. Kostova [Shamonina, Kostova 2013]).

The authors of articles in Russian, as a rule, avoid using such constructions. This feature of Russian scientific speech has been repeatedly noted in linguistic literature. Thus, E.Yu. Viktorova writes: «Russian authors rarely mention themselves; probably, it is connected both with the traditions of the Russian mentality and with the requirements of the Russian scientific school. In the tradition of the Russian scientific school personal modesty is welcomed, it is not customary to mention oneself often; whereas in the Anglo-Saxon tradition self-mentioning is quite acceptable and even desirable» [Viktorova, 2016, p. 88].

Criteria 3. Correspondence to the main sections of the scientific article and semantic fragments of each section.

In the lists of speech clichés presented in training and reference manuals on scientific style of speech, not all units are necessary for writing scientific articles. In order to identify and eliminate them, another criterion was proposed – the correspondence of speech cliches selected for training to the main sections of a scientific article and semantic fragments of each section.

The analysis of editorial requirements of scientific journals has shown that the number of recommended main sections of a scientific article varies: from three (Introduction, Main Part, Conclusion), for example, in the journal "The World of Science, Culture, Education", to six (Introduction, Literature Review, Material and Methods, Results, Discussion, Conclusion) in the journal "Russian Language Studie". More often, however, the instructions for authors specify four main sections (Introduction, Material and Research Methods, Research Results, Conclusion), for example, in the journal "Scientific Dialogue". It is this four-part structure that was the basis for the present study.

Each of these four sections was subjected to structural and semantic analysis in 20 strictly structured articles on linguistics (see Appendix 1), and their obligatory semantic fragments were identified. Such semantic fragments of a scientific article, which can be considered typical, include justification of the relevance of the research, justification of the importance of the scientific direction within which the research is carried out, comparison of one's research with others, indication of unsolved problems in this field of research, proof of the novelty of the research, indication of the purpose, material and methods of the research, presentation of the results of the research, their interrelations and the logic of their obtaining, generalization and interpretation of the main results of the research, correspondence of the main results of the research with the results of the research with the results of the research. All these semantic fragments correspond to the purpose of the four main typical sections of a structured article: problem statement and description of the degree of its study in the Introduction, description of the chosen way of solving the problem in the

Methodology section, presentation of the research results in the Results section and their interpretation in the Conclusion..

The initial list of speech clichés was distributed among the four main sections of the scientific article and semantic fragments of each section. The units that did not meet criterion 3 were deleted [Li Qingguo, Moskovkin, 2024]. Here are these groups and examples of speech clichés.

1. Justification of the relevance of the research problem: *Работа посвящена актуальной теме...; Актуальность темы исследования обусловлена / определяется тем, что...; ... объясняет / определяет / обусловливает актуальность данной темы; Актуальность данного исследования состоит в ...* For example: *Необходимость изучения средств выражения побуждения к действию в современном русском языке определяет актуальность данной темы.*

2. Justification of the importance of the scientific direction in which the research is carried out: *В настоящее время в современной науке наблюдается интерес к...; Со второй половины XX века, ... находится в центре внимания современной науки; В настоящее время особое значение приобретает исследование...; Вышеупомянутые проблемы уже в течение нескольких лет активно исследуются; Актуальность исследования обусловлена тем, что решение этих задач необходимо для науки.* For example: *Вышеупомянутые проблемы уже в течение нескольких лет находятся в центре внимания когнитивной лингвистики.*

3. Description of the extent to which the problem has been studied: *Проблемы (Вопросы) ... уже исследовались в работах ...; Проблема исследования рассматривалась в научных статьях и монографиях, в кандидатских и докторских диссертациях; По словам ...; Как отмечает …* For example: *Проблемы сопоставления глаголов движения в русском и китайском языках уже исследовались в отечественных и зарубежных работах.*

4. Indication of unresolved issues: *Данная проблема еще не получила должного внимания; Много уже было сделано в области..., но пока никто не*

обращал внимание на важность исследования …; Данная проблема пока еще не была предметом специального лингвистического исследования; В предыдущих исследованиях вопрос о ... не был затронут; В области ... многое ещё предстоит сделать. For example: *Несмотря на то, что ряд вопросов был проанализирован и обсуждён, в области изучения каузативных глаголов многое ещё предстоит сделать.*

5. Indication of the novelty of the researchy: *Научная новизна данного исследования состоит в ... / заключается в ...; Особое внимание уделяется ...; ... определяет научную новизну данной статьи.* For example: *Научная новизна данного исследования состоит в том, что впервые с опорой на корпусную лингвистику исследуется семантика многозначных глаголов в русском языке.*

6. Indication of the purpose of the article: *(Основная) цель данной работы заключается в…; Одной из основных целей ... являлось подтверждение гипотезы...; Цель работы заключается в изложении современного понимания...; Цель данной работы заключается в раскрытии некоторых черт...; Цель данной работы состоит в (следующем)...; Одна из целей данной работы заключается в...; Цель работы заключается в изучении и исследовании...* . For example: *Цель данной работы состоит в выявлении и описании специфики анализа дискурса как отдельного направления лингвистической науки.*

7. Indication of research methods: *В настоящем исследовании использовались следующие методы: ...; Этот метод исследования основывается на...; Метод исследования, принятый... идентичен...; Метод исследования заключается в...; Выбор методов исследования обусловлен…; Метод исследования зависит от...; Метод, предложенный в данной статье, состоит в...* . For example: *Методы, предложенные в данной статье, состоят в наблюдении, сравнении и моделировании.*

8. Indication of the research material: *Материалом исследования послужили...; Материал исследования получен в процессе...; Материалом исследования является...; Материал исследования представляет собой...* . For

example: *Материалом исследования являются данные фразеологических словарей русского и китайского языков.*

9. Presentation of the research results: *Представим (опишем) результаты …; Результат... представлен в...; Обобщим результаты исследования в таблице …; Проиллюстрируем результаты исследования картинками…; Покажем результаты исследования на диаграммах (гистограммах)…; Приведем примеры …; Следует указать на то, что...; Необходимо подчеркнуть, что...; В самом деле...; Надо полагать...; Например...; С точки зрения...* . For example: *Приведем примеры ковид-лексики русского языка из разных тематических групп.*

10. Expression of thought movement: *Мы намерены доказать...; Заметим...; Подчеркнем, что...; Рассмотрим...; Важно отметить, что...; Таким образом...; Как мы увидим далее...; Иными словами...; Кроме того...; Во-первых, во-вторых, в-третьих, наконец...* . For example: *Таким образом, лингвистика широко использует различные информационные технологии, в том числе платформу WeChat.*

11. Indication of a cause and effect relationship: *Поэтому...; Следовательно...; Благодаря этому...; В результате этого...; Если…, то...; В то время как...; Так что...; Поскольку...; Вследствие того что...; Так как...* . For example: *Причастные обороты в научных статьях всегда являются распространенными определениями. Следовательно, они помогают более точно описать какие-либо явления или предметы.*

12. Conclusion on the achievement of the research purpose: *В работе выполнен системный анализ...; Описаны свойства…; Обобщены и проанализированы данные о …; Представлены и интерпретированы результаты …; В ходе исследования был выяснен механизм…; было исследовано…; поставленная цель достигнута…; Гипотеза исследования подтверждена…; Детальный анализ имеющихся фактов показывает, что...; Из анализа... следует, что...; Проведенный анализ дает основу для...; На основе анализа... можно отметить, что... ; Исходя из анализа... можно сказать,*

что...; Посредством ... анализа можно выяснить ... . For example: *Детальный анализ имеющихся фактов показывает, что для лингвистики текста важной составляющей являются связность текста и лингвистические средства ее осуществления.*

13. Conclusion on the main findings of the research: *В статье разработаны / теоретически обоснованы / обобщены / выявлены / определены / уточнены ...; В статье представлены результаты критического анализа; В статье раскрыто содержание / представлена и прокомментирована типология / разработано содержание / спроектированы критерии ...; Результаты ... показывают…; Данные анкетирование позволяют объяснить…* . For example: *Результаты эксперимента показывают, что для решения данной задачи следует учитывать влияние информационных технологий на развитие лингвистических норм.*

14. Final conclusions: *Подводя итог, отметим...; Итак, после проведения сравнительного описания и анализа, можно сделать следующие выводы: ...; Таким образом, ...; Из этого / На основании проделанной работы можно сделать вывод ...; Необходимо сделать вывод о том, что ...; Это позволяет сделать следующий вывод...; В заключение можно отметить...; Подводя итоги данному исследованию, мы бы хотели отметить...* . For example: *На основании проделанной работы мы пришли к следующим выводам: 1. Особое место в комментарии играет авторская оценка. 2. Привлечение внимания зрителя осуществляется путем акцентированного произнесения слов. 3. Используются риторические вопросы и восклицания.*

As a result of applying the three criteria, the initial list of speech clichés decreased by more than one third and amounted to 97 units.

1.4. Approaches to teaching scientific articles

In linguodidactics, the approach to teaching is considered as a basic category of

methodology that determines the strategy of language teaching and the choice of teaching method that realizes such a strategy. The approach is a point of view on the essence of the subject to be taught [Asimov, Shchukin, 2009, p. 200].

In the methodology of teaching foreign-language writing, two approaches to teaching have developed: the approach focused on the product (text) and the approach focused on the process of generating this product [Brookes, 1991, p. 22-25; Kolesnikova, Dolgina, 2001, p. 116-118]. Other names of these approaches are: analytical and synthetic [Kapitonova, Moskovkin, 2006, p. 202]. Each of them can be used when teaching foreign undergraduates to write scientific articles in the Russian language [Li Qingguo, 2024].

The product-oriented approach involves teaching writing in close relationship to reading instruction. It is based on the data of text linguistics [Halperin, 2006; Rogova, 1981; Rogova, 2011, etc.]. The learning process in this approach involves the path from reading and analyzing a sample text to its retelling or to the construction of one's own text by analogy with the sample text, and then to the creation of an independent text. In the course of realization of this approach, students consistently form theoretical knowledge about this product, receptive skills, productive skills [Gu Aiying, 2023].

The process of formation of skills of any activity can be represented as a three-stage structure, including the stages of familiarization with patterns of actions, consolidation and improvement of skills [Shatilov, 1985, p. 30-43; Moskovkin, 2021, p. 90-93]. When teaching scientific writing, it is important that graduate students get acquainted with articles of different authors, identify sections and subsections in them and analyze the linguistic means used in each subsection. Then it is important that they work on the sections of their own article and finally work on the article as a whole.

The product-oriented approach is implemented in teaching foreign learners various genres of academic texts: reviews, abstracts, summaries [Khimik, Volkova, 2003; Nikolaev, 2007; He Yu, 2019; Guo Yujie, 2022] and including academic articles [Bogomolova, 2005; Ershova, 2015; Fateeva, 2015; Mei Fang, 2021]. Thus,

Mei Fang developed a course of English academic writing based on genre analysis, which allows improving Chinese students' understanding of the genre structure of an article in English and thus laying the foundation for the formation of their skills in writing academic articles in English [Mei Fang, 2021].

The product-oriented approach to teaching can be implemented in the formation of any skill necessary for writing a scientific article. For example, one of the most difficult for foreign graduate students is the ability to make a plan of their own article. In its formation it is recommended to distinguish receptive and productive stages. At the receptive stage, students familiarize themselves with the typical structure of an article and with the articles of various authors, which reflect this structure. They identify the main sections of the article and briefly write down their content (the degree of elaboration can be different). At the productive stage, they already make plans for their own articles, with the use of mind-maps as an auxiliary training technique [Li Qingguo, 2023c].

The process-oriented approach implies step-by-step teaching of the stages of written text generation: content planning, realization of the idea, editing. It is based on the data of psycholinguistics about the peculiarities of speech utterance generation [Leontiev, 1969], data of linguodidactics about the stages of teaching speech activity [Shatilov, 1985; Passov, 1991; Shchukin, 2015; Moskovkin, 2021, etc.] and, in particular, about the stages of creating a written text [Ladyzhenskaya, 1990].

To realize this approach, it is necessary to rely on a number of general provisions of activity psychology and psycholinguistics. The first of them: ***learning of any activity is possible only in the process of that activity.*** This regularity is based on the principle of communicability, which assumes teaching communication in the process of communication [Kostomarov, Mitrofanova, 1976; Kapitonova, Moskovkin, 2006, p. 67-68], and the communicative method of teaching foreign language speaking, which assumes the consideration of learning as a model of the process of communication [Passov, 1991, p. 33-42]. This provision suggests that the main component of learning to write scientific articles should be the work of undergraduates in writing their own articles. Undoubtedly, the role of instructions for

writing an article is also important, however, if the student does not work on the article himself, the necessary 10 skills will not be formed in him/her.

The general psychological position on learning activity in the process of this activity is realized in a number of methodological works [Barkovskaya, 2018; Kotlyarova, 2015; Lipatova, 2008; Polevoy, 2016; Streltsova, Potselueva, 2015; Akopova, Shishigina, 2013; Amerkhanova, 2017], which describe students' independent work on writing scientific articles. For example, the article by M. A. Akopova and O. S. Shishigina describes the preparation by students of a scientific report for presentation at a conference [Akopova, Shishigina, 2013]. In the work of N. V. Barkovskaya and O. Y. Baghdasaryan present tasks for independent work after each lesson [Barkowska, 2018]. The article by O. O. Amerkhanova describes the algorithm of teaching foreign-language written scientific discourse to graduate students based on the tandem method, which is divided into 11 stages. The eighth stage is the setting of the task of writing individual scientific written papers on the problems of students' scientific research, and the ninth stage is the student's writing of a scientific article [Amerkhanova, 2017]. V. G. Polevoy and his co-authors described the main parts of a scientific article and an algorithm for developing and submitting a scientific article for independent writing [Polevoy 2016].

In addition, it should be taken into account that ***any speech or communicative skill has a complex component composition***. The writing skills we are interested in are based on three groups of speech skills: lexical, grammatical and writing technique skills [Shatilov, 1985, p. 30-32]. In Russian language classes at the master's degree program, it may be necessary to work on the lexicon and grammar of a scientific article when defining its title, writing its sections and clarifying its title.

The position on the complex composition of speech skills is realized in a number of scientific works [Abramova, Ananyna, 2021; Wang Fei, 2020; Popova, Koptyaeva, 2015; Rozhkova, 2016; Kucherova, 2015; Kolyabina, 2019; Fateeva, 2015; Zakharova, 2020]. For example, I. E. Abramova and A. V. Ananyina, teaching bachelors of English academic writing, pay attention to the correction of lexical and grammatical errors in accordance with the teacher's instructions [Abramova,

Ananyina, 2021]. N. S. Kolyabina describes five modules for developing English academic writing skills, including paying attention to the lexico-grammatical module [Kolyabina, 2019]. The article by L. V. Rozhkova and O. V. Salnikova describes the techniques of compression and deployment of one's own text with the inclusion of analysis and evaluation of information [Rozhkova, 2016]. E. A. Zakharova pays special attention to the text structure and grammatical features. The author believes that it is extremely important to break long paragraphs into short ones and thus facilitate their reading [Zakharova, 2020]. A. V. Olenchuk and V. I. Chernykh consider speech clichés to describe the studied problem [Olenchuk, Chernykh, 2017]. Despite the fact that these works are mainly devoted to teaching English academic writing, the recommendations of their authors are also useful for teaching foreign undergraduates to write scientific articles in the Russian language.

The stages of work on scientific articles are described in the works of a number of authors [Avdeeva and Lobanova, 2016; Anikina, 2014; Anisina, 2002; Barkovskaya, 2018; Wang Qiang, 2013; Ershova, 2015; Mei Fang, 2021; Nazarova, 2007; Olenchuk and Chernykh, 2017, etc.], and many of them emphasize not three, but five or six stages of work.

The teaching model of O. V. Anikina and E. V. Yakimenko based on the following stages of work on the article: 1) preparatory stage – determining the type and topic of the article; 2) modeling – discussing how the purpose determines the textual organization of the article, information is presented in comparison with texts of other genres; 3) planning – determining the topic of the article and establishing semantic links at the level of word combinations, sentences, selection of means and the way of formulating thoughts; 4) regrouping, consolidation of text units, their expansion and reduction, repetition of grammatical constructions and units; 5) independent writing of the text of the article with reliance on the sample; 6) checking and editing of the draft version of the article with a return to the previous stages of work [Anikina, 2014, p. 25].

A. V. Olenchuk and V. I. Chernykh offer their algorithm for writing a scientific article: 1) what you need to know about a scientific article (why write articles? What

is a scientific article and what types of scientific articles are there? What is the scientific style of presentation?); 2) where to start writing a scientific article? (selection of research topic and structure of the article; selection of literature and primary analysis of sources); 3) structure and content of a scientific article (metadata – title of the article, information about the authors, abstract of the article, keywords, library code of the article; Introduction; Main part of the article; Conclusion of the article; List of used literature – article bibliography) [Olenchuk, Chernykh, 2017, p. 3-19].

H. V. Barkovskaya and O. Y. Baghdasaryan note that in the process of writing an article it is necessary to decide what to write about, i.e., to choose the material, then clearly imagine for whom the article will be written, choose and formulate the topic, determine the main content blocks of the article, its composition and, finally, write and design it [Barkovskaya, Baghdasarian, 2018, p. 6-8].

According to E.A. Zakharova, when writing scientific articles it is necessary to pay attention to the following elements of research: problem, background, confirmation of the level of innovation of the research, conceptual model, methodology or procedure, materials, equipment, software, methods, achieved results, analysis and interpretation of these results, research perspectives [Zakharova, 2020, p. 106].

The application of the process-oriented approach to teaching foreign graduate students to write scientific articles in Russian implies the sequential formation of the 10 skills described above. At the same time, it is necessary to take into account the specifics of the academic subject "Russian language", according to which these skills are divided into two groups (see paragraph 1.2). The first group, which requires working with linguistic means, includes the skills of writing an introduction to an article, describing the methodology of the research, presenting the results of the research and drawing conclusions. The second group includes all other skills that can be formed outside the academic discipline "Russian language". This allows us to identify the main topics of academic classes within the discipline "Russian Language", which will form the skills of writing a scientific article:

1. Structure of a scientific article.
2. Writing the Introduction.
3. Description of the Research Methodology and Statement of Findings.
4. Drawing Conclusions.

The analysis of approaches to teaching writing shows that both of them can be used when teaching writing a scientific article, as one approach does not contradict the other. In this regard, we note that in the scientific literature there have already been thoughts about the possibility of combining process-oriented and product-oriented approaches [Kroll, 1993]. It is such a balanced realization of these two approaches that corresponds to our vision of the process of learning to write a scientific article. The model of teaching foreign undergraduates to write scientific articles in Russian will be based on the sequential formation of skills to plan a scientific article, write an introduction to it, describe the research methodology, present its results and formulate conclusions. Each of these skills will be devoted to a separate lesson. In the course of each lesson, students will be familiarized with sample articles, their sections and subsections, language tools used by the authors of sample articles [Li Qingguo, 2024].

Thus, the basis for teaching foreign graduate students to write scientific articles in Russian will be based on the private methodological principle of *combining approaches to teaching, focused on the product of written speech activity (text) and on the process of its occurrence*.

1.5. WeChat platform as a mean for teaching scientific articles

In the last 25 years, blended learning, which is one of the possible forms of learning along with traditional (classroom), online, mobile and hybrid learning, has become widespread in the systems of teaching different subjects. Blended learning is in demand in modern pedagogical practice, and that is why it is investigated in many scientific works [Bekisheva, 2020; Blinov, 2021; Bobrova, 2020; Veledinskaya,

Dorofeeva, 2014; Erofeeva, 2022; Zhukova, Aristova, 2022; Malinina, 2013; Polyakov, 2017; Rubtsov, 2016; Rudenko-Morgun, 2017; Fedotova, Yan Ruiting, 2021; Bonk, Graham, 2006; De Praetere, 2010; Singh, Reed, 2001; Tomlinson, Whittaker, 2013, etc.].

The peculiarity of blended learning is that it includes classroom training (traditional) with a combination of e-learning, that is, with the use of ICT in the form of audio and video materials, computer interactive tools [Bonk, Graham, 2006, p. 192]. According to S.E. Bobrova, blended learning involves a combination of synchronous and asynchronous approach to learning, which includes three main components: 1) face-to-face work in the classroom; 2) independent work of students; 3) work using ICT means [Bobrova, 2020, p. 194].

In the context of the present study, blended learning of foreign graduate students to write scientific articles in Russian will be understood as such a form of learning, which combines the work of a graduate student under the guidance of a Russian language teacher and his/her independent work, carried out mainly with the use of ICT. The development of the methodology of mixed teaching of foreign Master students to write scientific articles requires consideration of the experience of using ICT in teaching a foreign language.

In the article by O.V. Khorokhordina, T.I. Popova, N.L. Fedotova and E.V. Kosareva it is noted that the widespread use of ICT, their public accessibility and interactivity cause clearly expressed tendencies to change the basic principles of learning organization, in connection with which in the learning process there is a change of hierarchical relations by cooperation, the orientation of learning to personal situational and context-dependent educational interest of students is strengthened [Khorokordinina, Popova, Fedotova, etc., 2023, p. 13].

E.A. Vylegzhanina suggests the following types of ICT means for the education system:

1. «Teaching – communicating knowledge, forming skills, skills of educational or practical activity, providing the necessary level of assimilation;

2. Simulators – for practicing various skills, repetition or consolidation of the

passed material;

3. Information-seeking and reference – provides information, builds skills and abilities to systematize information;

4. Demonstration – visualize the studied objects, phenomena, processes in order to study them;

5. Simulation – represent a particular aspect of reality to study its structural or functional characteristics;

6. Laboratory – allows remote experiments to be performed on real equipment;

7. Modeling – allows to model objects, phenomena, processes in order to study;

8. Computational – automates various calculations, etc.;

9. Learning-game – to create learning situations in which the activities of students are realized in a game form» [Vylegzhanina, 2015, p. 6].

This system of ICT means provides students with the opportunity for positive interaction and timely feedback on the means they use. Among the 9 means are indispensable functions of simulators, demonstration and educational-game tools, which provide two-way interaction between the learner and the information mean. The use of information-search and reference, laboratory, modeling and calculation tools in training can contribute to the development of creative abilities of students, increases their interest in obtaining the result of learning, assumes independence in setting the goal, finding ways to solve the problem.

ICT is being actively introduced in China, and today's Chinese youth are familiar with it. According to the documents of the Ministry of Education of China, education informatization is to build a distributed, hyperlinked, non-linear, multimedia, open and intelligent library of generative educational information resources. It includes 7 aspects: informatization of course materials, learning mode, learning technology, educational environment, pedagogical evaluation, educational management, pedagogical quality» [Yang Zongkai, 2013, p. 90]. To implement these tasks, China uses computer-based training programs, such as electronic textbooks, simulators, etc.; computer-generated multimedia educational system; intelligent

system of teaching various disciplines in universities; telecommunication means, including teleconference, e-mail, etc.; electronic libraries and centralized systems of publishing houses [Wu Wei, 2020, p. 144].

Currently, China's education system uses micro-courses, MOOCs (massive open online courses), APP (applications) software resources, and the WeChat public platform.

The development of ICT in education has led to the fact that electronic textbooks have been created and improved in the methodology of teaching Russian as a foreign language since the 1990s. E.G. Azimov notes that currently in Russia «electronic textbooks of universal character; web-applications to textbooks; distance courses; mass open online courses; courses built with the help of multimedia technologies or virtual worlds technologies" are being developed» [Azimov, 2020, p. 41]. There are a number of scientific works that prove the effectiveness of ICT use in teaching Russian to Chinese students [Wang Dezhuang, 2009, p. 105-106; Xu Shilin, 2011, p. 134-137; Zhu Shuang, 2017, p. 77, etc.]. In the last 10 years, researchers have been interested in using the Chinese multifunctional platform WeChat as a tool for teaching Russian [Antropova, 2018; Guo Jun, 2018; Liu Kaidong, 2019; Guo Baicheng, 2020; Yan Ruiting, 2023]. At the same time, the possibility of using this platform in mobile devices in both online and blended learning environments is emphasized.

Let's take a look at the features of the WeChat platform.

WeChat is a mobile communication system developed by the Chinese company Tencent, the first release of which was released in January 2011 [Antropova, 2018, p. 218]. It is the basis for many platforms, in particular, the popular in China publicly available (free) program "Learning Russian", designed to help Chinese students understand Russia and learn the Russian language. This program has proven to be more effective than traditional classroom learning and has been widely adopted both in China and around the world. China believes that the WeChat platform has good prospects for application in the education system [Wang Kun, 2018, p. 60].

Advantages of WeChat public platform:

1) Large user base

With its simple and efficient functions, WeChat has quickly become an important tool for sharing information on a national level with a wide range of users and high activity. As of the third quarter of 2022, the total number of WeChat users reached 1.31 billion (Figure 2) [Number of active WeChat messenger accounts, 2022].

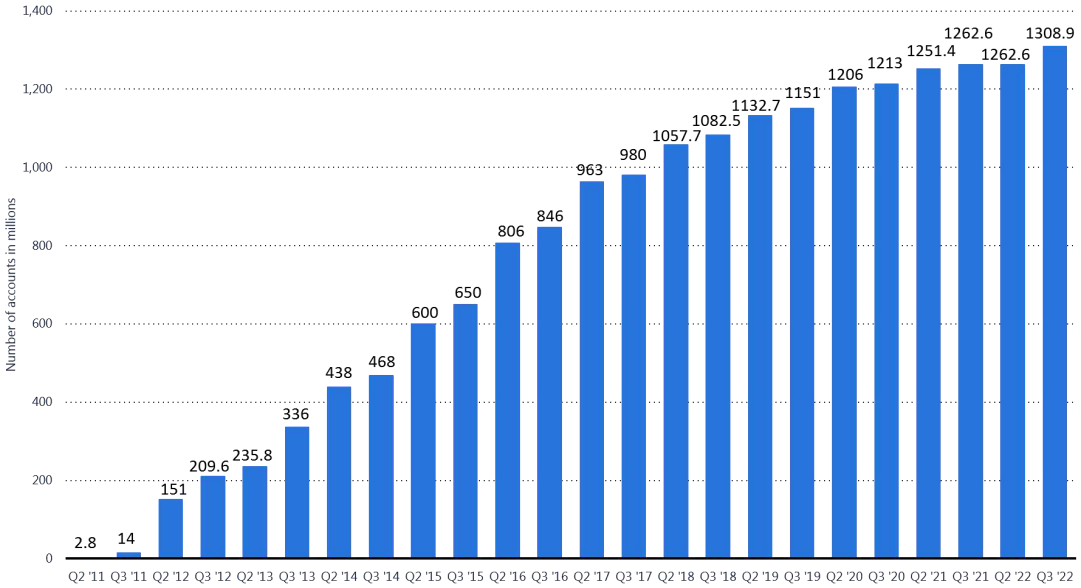

Figure 2. Number of WeChat users from Q2 2011 to Q3 2022 (million people)

The academic literature notes: «As an important application software for smartphones, WeChat has a huge user base, among which university students constitute a significant proportion» [Tang Xujun, 2014, p. 52].

2) Relevance of content

WeChat platform allows users to publish and share information in real time according to their needs. Compared with traditional magazines and newspapers, it allows sharing audio and video content, which is more understandable to users and takes less time to digest.

From the point of view of teaching Russian as a foreign language, it is important to combine dynamic and static content. The WeChat public platform allows learners to keep abreast of current events and access materials that can be used

in the process of teaching Russian on related topics. For example, such as the annual New Year’ s speech by President V.V. Putin, the next meeting of the prime ministers of China and Russia, the Boao Forum, the BRICS meeting, etc. Such "hot" content establishes a link between Russian language learning and social life, and may also be of interest to students.

3) Rich information

The content of WeChat public platform covers various fields, including the latest news, foreign language and international affairs, etc., and the content of the WeChat public platform can be offered to students by analyzing the background data according to their preferences. At the present time, articles, learning materials that can interest students can be suggested to them by analyzing background data according to their preferences.

For the methodology of teaching Russian as a foreign language, it is important that the educational content of the public platform is also continuous. Thus, "the Russian Language Learning" program has long been publishing materials from the open research and discourse center "Global Adventure", from the newspaper "Kommersant", from the TV channel "Channel One", etc. The content of each article is available in Chinese and Russian, and additional content is added: comments, explanation of difficult words, background knowledge, analysis of sentences and structures of articles. In addition, the program also offers materials about teaching Russian, such as "How to Use Scientific Style in a Russian Scientific Article", "How to Write an Abstract", and "Common Mistakes Chinese Make in Writing". This program provides a variety of in-depth reading materials and guides on methods of teaching Russian as a foreign language. This continuous stream of content also provides a steady high volume of reading.

4) Flexible learning time

According to a survey of online foreign language learning participants, 59% of students believe that online learning on WeChat platform increases learning motivation and saves time. 27% of participants think that it causes too much difficulty and does not save time. 14% believe that it is too difficult and boring to

continue studying on their own [Feng Chunyuan, 2020, p. 188].

This means that it is possible to teach Russian on the WeChat platform, but it should be borne in mind that this form of teaching is not suitable for all students. At the beginning of the training, it is advisable to conduct a test to show whether the students can master the learning material offered to them. In addition, it is necessary to provide them with the opportunity to choose the content and methods of training in accordance with their individual characteristics.

5) Diverse learning content

Compared with the step-by-step traditional learning mode, the content of learning in Russian on the WeChat public platform is richer and the communication capabilities are wider [Deng Xiaoxia, 2014, p. 41]. The menu on the public platform has three functions: input, location and orientation. According to the characteristics of the teaching methodology of Russian as a foreign language, we can distinguish introductory teaching, grammar teaching and speaking teaching, etc., which can help students quickly and accurately grasp the relevant Russian language knowledge and acquire speech skills. In addition to rich and clearly categorized professional knowledge teaching, regularly published interesting stories in Russian also help to deepen students' interest in learning. The fundamental goal of studying Russian is to learn to communicate, and broad knowledge is the basis for enriching students' personal experiences, broadening their horizons, and communicating effectively with others.

6) The learning content can be adjusted in real time according to the users' interests

Multimodal teaching of Russian as a foreign language can be realized on this platform. Such learning is more effective, as it allows taking into account the dominant channels of information perception for each learner by using auditory and visual stimuli: images, audio and video content, verbal text, which will contribute to better understanding and memorization of the learning material.

B. V. Belyaev, taking into account the regularities of foreign language acquisition, recommended to allocate no more than 15% of class time to the

communication of information about the language, and no less than 85% of class time to foreign language speech activity» [Belyaev, 1965, p. 211]. The WeChat public platform makes it possible to realize this recommendation.

WeChat provides students with opportunities to socialize after academic classes. The platform not only promotes communication and improves students' speech skills, but also has the function of collecting students' feedback for itself. Its content can be adjusted at any time according to students' acceptance level, which can not only stimulate students' cognitive activity, but also promote the development of the platform itself.

For teaching Russian to foreign graduate students, it is important that the public WeChat platform has such functions as media release, automatic reply, data analysis, etc. Using the user interface on the WeChat platform, effective interaction with text, images, audio, video, etc. between certain groups can be realized, i.e. «on it, people receive and send text and voice messages, share photos and videos, can use machine translation, watch news, etc.» [Antropova, 2018, p. 218]. В отличие от предыдущих электронных образовательных платформ обучения очевидное преимущество платформы WeChat состоит в том, что она «значительно упрощает общение между участниками учебного процесса, позволяет преподавателю отвечать на вопросы студентов голосовым сообщением на своем телефоне. Размещенные на публичном аккаунте образовательные ресурсы находятся в открытом доступе. Такой функцией не обладают приложения MSTeams, ZOOM и др.» [Yan Ruiting, 2023, p. 202].

The following functions of the WeChat platform are significant for Russian language teaching: function for releasing of information and "Leaving a voice message"; function for extracting keywords and combining, replacing, shortening and expanding grammatical structure; function for controlling test and function for voting on students' written works; function for recording audio and checking error; function for correcting, data statistics function (see more in our article [Li Qingguo, 2023a]).

Here are examples of training situations with application of WeChat platform

features when teaching foreign students to write scientific articles in Russian according to some of the above-mentioned WeChat platform features.

Situation 1:

The topic of the lesson: «Scientific language of the article – syntactic constructions, terminology»

The purpose of learning: ensure mastery of syntactic constructions and terminology necessary for writing a scientific article.

Progress of the learning process:

Function for releasing of information and "Leaving a voice message". The teacher pre-posts the teaching material of the class in advance on the platform: key and compound words, terms, sentences and sample articles for students to familiarize themselves with it before classes at any time (Figure 3).

Figure 3. Keywords, terms, sentences posted on WeChat platform

Function for releasing of information and "Leaving a voice message". In class, the teacher asks questions and checks students' understanding of the words, terms, and sentences that were used and then comments on them in detail.

Function for extracting keywords and combining, replacing, shortening and expanding grammatical structure and data statistics function. The teacher explains the syntax rules, and then students undergo automated testing on the WeChat platform (Figure 4).

Figure 4. Automatic tests on the WeChat platform

The platform calculates scores based on the results of students' answers, and the teacher can understand the students' content mastery based on the scores

calculated by the platform (Figure 5).

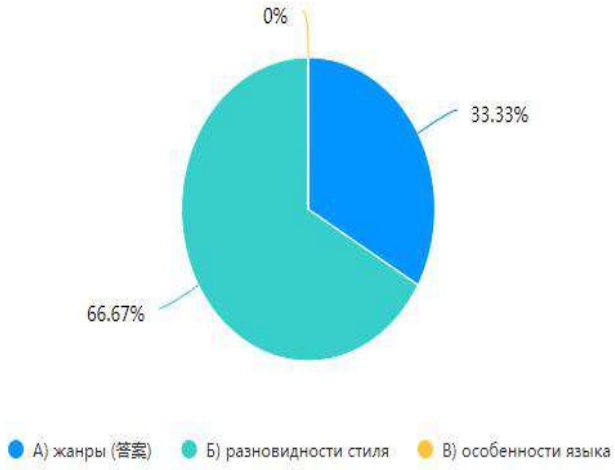

Figure 5. Distribution of students' grades

Information release function and "Leave a voice message" and function for voting on students' written works. The homework is also presented in this way (Figure 6), the teacher selects a few well-done exercises after grading and puts them into the "Excellent Completed Works" module of WeChat platform, and the students have the opportunity to vote for the best works.

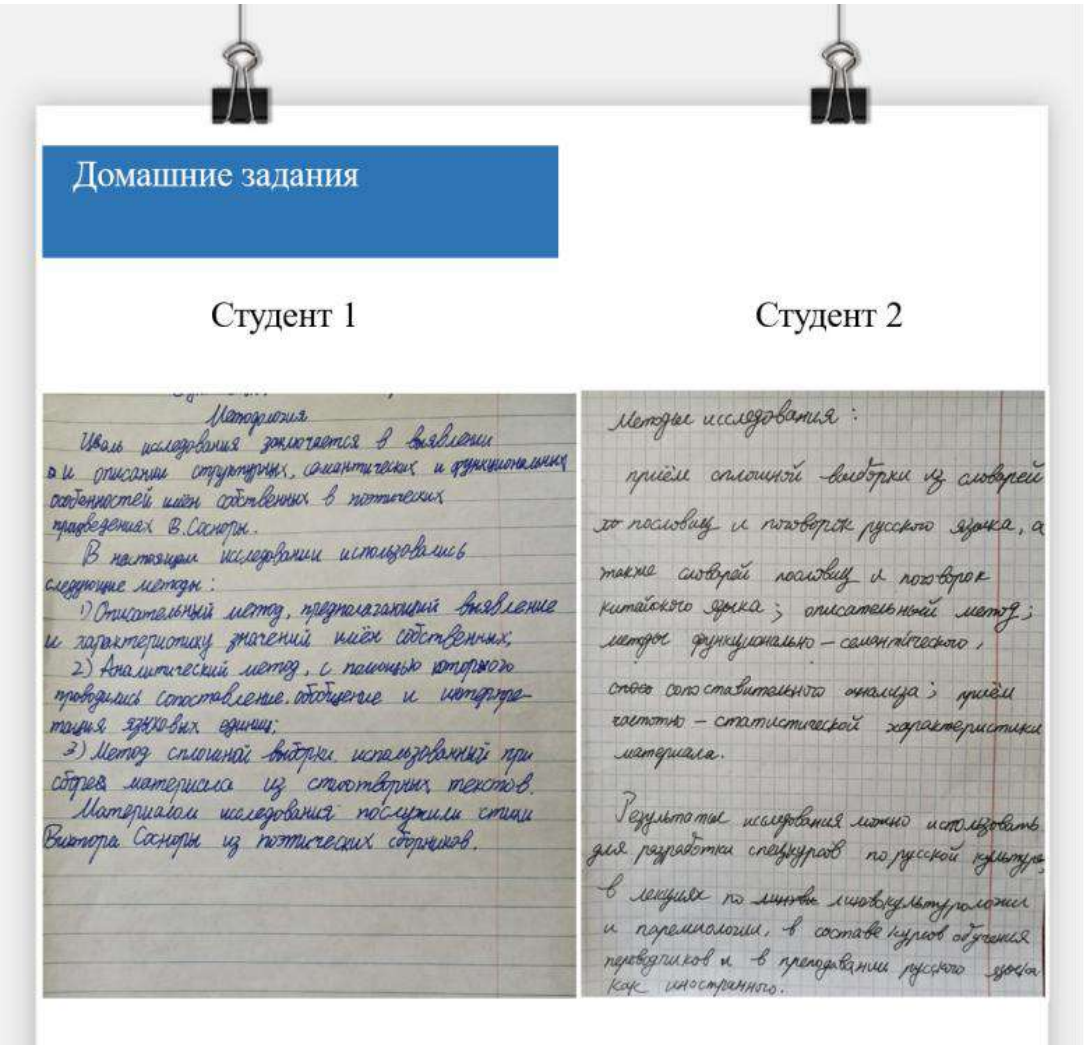

Figure 6. Students' homework exercises on WeChat platform

Situation 2:

The topic of the lesson: «How to write an abstract and keywords: finalizing an article»

The purpose of learning: organization of mastering the rules of writing an abstract and the ability to compose an abstract for a scientific article.

Progress of the learning process:

1. Function for releasing of information and "Leaving a voice message". Students work with the theoretical material on the platform (familiarize themselves with the general requirements for writing an abstract), answer the teacher's questions.

2. Function for releasing of information and "Leaving a voice message". The teacher publishes a video about abstract (Figure 7).

Figure 7. Video on WeChat platform

3. Function for releasing of information and "Leaving a voice message" and function for voting on students' written works. Students briefly retell the content of the video, and the teacher selects the well-written works and places them in the "Excellent Completed Works" module of the public WeChat platform.

For teaching Chinese linguists graduates to write scientific articles in Russian, it is important that the WeChat platform allows:

- presenting information about a scientific article, its typical structure, the functions of its sections and subsections, and the language tools used in writing a scientific articl;

- organizing the activity of students to analyze already published articles;

- organizing students' activities to develop the whole set of skills of writing scientific articles;

- controlling the learners' activities, correct their actions and counsel them. WeChat platform allows you to monitor, correct and advise your learners' activities.

- improving the content of published teaching materials based on analyzing the learners' written speech production.

WeChat gives students opportunities to socialize after academic classes. The platform not only promotes communication and improves students' speech skills, but also has the function of collecting students' feedback for itself. Its content can be adjusted at any time according to students' acceptance level, which can not only stimulate students' cognitive activity, but also promote the development of the

platform itself.

Such a teaching option not only extends traditional classroom teaching, but also allows students to learn anytime and anywhere, improving their skills, facilitates speech training and speech practice of students. At the same time, we should take into account that the process of producing teaching content on the public WeChat platform requires teachers to have computer skills. For example, the teaching staff should be able to master the production process of WeChat platform, which can also greatly improve teaching efficiency.

Thus, blended learning, combining traditional classroom and online learning, has great prospects in the education system in general and in teaching Russian as a foreign language in particular.

1.6. The attitude of foreign graduates towards learning to write a scientific article and using WeChat platform

In the research process, the attitude of graduate students towards learning to write a research paper using the WeChat platform should be taken into account, as it is known that one of the important principles of instructional design is to take into account the interests and needs of learners [Kolesnikova, 2005]. In order to find out this attitude, a questionnaire survey of Chinese graduate students was conducted.

The research used Sojump, a Chinese professional online survey platform, to conduct the survey. Sojump (问卷星) is «a professional online platform for surveys, exams, evaluation and voting. Compared with other traditional polling methods, Sojump has obvious advantages: fast, easy to use and low cost» [Li Song, 2021, p. 11].

The questionnaire we developed contained 17 questions that address issues such as the importance of writing scientific articles, the process of writing them, the difficulties encountered in writing articles, the form, content of articles, finding

appropriate materials, the importance of conducting training courses on scientific writing, the use of information technology, and writing training. The questions of the questionnaire are as follows.

Question 1. Do you know what a scientific article is?

Question 2. Can you define a scientific article?

Question 3. Do you need to write scientific articles for your academic career?

Question 4. Did you find it difficult to write scientific articles during your research?

Question 5. Do you know how to write scientific articles?

Question 6. What difficulties do you face while writing scientific articles?

Question 7. Do you think it is necessary to organize special training sessions devoted to writing scientific articles?

Question 8. Do you think it is necessary to familiarize yourself with the concept of a scientific article, its structure and requirements for its writing?

Question 9. What teaching materials would you like to use to familiarize yourself with the concept of a scientific article?

Question 10. Do you think it is important to perform exercises in the process of learning to write scientific articles?

Question 11. Do you think it is important to do creative exercises in the process of teaching scientific writing?

Question 12. Did your teacher teach you how to write a scientific article in class?

Question 13. If yes, how do you learn to write scientific articles?

Question 14. Has your teacher used online technology in teaching you how to write scientific articles?

Question 15. What online technologies did your teacher use?

Question 16. Has your teacher used WeChat, a publicly available platform, when teaching how to write scientific articles?

Question 17. Do you think it is effective to use the public WeChat platform in teaching academic writing?

This questionnaire was closed, the respondents could choose only one answer to each question from the proposed ones. The questionnaire was sent to graduate students by means of QR code through the Wechat group of Chinese students studying at Saint Petersburg State University.

The research involved 46 Chinese graduate students at Saint Petersburg State University. Of them, 34 students were majoring in Philology and Linguistics, 9 students were majoring in other humanitarian and social specialties, 1 student was majoring in Music, 1 was majoring in Biology and 1 was majoring in Mathematics.

Here are the results of the questionnaire (see Table 2).

Table 2.

Results of the study on the attitudes of foreign graduate students toward learning to write a scientific article and the use of WeChat platform

Question 1. Do you know what a scientific article is?	1) Yes (89.13%); 2) No (0%); 3) Difficult to answer (10.87%).
Question 2. Can you define a scientific article?	1) Yes (15.22%); 2) No (30.43%); 3) Difficult to answer (54.35%).
Question 3. Do you need to write scientific articles for your academic career?	1) Yes (93.48%); 2) No (4.35%); 3) Difficult to answer (2.17%).
Question 4. Did you find it difficult to write scientific articles during your research?	1) Yes (89.13%); 2) No (2.17%); 3) Difficult to answer (8.70%).
Question 5. Do you know how to write scientific articles?	1) Yes (17.39%); 2) No (32.61%); 3) Difficult to answer (50%).
Question 6. What difficulties do you face while writing scientific articles?	1) Crisis of creativity (4.35%); 2) I do not know the structure of a scientific article (6.52%); 3) I do not know how to write an introduction (6.52%); 4) I do not know how to write the main part (15.22%); 5) I do not know how to write an abstract (6.52%); 6) I do not know how to write conclusions (8.70%); 7) I don't know how to find the necessary literary sources (6.52%); 8) I don't know if the written content corresponds to the scientific style (2.17%); 9) I don't know how to compose tables and pictures correctly (6. 52%); 10) All of the above options (36.96%); 11) Others (0%).
Question 7. Do you think it is necessary to organize special training sessions devoted to writing scientific articles?	1) Yes (91.30%); 2) No (0%); 3) Difficult to answer (8.70%).

Continuation of table No.__2___

Question 8. Do you think it is necessary to familiarize yourself with the concept of a scientific article, its structure and requirements for its writing?	1) Yes (97.83%); 2) No (0%); 3) Difficult to answer (2.17%).
Question 9. What teaching materials would you like to use to familiarize yourself with the concept of a scientific article?	1) Materials with online technology (pictures, audio, video, etc.) (93.48%); 2) Materials without online technology (pictures, audio, video, etc.) (4.35%); 3) Other (2.17%).
Question 10. Do you think it is important to perform exercises in the process of learning to write scientific articles?	1) Yes (97.83%); 2) No (0%); 3) Difficult to answer (2.17%).
Question 11. Do you think it is important to do creative exercises in the process of teaching scientific writing?	1) Yes (93.48%); 2) No (2.17%); 3) Difficult to answer (4.35%).
Question 12. Did your teacher teach you how to write a scientific article in class?	1) Yes (13.04%); 2) No (47.83%); 3) Difficult to answer (39.13%).
Question 13. If yes, how do you learn to write scientific articles?	1) I read some materials or instructions (17.39%); 2) I take samples (watch others write) (34.78%); 3) Both (47.83%).
Question 14. Has your teacher used online technology in teaching you how to write scientific articles?	1) Yes (39.13%); 2) No (8.70%); 3) Difficult to answer (52.17%).
Question 15. What online technologies did your teacher use?	1) Electronic books (73.91%); 2) Telecommunication means (4.35%); 3) Electronic libraries (4.35%); 4) Multimedia technologies (2.17%); 5) Others (15.22%).
Question 16. Has your teacher used WeChat, a publicly available platform, when teaching how to write scientific articles?	1) Yes (2.17%); 2) No (93.48%); 3) Difficult to answer (4.35%).
Question 17. Do you think it is effective to use the public WeChat platform in teaching academic writing?	1) Yes (89.13%); 2) No (4.35%); 3) Difficult to answer (6.52%).

The results of the questionnaire are as follows:

Most of the respondents (89.13%) know what a scientific article is, but only 15.22% can define it. 93.48% of the respondents believe that one should write research papers for academic career. 89.13% indicated that they found it difficult to write them during their studies and only 17.39% indicated that they know how to write research papers.

4.35% of respondents noted that when working on a scientific article they do not know how to write the main part, 6,52% face difficulties with the crisis of creativity, 6,52% do not know how to write conclusions, 15,22% do not know how to find the necessary literary sources, 6,52% do not know, whether the written content corresponds to the scientific style, 8.70% do not know how to write an introduction, 6.52% do not know how to write an abstract, 2.17% do not know the structure of a scientific article, 6.52% do not know how to correctly compose tables and pictures, 36.96% believed that all the above options are important. This indicates the importance of forming all types of abilities of writing a scientific article.

91.30% of respondents noted that it is necessary to organize special training lessons devoted to writing scientific articles. 97.83% indicated that when teaching how to write a scientific article it is necessary to familiarize with the concept of scientific article, its structure and requirements for its writing. 93.48% indicated that they would like to use online learning materials (pictures, audio, video, etc.) when learning how to write articles, and 97.83% indicated the importance of doing exercises in the process of learning how to write scientific articles, and 93.48% indicated the importance of doing creative assignments.

Only 13.04% of the respondents admitted that they were taught how to write a research paper in class. 17.39% recalled that they learned to write scientific articles by reading instructions, 34.78% used samples, and 47.83% said that both were used.

39.13% indicated that online technologies were utilized in the classes. Among them, 73.91% recalled that among the online technologies, e-textbooks were used, 4.35% used telecommunication tools, 4.35% used digital libraries, 2.17% used multimedia technologies, and 15.22% used other tools. Only 2.17% of the respondents indicated that their teacher used WeChat platform in teaching academic writing. At the same time, 89.13% of the respondents indicated that they believed that the use of public WeChat platform in teaching research writing could be effective.

Thus, the survey confirmed the importance of special training of foreign graduates to write scientific articles in Russian and the possibility of using the WeChat platform for this purpose.

CONCLUSIONS ON CHAPTER I

1. In the process of linguistics graduates' training the scientific component plays an important role, as one of the main tasks of students is to write a graduation thesis. In addition, master students are also interested in writing scientific articles, which, on the one hand, popularize the results of their research, and on the other hand, are necessary for further postgraduate studies. All this shows the need for them to be trained to write scientific articles.

2. In the process of teaching graduate students to write scientific articles, the genre features of a scientific article should be taken into account, which are summarized in the working definition adopted in the dissertation: *scientific article is a complete and logically coherent work, devoted to the solution of one actual scientific problem, proposing a new solution and written in scientific style of speech.*

3. The analysis of articles on linguistics has shown that among them we can distinguish strictly structured articles and articles whose structure is not clearly expressed. It is necessary to teach foreign graduate students to write strictly structured scientific articles, which is due to their greater prevalence in Russian scientific journals and the convenience of working with them in the course of study.

4. Three stages of writing a scientific article are analyzed: preparatory, executive and final stages. It has been found that a certain set of skills is required to pass each stage. In total, 10 skills of writing a scientific article are identified: 1) ability to determine the purpose of the article, its content and working title; 2) ability to make a detailed plan of the article; 3) ability to find published works on the topic of the article and analyze them; 4) ability to write an introduction to the article; 5) ability to describe the methodology of the research; 6) ability to present the results of the research; 7) ability to draw conclusions; 8) ability to specify the title of the article; 9) ability to compile and arrange the list of references; 10) Ability to understand and

clearly follow the requirements of a particular journal, including writing the abstract and keywords.

5. *In the process* of training should take into account the relationship between the four subjects that form the skills of writing scientific articles: the teacher of the discipline "Methodology of Scientific Research", supervisor, teacher of Russian language, the student himself. The specific task of the teacher of Russian language is to ensure that the student learns the linguistic means necessary for writing a scientific article.

6. The selection of linguistic means necessary for writing a scientific article is carried out. The unit of selection – speech cliché – was defined. An initial corpus of speech clichés has been compiled. Three principles of selection were identified: 1) absence of redundancy; 2) compliance with the norms of scientific style of speech; 3) correspondence to the main sections of the scientific article and semantic fragments of each section. A minimum of linguistic means including 97 speech cliches was created.

7. The methodological principle of combining approaches to teaching, focused on the product of written speech activity (text) and on the process of its occurrence is put forward. This principle will be put in the basis of the model of teaching foreign undergraduates to write scientific articles in the Russian language.

8. The work considers the functionality of the Chinese platform WeChat as an educational mean. It is suggested that the use of this platform can be effective in teaching Chinese graduate students to write a scientific article in Russian language. The basis for this assumption was the advantages of the WeChat platform (large user base, relevance of content, rich information, flexible learning time, diverse learning content, the learning content can be adjusted in real time according to the users' interests), as well as its functional potential, which makes it possible to transfer a number of training activities Russian language teacher outside the classroom.

9. The questionnaire survey of Chinese graduate students confirmed the importance of special training in writing scientific articles in Russian and the possibility of using the Wechat platform in this process.

CHAPTER 2. METHODOLOGY OF TEACHING FOREIGN LINGUISTICS STUDENTS TO WRITE SCIENTIFIC ARTICLES IN RUSSIAN USING THE WECHAT PLATFORM

2.1. Teaching foreign linguistics students to write a scientific article as a system

Teaching foreign linguistics students to write a scientific article can be viewed as a system, all components of which are interrelated.

The main components of the learning system are described in the works of L.V. Moskovkin, A.N. Shchukin and other researchers [Moskovkin, 1999, p. 19-46; Shchukin, 2006, p. 70-72]. L.V. Moskovkin considers the learning system as a hierarchical multilevel formation, the first level of which includes the goal, methodological concept, means, process and results of learning. Each of these components in turn includes a number of components of the second level, for example, the methodological concept includes the principles, content and techniques of learning. In addition, there are factors that are not included in the learning system, but condition its nature: learning conditions and psychophysiological characteristics of the teacher and students [Moskovkin, 1999, p. 22, 31-36].

A.N. Shchukin identifies the following components of the learning system: approaches to learning, purposes and tasks, content, process, principles, methods, means, organizational forms of learning [Shchukin, 2006, p. 72]. His concept does not always trace the links between the components of the learning system, but attaches great importance to the concept of "approach to learning". When considering the methodology of teaching foreign language students to write a scientific article, we will also take into account the importance of the approach to learning as a methodological category that determines the features of many other components.

As it has already been noted, all components of the training system are in a certain hierarchical dependence, and many methodologists consider the most important, system-forming component to be the purpose of training [Moskovkin 1999;

Shchukin, 2006; Shiryaeva, Kameneva, 2019].

According to A.N. Shchukin, the purpose of language teaching is a pre-planned result of language acquisition activity, achieved with the help of various methods, techniques and means of teaching. The purpose of learning should correspond to the social order of society and at the same time be real for students to achieve in specific learning conditions" [Shchukin, 2015, p. 39]. In his opinion, we should distinguish strategic, practical, general educational, educational and developmental purposes of learning.

Recognizing the importance of their formation, we note that the main purpose of teaching any non-native language is a practical or communicative purpose, as languages are studied mainly to communicate in them. This was noted by S.F. Shatilov: «... the leading purpose of teaching foreign languages is practical mastery of a foreign language as a means of oral and written communication» [Shatilov, 1986, p. 43]. In the context of the present study, the purpose of training is to form and develop in foreign linguistics students 10 abilities to write scientific articles in Russian, which are related to writing skills.

If we take into account that the results of training should be the skills of written speech, then it should be recognized that the leading approach to teaching foreign linguistics graduates to write scientific articles in Russian should be the activity approach, which implies training of activity in the process of activity. If we take into account that the skills being formed are speech skills, then it is reasonable to say that such a type of activity approach as the communicative approach should be the leading one. The communicative approach determines the specifics of formation and development of skills of writing scientific articles: the specifics of the content, principles and techniques of teaching.

The content of learning is «everything that the teacher must teach and students must learn in the process of learning» [Shchukin, 2015, p. 48]. Russian language teachers in classes with graduate students should ensure that students master a) the general algorithm of work on the article and b) language means (speech clichés) necessary for writing an article. In this case, for Russian language classes the second

task is more important than the first one, because mainly at these classes the work with speech clichés is carried out, while the algorithm of work on the article can be mastered at classes on research methodology and in the process of communication with the scientific supervisor.

Accordingly, the structure of learning content will distinguish, on the one hand, the actions of writing a scientific article, on the other hand, the speech clichés selected for learning. These actions and speech cliches will act as units of instruction. The minimum of speech clichés selected for learning, including 97 units, is presented in paragraph 1.3.

The mastering of learning content is carried out through the texts of scientific articles, which can also be considered as units of learning. These texts, acting as samples for writing their own articles, should have unity of theme and idea, completeness, coherence, cohesion, integrity, structure, as well as contain typical linguistic means necessary for writing sections and subsections of the article.

Let us present a list of linguistic articles that were used in the learning process.

In lesson 1 "Structure of a scientific article" is used the article "Communication of generations: types of discourses and their essential features" [Sadovskaya, 2023]. The reason for its choice is that it clearly identifies the different sections of research articles: introduction, methods, results and conclusion. At the same time, the article addresses the problem of generational communication and aims to identify the types of discourses actualized in the process of generational communication, which is related to written speech.

In lesson 2 (first part) "Writing the Introduction" is used the article "Linguopragmatic features of the speech genre "condolence" in internet communication" [Kozheko, 2020]. It was chosen because of its close connection with the present study. The introduction presented in it includes the subsections "Justification of the relevance of the research problem", "Description of the degree of study of the problem" and "Indication of unsolved problems", which makes it convenient to work with the groups of speech clichés we have selected for writing the introduction to the article.

In lesson 2 (second part) "Ways of Finding Essential Materials and Analyzing" is used the article "Thematic scope of academic discourse" [Burmakina, 2018]. The reason for selecting this article is that it is related to the content of this class. The article deals with the concept of "theme" and its explanatory potential in linguistic research. The focus is on the phenomenon of thematic unfolding of discourse. The abstract to this article clearly states the problem, describes the purpose, methods, research results and conclusions, which will help master's students to quickly and accurately find the necessary materials.

In lesson 3 (first part) "How to describe the research methodology?" is recommended to familiarize with the article "Features and communicative functions of discursive formulas with verbs of speech" [Wang Ting, 2023]. Its choice is conditioned by its connection with the present study. The article describes the purpose, methods and material of the research. In addition, this article is devoted to the problem of theoretical description of discourse formulas as a special class of constructions and analysis of their functions in dialogic speech, which can provide students with a deeper understanding of linguistic means.

In lesson 3 (second part) "How to present the results of the research?" is used the article "Genre of the internet travelogue as an object of interest for modern philological knowledge" [Bogucharskaya, 2019]. The reason for choosing this article is that the included "Research results" section is clearly labeled in the article, structured and contains the necessary linguistic means.

In lesson 4 "How to write conclusions?" is proposed the article "Genre specificity of the scientific article on linguistics (on the material of the Russian language)" [Arkhipova, 2013]. The reason for selecting this paper is to present the main sub-sections of the Conclusion section and the language tools used to write this section.

One of the most important components of the teaching system is the principles of teaching. First of all, didactic principles are important for learning to write a scientific article: the principles of science, consistency, systematicity, accessibility and feasibility, consciousness, visibility, activity, independence and durability. At the

same time, it should be taken into account that when teaching speech activity, some of them receive a specific interpretation.

For example, in the process of teaching foreign graduate students to write a scientific article, the principle of independence is important, which implies increasing the share of independent work of students, and increasing the share of tasks for self-assessment and self-control when teaching writing [Хлыбова, 2020, p. 190]. In accordance with this principle, it is proposed to combine classroom and extracurricular work: the teacher introduces the teaching material, and then master students log on to the WeChat platform for training and self-control. There they can also find the necessary instructions. This makes it possible to compensate for the limited study time allocated for the study of this material in the Russian language working program, to provide graduate students with the opportunity to work with a rather large list of selected speech clichés, as well as to go beyond this list if desired.

Reliance on the communicative approach in the process of learning to write scientific articles determines the choice of the communicative principle as the leading methodological principle. This principle, in turn, influences the nomination of general principles of work with educational speech and textual material: a) the principle of speech and textual visibility, b) the principle of speech training and c) the principle of speech practice. The implementation of these principles implies the use of the following methods of work: demonstration of speech samples and exemplary texts, organization of their analysis, organization of language and speech exercises, organization of writing their own scientific articles.

At the same time, the teaching process should take into account the peculiarities of age, educational and national characteristics of students. In particular, it should be borne in mind that graduate students who received linguistic training at Bachelor's level have linguistic competence and need Russian language teaching to be based on it. In addition, Chinese graduate students, who have studied at the master's level in Chinese universities and inherited Eastern linguodidactic traditions, need to be aware of both teaching materials and actions with them. Accordingly, the principle of consciousness (the principle of awareness of speech and textual material)

will play an important role in teaching along with the principle of speech orientation. This principle will influence the following general principles of work with the educational speech and textual material: a) the principle of verbal explanation of the educational material, b) the principle of analyzing and consciously constructing sentences and sections of the scientific article, c) the principle of relying on the instructions. The instructions for writing a scientific article can be given to students orally or in writing. They are available on WeChat platform.

The realization of the principle of consciousness in teaching writing scientific articles is manifested, in particular, in the possibility of using deductive and inductive methods of introducing the material. The deductive method is used by the teacher when introducing the teaching material. For example, the teacher gives examples of linguistic means and comments on them, and then master students work independently: they write sections of scientific articles with the help of learned linguistic means. The inductive technique is used when analyzing exemplary articles. The teacher offers the students scientific articles and gives the task to find and write out the language means useful for writing their own articles.

Besides didactic and general methodological principles of teaching, the principle of combining product-oriented and process-oriented approaches lies at the heart of teaching foreign master students to write scientific articles. This principle implies, firstly, the sequential formation of skills of writing scientific articles, and secondly, when working on each skill, the study of sample articles and the necessary speech cliches, as well as writing their own articles. Thus, the principle of combining the product-oriented approach and the process-oriented approach provides systematic and consistent formation and development of scientific article writing skills of foreign linguistics students.

Returning to the understanding of "teaching method" in the sense of "methodological concept", we note that in terms of its main features, teaching foreign linguistics students to write scientific articles is close to the conscious-practical teaching method of B.V. Belyaev [Belyaev 1965], the main methodological principles of which are consciousness, practical (speech) orientation, and

translationlessness. At the same time, we note that the use of the WeChat platform allows to give translation of words and speech clichés. This means that elements of the conscious-comparative method can also be used in teaching scientific article writing.

The last important component of the teaching system is teaching aids. A.N. Shchukin writes: «Teaching aids are a set of teaching aids and technical devices, with the help of which the teacher's activity in teaching a foreign language and the students' activity in mastering a foreign language are managed» [Shchukin, 2006, p. 226]. In the system of teaching foreign graduate students to write scientific articles in Russian using the WeChat platform, the teaching means will be traditional printed materials and electronic materials posted on the WeChat platform – educational site «Russian scientific research».

The correlation of all components of the training system is presented in Figure 8.

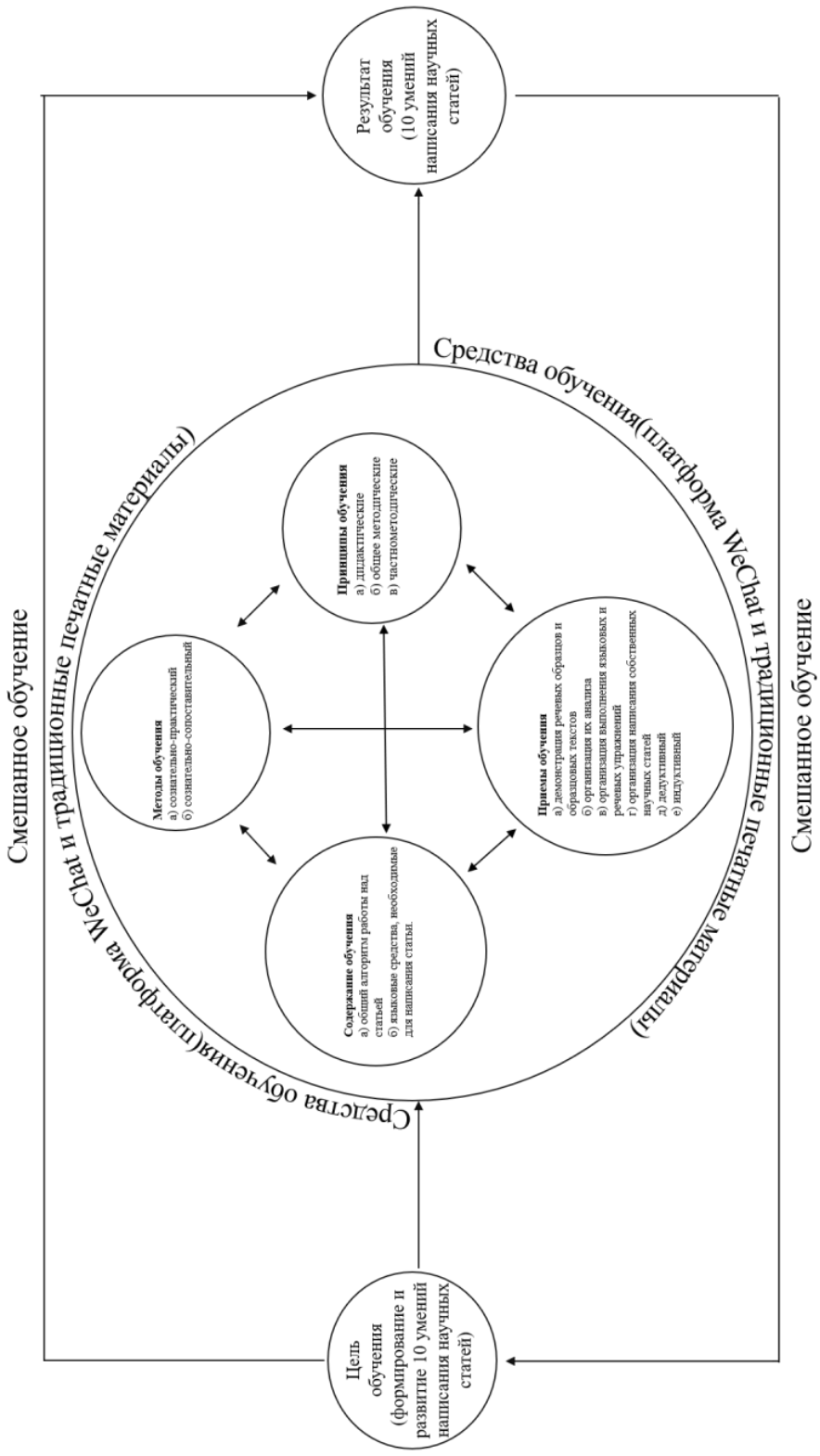

Figure 8. System for teaching writing scientific articles

2.2. Model of teaching international linguistics students to write a scientific article using the Wechat platform

Models are idealized and conceptual representations of real objects, systems and processes [Develaki, 2016, p. 200]. Any model is a substitute object, which under certain conditions can replace the original object, reproducing the properties and characteristics of the original that are of interest to the researcher [Mikhalkin, 2017, p. 43]. Accordingly, a learning model is an object that reproduces the properties and characteristics of the learning variant developed by a specialist in the field of pedagogical sciences. When developing a model of teaching Chinese students to write a scientific article using the WeChat platform, in addition to determining the skills necessary for writing a scientific article, it is important to think through the teacher's teaching actions in the formation of each skill and relate them to the capabilities of the WeChat platform.

Since the principle of combining the product-oriented approach and the process-oriented approach is fundamental for this teaching model, the teaching model, on the one hand, provides, on the one hand, a systematic and consistent formation and development of scientific writing skills in foreign language students, and, on the other hand, a logical system of actions for the formation of each of the identified skills. The model for the development of this system of actions is based on the three-stage scheme of skills formation, which distinguishes the stages of organizing students' orientation in the material under study (block 1), organizing students' training (block 2) and the use of acquired experience (block 3) [Moskovkin, 2021, p. 90-93].

Block 1: Organizion of students' orientation in the material under study (introduction of the material).

The teacher reminds the students that they are already familiar with the basics of scientific research and its structure and asks them to recall what the main sections of the research are. After that, he provides information about the typical structure of a scientific article and shows that this information can be found in the reference section

on the WeChat platform. The teacher then shows that each section of the article has semantic fragments that fulfill certain obligatory functions and that each function can be expressed in several ways. He demonstrates the relationship of article sections, functions of semantic fragments and linguistic means in the form of an intelligence map. The following are examples of speech clichés:

- *Актуальность нашей диссертации обусловлено (+Творительный падеж..);*
- *Нас в основном (прежде всего) интересует (+Именительный падеж..);*
- *В работе дан сравнительный анализ (+родительный падеж..);*
- *(Основная) цель данной работы заключается в (+предложный падеж..);*
- *Метод, предложенный в данной статье, состоит в (+предложный падеж..);*
- *Результат эксперимента показывает (+винительный падеж..);*
- *Иными словами, (+предложение);*
- *Кроме того, (+предложение);*
- *Во-первых, (+предложение); во-вторых, (+предложение); в-третьих, (+предложение); наконец, (+предложение);*

Block 2: Organization of student training (consolidation of material).

This block includes the performance of training tasks on the WeChat platform. The teacher gives graduate students training tasks of receptive and reproductive nature and supervises their fulfillment. Below are the types of exercises recommended for teaching Chinese students to write scientific articles (Table 3):

Table 3.

Exercises to build research writing abilities in classroom and online learning environments

Abilities	Exercises	
	In the classroom (without the help of WeChat platform)	**Online (using WeChat platform)**
Ability to determine the purpose of the article, its content and working title	- Write on a piece of paper or type in a file what you are going to write an article about, what new things you want to write about it, for what purpose you want to write an article, what title you can give it. - Find and analyze an article on a similar topic. Write what the author writes about, what new things he/she suggested (found out, discovered), how the purpose of the article is formulated. - Make corrections to your notes.	- Log in to the WeChat platform, read the comments, describe the content of the research article you want to write, and name it. - Scan the QR code of the WeChat platform, analyze the keywords of the written content, and based on the results, find and analyze an article on a similar topic. Describe the content of this article, determine what new things the author has suggested (found out, discovered), how the purpose of the article is formulated. - Identify the QR code in the WeChat platform, analyze the vocabulary of the article according to the provided reference content (https://textometr.ru/) and make corrections to your notes.
Ability to find published works on the topic of the article and analyze them	- Select keywords and word combinations of your article. Enter them into the Yandex search engine strings. - Select from the list of articles in the Yandex search engine articles on topics close to your article and download them.	- Log in to the WeChat platform, enter an article on related topics, select keywords and phrases using the keyword extraction function, and scan the QR code to directly enter Yandex for search. - Open the WeChat platform, extract keywords from articles downloaded from Yandex, save articles matching the topic of

Continuation of table No.__3___

Ability to find published works on the topic of the article and analyze them	Read them and write out what is relevant to the topic of your article. - Tell why you have chosen these particular fragments.	your article, read them and describe the content related to the topic of your article. - Use Smart Map to map these snippets and upload them to the WeChat platform, and tell why you chose these snippets.
Ability to write an introduction to the article	- Analyze the "Introduction" section of articles on similar topics. - Think about what problem you will solve in this article and describe it. Why is it necessary to solve it? - Identify and describe the extent to which this problem has been studied.	- Perform the Introduction automatic test and analyze the Introduction section of an article on a relevant topic. - Describe the problem you will solve in this article, explain the reasons for it, and post this piece of Introduction on the WeChat platform. - Click on the picture to put it in the corresponding carriage of the "train", learn the language tools that appear, and identify and describe the degree of research on this problem.
Ability to describe the methodology of the research	- Analyze the "Research Methodology" or "Purpose, Material, and Methods" sections of articles on similar topics. - Determine what results you want to obtain and formulate the purpose of the study. - Determine what you will analyze to obtain the results and describe the research material. - Think about what you will do to obtain the results. Describe them using the names of the research methods described in	- Log in to the WeChat platform to read and analyze the "Research Methodology" or "Purpose, Material and Research Methods" sections of articles on similar topics. - Determine what results you want to obtain and formulate the purpose of the research, write it in the form of an "Mind Map" and post it on the WeChat platform. - Determine what you will analyze to obtain the results and describe the research material, state it in the form of an "Intellect Map" and post it on the WeChat platform. - Think through what actions you will perform when you get the results. Describe them, using the names of the research

Continuation of table No.__3___		
Ability to describe the methodology of the research	the methodological framework. литературе.	methods described in the methodological literature, outline them in the form of a mind map and post them on the WeChat platform.
Ability to present the results of the research	- Analyze the "Conclusions" or "Conclusion" section in articles on similar topics and determine how it differs from the "Results" section. - Do the findings in these articles reflect the practical and theoretical significance of the research results? - Write a "Conclusions" on your research topic.	- Go to the WeChat platform, analyze the "Results" or "Conclusion" section in articles on similar topics and determine how it differs from the "Results" section. - Do the findings in these articles reflect the practical and theoretical relevance of the research? Write about it on the WeChat platform. - Write "Conclusions" on your research topic, and post them on the WeChat platform.

Block 3: The use of acquired experience.

This third unit involves applying the learned linguistic means to write your own article. In this case, WeChat takes the role of a teacher. The tasks that are supervised by the teacher in the classroom are done independently in this third stage. Nevertheless, there are opportunities for peer review and self-assessment, as well as consultation with the teacher.

A model for teaching international linguistics students to write a scientific article using the WeChat platform is presented in our article [Li Qingguo, 2023b].

2.3 Educational website "Russian scientific research"

The site created by the author to teach how to write a scientific article is called "Russian scientific research". You can work with it according to the following

instructions:

1. Log in to the WeChat platform by QR code (Figure 9).

Figure 9. QR code of WeChat platform "Russian scientific research"

2. You will see a representation of this site (Figure 10).

Figure 10. Introduction of WeChat platform "Russian scientific research"

3. Click "Menu" (the site says "Lessons"), which includes all the content of the

science writing classes (Figures 11 and 12, arrows indicate lesson numbers).

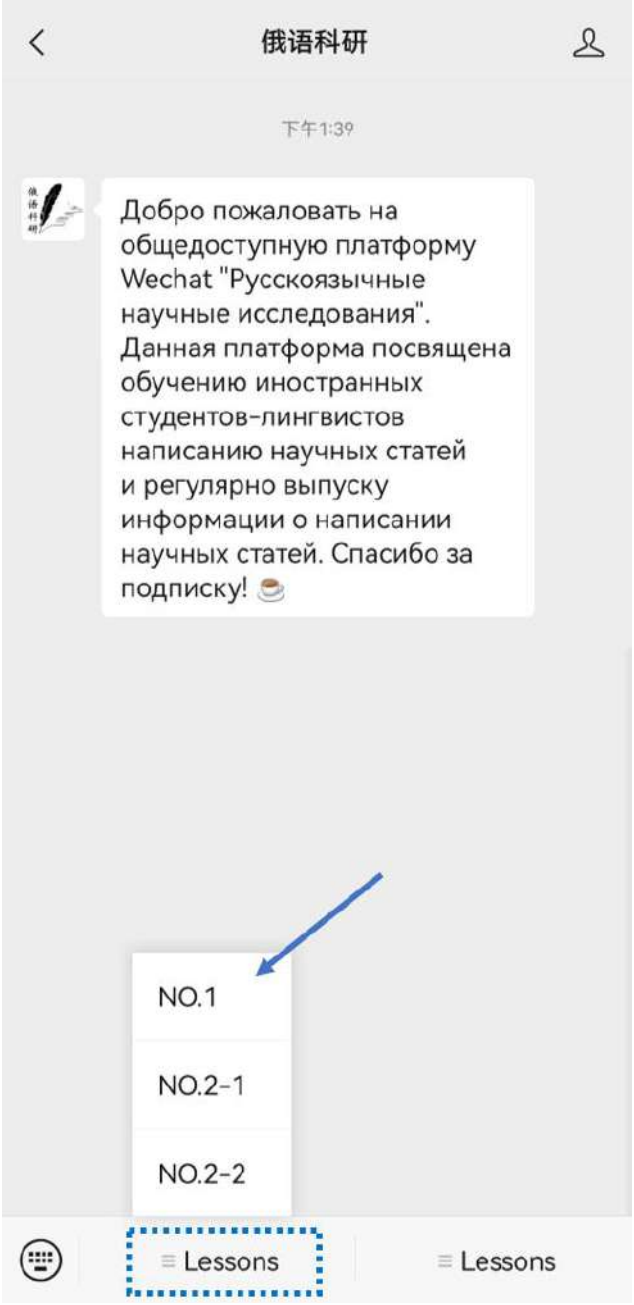

Figure 11. The first and second lessons on the WeChat platform "Russian Scientific Research"

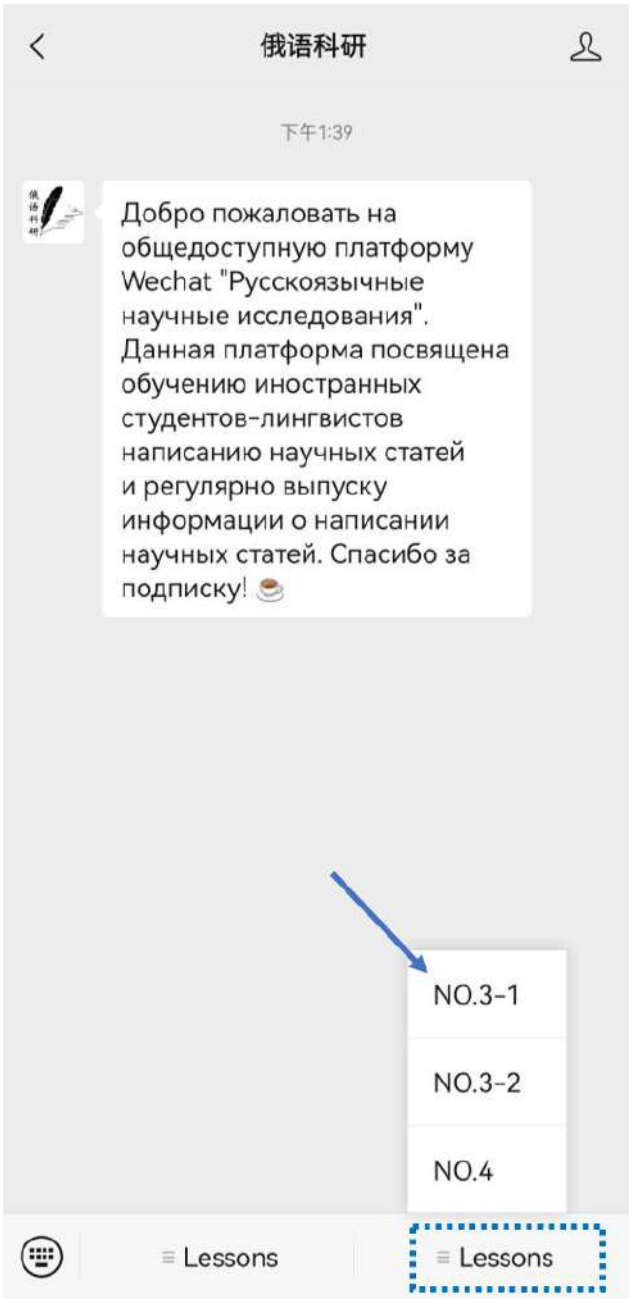

Figure 12. The third and fourth lessons on the WeChat platform "Russian Scientific Research"

4. Read the title of the lesson topic. For example, lesson 1 (Figure 13).

Figure 13. Slide that opens the topic "Structure of a scientific article"

Let's consider the types of work with the WeChat platform "Russian scientific research":

1. Function for releasing of information and "Leaving a voice message"

This function involves, firstly, posting instructions for writing scientific articles on the WeChat platform. For example, the site published information on the content of the "Conclusions" section, which students can study independently at any convenient time (Figure 14).

Figure 14. Theoretical explanations of the fourth session on the WeChat platform "Russian Scientific Research"

Secondly, there is the possibility for students and the teacher to discuss any questions about the content of the lessons on the platform using the "message" function, which is located at the very bottom of the platform for each lesson (Figure 15).

Figure 15. The "message" function on the WeChat platform "Russian Scientific Research"

Note: The arrow points to the 3 Chinese characters that signify the message writing function.

2. Function for extracting keywords and combining, replacing, shortening and expanding grammatical structure

This function is designed to analyze and extract the key words in the article, fully understand the key content of the exercise and choose combining, replacing, shortening and expanding grammatical sentences depending on the content. For example, to form the skill of making a plan of their own scientific article, the student needs to determine what new things they want to say and what is the way of proving new ideas. At the same time, the process of making a plan can also be demonstrated on samples. Suppose a student wants to compare English language curricula in Russian and Chinese schools in his article. His plan of action could be as follows:

- Introduction. Give a definition of curriculum, point out the functions of curricula. Write why it is important to conduct a comparative study of English language curricula in Russian and Chinese schools. Characterize the degree of study of this problem, for example, describe a comparative study of Russian as a foreign language curricula in Russia and China conducted by Yusufu Aiyisha [Yusufu Aiyisha 2020], which can be used as a model for comparing English language curricula.

- Material and methods of research. Specify the English language curricula in Russian and Chinese schools that will be analyzed in the article. Specify the methods of their research: structural, content and comparative analysis of them.

- Research results. Describe and compare the number of teaching hours planned for each stage of English language teaching in Russian and Chinese schools, the requirements for the levels of proficiency in speech activities and aspects of language at each stage of learning. Explain the observed similarities and differences.

- Conclusion. On the basis of comparative analysis to draw conclusions, give recommendations on the use of the results of the study.

These points of the plan can be expanded, and then the plan can turn into theses. In the training phase, it can be useful to make mind maps, which provide an opportunity to present ideas, concepts, information in the form of a map consisting of key and secondary topics, i.e. it is a tool for structuring ideas. By combining images

and text, mind maps can help students to define a clear outline of the article, reflecting the necessary content. The article plans created by the students are discussed in class and can be adjusted based on the results of the discussion. They then become the basis for student writing.

The work of learning how to write an article outline is described in more detail in our article [Li Qingguo, 2023c].

3. Function for controlling test and function for voting on students' written works

Firstly, this function can help students to check the learned information with a quiz (Figures 16).

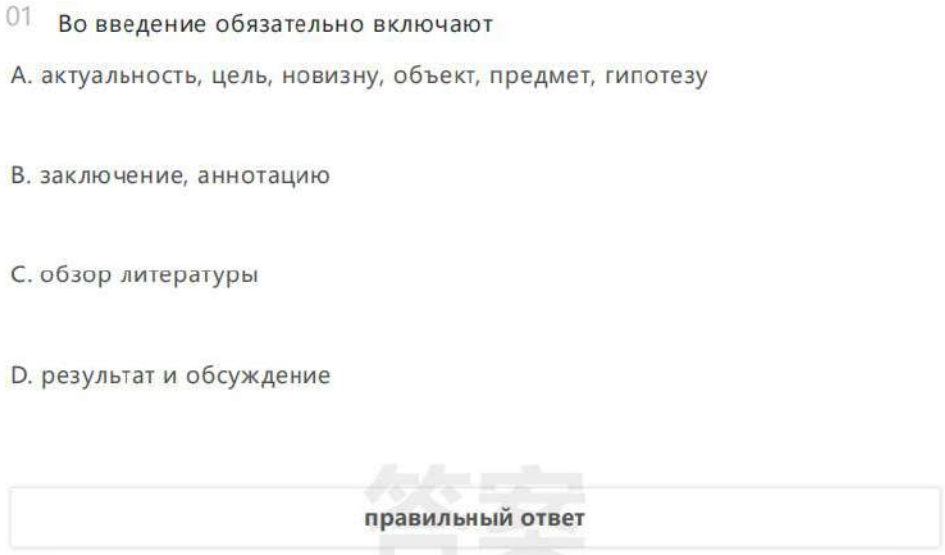

Figure 16. Control test on WeChat platform

Second, the teacher can upload students' work to the platform and students vote for the best work (Figure 17).

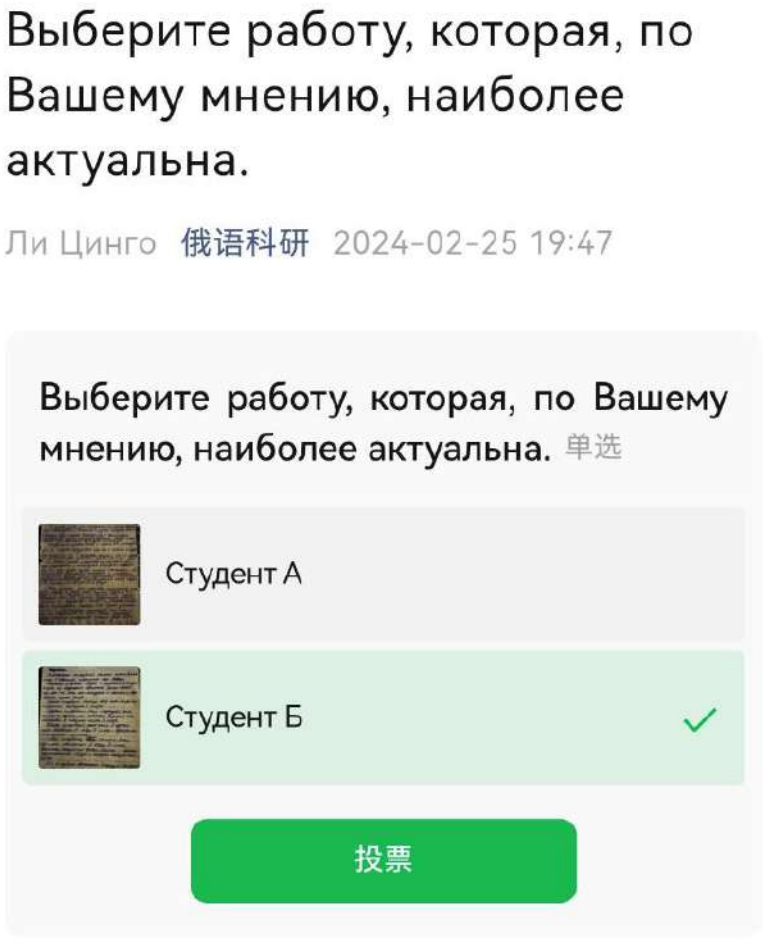

Figure 17. Voting for written works on WeChat platform

Note: there are 2 Chinese characters on the green box, which means voting function. Students can first select the work of "student A" or "student B", then click this green box.

4. Function for recording audio and checking error

Videos and audios on the WeChat platform can increase students' interest in learning, and they can check whether they have written them correctly themselves (Figure 18).

Figure 18. Video segment on the WeChat platform

5. Function for correcting, data statistics function

This function is intended for statistical analysis of learning outcomes for the purpose of updating the target learning content. Let us take as an example the number of readings of the published lesson "Writing an Introduction" on the website "Russian Scientific Research" on December 03-16, 2023 (Figure 19).

Figure 19. Number of readings of the first part of the second lesson "Writing an Introduction" on the website "Russian Scientific Research" on December 03-16, 2023

The data shows that the total number of readings for the first part of the second lesson "Writing an Introduction" was 90 times, including 55 times on December 03, and 0 times from December 04 to December 07, 2 times on December 08, 9 times on December 09, 4 times on December 10, 18 times on December 11, 2 times on December 12, and 0 times from December 13 to December 16. The number of readings for this lesson is 21.28% of the total number of readings. This suggests that it is these sections of the article that cause difficulties for students, or that the classes are considered by master students to be more important for students to write a scientific article.

All materials of the educational website "Russian-language scientific research" are presented in Appendix 4.

Thus, training in writing scientific articles with the help of Wechat platform allows regulating the students' activity, building it according to the algorithm. Firstly, it involves the sequential formation of skills of writing a scientific article. Secondly, the formation of each skill is carried out on the basis of a three-stage scheme, including 3 blocks: 1) organizion of students' orientation in the material under study,

2) organization of student training and 3) the use of acquired experience. At the same time, the formation of each skill is a relatively autonomous set of actions, including receptive (reading and analyzing articles of other researchers that are similar in subject matter) and reproductive (following a pattern) actions.

CONCLUSIONS ON CHAPTER II

1. The system of learning to write a scientific article is a set of interrelated elements, including the purpose of learning, approach to learning, content, principles, methods and techniques, means of learning. The purpose of training is to form and develop the skills of foreign linguistics graduate students to write scientific articles using the WeChat platform. The communicative approach to learning contributes to the realization of this purpose to the greatest extent. The content of training is, on the one hand, the actions used in writing a scientific article, on the other hand, the speech clichés necessary for its writing. Along with the didactic principles and general methodological principles due to the communicative orientation of learning, the principle of combining the product-oriented approach and the process-oriented approach is important. The proposed teaching methods are characteristic of both conscious-practical and conscious-comparative teaching methods. The teaching process utilizes traditional teaching means (printed materials) and electronic materials posted on the WeChat platform.

2. Implementation of the principle of combining the product-oriented approach and the process-oriented approach in the proposed training model provides for the sequential formation of skills of writing a scientific article and the scheme of formation of each skill, including three blocks – blocks of organizing orientation, training and the use of acquired experience.

3. Teaching students to write scientific articles using the WeChat platform offers more diverse forms of presenting educational material (video, audio, text, etc.) than classroom teaching, the opportunity to learn anytime and anywhere, and to

receive instant feedback. Online learning takes into account that for modern students the Internet environment is quite familiar and comfortable, takes into account the peculiarities of their thinking, memory and imagination, promotes the subject-subject nature of learning, increasing the degree of independence in solving learning tasks.

CHAPTER 3. EXPERIMENTAL VERIFICATION OF THE METHODOLOGY OF TEACHING FOREIGN LINGUISTICS STUDENTS TO WRITE SCIENTIFIC ARTICLES IN RUSSIAN USING THE WECHAT PLATFORM

3.1. Experimental program

The purpose of this pedagogical experiment is to test the hypothesis of the study: the results of teaching foreign graduate students to write a scientific article in Russian will be higher if a blended learning format is used, combining training lessons with a Russian language teacher and their independent work with an educational website hosted on the WeChat platform; the training model will be based on the principle of combining process- and result-oriented approaches to teaching writing; structured scientific materials will be used in the creation of online training materials.

The experiment is conducted in November-December 2023 at the Department of Russian as a foreign language and methods of its teaching at the Faculty of Philology of Saint Petersburg State University. The test subjects were the students of the 1st and 2nd years of Master's degree program 45.04.02 "Russian language and Russian culture in the aspect of Russian as a foreign language". The average age of the subjects was 22 years old. The control group of 8 people (hereinafter CG) and the experimental group of 12 people (hereinafter EG) were selected. The number of students – 20, including 1 Korean, 1 Uzbekistani and 18 Chinese, the ratio of men and women in the groups was 35% and 65%, respectively.

The program of the experiment was developed in accordance with the provisions and recommendations of E.A. Shtulman and A.A. Kyverjalg [Kyverjalg, 1980; Stuhlman, 1976]. The experiment included a pre-experimental cutoff, training in EG and CG, post-experimental cutoff, mathematical processing of statistical data and analysis of the results [Li Qingguo, 2024].

EG and CG had the same number of training lessons - 4 lessons (8 academic

hours), including pre-experimental cut (1 hour), post-experimental cut (1 hour) and 6 hours of training in EG and CG (Table 4).

Table 4.

Experiment schedule

Lesson topic	Lesson hours in CG	Lesson hours in EG
Lesson 1. Pre-experimental cut. Structure of a scientific article	2 hours. Of which: - 1 hour for test fulfillment - 1 hour for working with the teacher	2 hours. Of which: - 1 hour for test fulfillment - 0.4 hours for working with the teacher - 0.6 hours for working with WeChat platform
Lesson 2. Writing the Introduction	2 hours to work with the teacher	2 hours. Of these: - 0.6 hours for working with the teacher, - 1.4 hours for working with WeChat platform
Lesson 3. How to describe the research methodology and present the results of the research	2 hours to work with the teacher	2 hours. Of these: - 0.6 hours for working with the teacher, - 1.4 hours for working with WeChat platform
Lesson 4. How to write conclusions Post-experimental cut.	2 hours. Of these: - 1 hour for working with the teacher - 1 hour for test fulfillment	2 hours. Of these: - 0.4 hours for working with the teacher - 0.6 hours for working with WeChat platform - 1 hour to complete the test
Total	8	8

The same diagnostic materials were used in the pre-experimental and post-experimental cuts, and the same evaluation criteria were used in processing the results. Classes in both groups were conducted by the researcher himself.

The variable condition for training in the EG was training tasks aimed at teaching graduate students to write scientific articles in Russian using the WeChat platform. Training in the CG was carried out using the textbook "Scientific style of speech" for foreign linguistics graduate students [Shishkov 2012] and the textbook

"Methodology of scientific research in Master's degree programs in Russian language" [Voznesenskaya, Kolesova, Popova 2018, etc.], as well as the tasks developed by the author.

The topics of training lessons in EG and CG were the same, but their content was different. In the EG, in addition to the site "Russian scientific research", a teaching model was used, which was based on the principle of combining approaches focused on the product of written speech activity and on its process. In addition, in the course of working with educational texts and performing learning tasks, the subjects mastered the minimum of speech clichés necessary for writing an article. In the CG, the main types of work were analyzing sample articles and writing their own articles by analogy with them.

During the pre-experimental and post-experimental sections, the subjects performed 6 exercises, and 6 criteria were used for their evaluation. The results of the performance of exercises 1 and 2 were used to evaluate 1) the ability to find articles related to the presented problem, 2) the ability to demonstrate the novelty of these articles, 3) the number of lexical and grammatical errors. The results of 3, 4, 5, 6 exercises were used to evaluate 1) the ability to answer the given question, i.e. in these four tasks the ability to justify the relevance of the article, the ability to prove the novelty of the article, the ability to name the research methods used, the ability to describe the research results of the article; 2) the correspondence of the used language means to the requirements of the task; 3) the number of lexical and grammatical errors. When analyzing the results, it was taken into account that the 1st and 2nd exercises are evaluated in 15 points each, and the 3rd, 4th, 5th and 6th exercises in 24 points each, the total maximum for the whole test is 126 points.

Here are the reuters tables.

Table 5.

Evaluation of the 1st and 2nd exercises

Control objects / Evaluation parameters		Rating scale						Total
CONTENT COMPONENT								
1. Ability to find articles related to the problem presented		0	1	2	3	4	5	
2. Ability to demonstrate the novelty of articles		0	1	2	3	4	5	
LINGUISTIC COMPONENT								
Number of errors	More than 15 lexical and grammatical errors	0						
	13-15 lexical and grammatical errors		1					
	9-12 lexical and grammatical errors			2				
	5-8 lexical and grammatical errors				3			
	1-4 lexical and grammatical errors					4		
	No errors						5	

The evaluation criteria for the fulfillment of exercises 3, 4, 5 and 6 are divided into 3 parts, the first part represents the degree of fulfillment of the given exercise, the second and third parts are the correspondence of the used speech clichés to the quantities of the exercise requirements and the correspondence of the used speech clichés to the requirements of the scientific article and the norms of the modern Russian language. They differ only in the content of the evaluation criterion of the first part (Table 6-9), while the content of the evaluation criterion of the second and third parts is the same (Table 10).

Table 6.

Evaluation of the first part of exercise 3

Control objects / Evaluation parameters	Rating scale	Total

Continuation of table No.__6___

CONTENT COMPONENT							
Ability to justify the relevance of the article	Relevance is not formulated	0					
	Relevance formulated but not substantiated		2				
	The relevance is formulated, but not substantiated, while the examinee knows the norms of the Russian language			4			
	Relevance is articulated and justified, but the test taker sometimes makes linguistic errors				6		
	The relevance is formulated and substantiated, and the examinee knows the norms of the Russian language					8	

Table 7.

Evaluation of the first part of exercise 4

Control objects Evaluation parameters		Rating scale					Total
CONTENT COMPONENT							
Ability to prove the novelty of the article	Novelty is not formulated, with the examinee distorting the meaning of the article	0					
	Novelty is not formulated, at the same time the examinee knows the norms of the Russian language		2				
	Novelty formulated, but not accurately expressed			4			
	Novelty is formulated, but not precisely expressed, while the examinee knows the norms of the Russian language				6		
	The novelty is formulated, and accurately expressed					8	

Table 8.

Evaluation of the first part of exercise 5

Control objects Evaluation parameters		Rating scale					Total
CONTENT COMPONENT							
Ability to name the article methods used	No methods are named	0					
	Methods are named but not related to the content of the article		2				
	The methods are named and related to the content of the article, but are partially correct			4			
	The methods are named and correct and related to the content of the article, but the examinee makes lexical and grammatical errors				6		
	The methods are named and correct and related to the content of the article, lexical and grammatical errors are absent					8	

Table 9.

Evaluation of the first part of exercise 6

Control objects Evaluation parameters		Rating scale					Total
CONTENT COMPONENT							
Ability to describe research results	The results of the research are not formulated, with the subject distorting the meaning of the article	0					

Continuation of table No.__9___

Ability to describe research results	The results of the research are formulated with a lack of originality and scientificity		2				
	The results of the research are formulated with originality and scientificity but without novelty			4			
	The results of the research are formulated with originality, scientificity and novelty, but the test examinee makes lexical and grammatical errors				6		
	The results of the research are formulated with originality, scientificity and novelty, and the examinee does not make lexical and grammatical errors					8	

In Table 9, the evaluation criterion "The results of the research are not formulated, while the examinee distorts the meaning of the article" means that the student either did not describe the results of the research at all, or described them, but they are not related to the content of the article.

The evaluation criterion "The research results are formulated with insufficient originality and scientificity" means that the student has given some information about the research results, but part of the content of his/her answer is borrowed from other articles on the Internet, or is formatted according to the rules of colloquial speech, i.e. it is not scientific.

The evaluation criterion "The results of the research are formulated with originality and scientificity, but without novelty" means that the student has correctly reflected the results of the research without copying the content of other articles on the Internet, has described in scientific style, but has not indicated novelty.

Evaluation criterion "The results of the research are formulated with originality, scientificity and novelty, but the test examinee makes lexical and grammatical errors" means that the student presented the results of the research in a scientific style without copying the content of other articles on the Internet. The results highlighted by him were innovative. However, he/she made a lexical or grammatical error.

The evaluation criterion "The results of the research are formulated with originality, scientificity and novelty, while the examinee does not make lexical and grammatical errors" means that the student presented the research results in a scientific style without copying the content of other articles on the Internet. The results highlighted by him were innovative. Moreover, he did not make a single lexical or grammatical error.

Table 10.

Evaluation of the second and third parts of the 3rd, 4th, 5th and 6th exercises

Control objects Evaluation parameters		Rating scale					Total
ЯЗЫКОВЫЕ СРЕДСТВА							
1. Correspondence of the used speech clichés to the exercise requirements	Necessary speech clichés are missing. The content is not related to the exercise	0					
	Necessary speech clichés are missing. The content is related to the exercise		2				
	Only one necessary speech cliché is used			4			
	Two necessary speech clichés are used				6		
	Used in necessary speech clichés					8	
2. Compliance of the used linguistic means with the requirements of the scientific article and the norms of the modern Russian language	This parameter is not expressed in the examinee's speech	0					

Continuation of table No.__10___							
2. Compliance of the used linguistic means with the requirements of the scientific article and the norms of the modern Russian language	The content of the examinee's speech product does not correspond to the norms of speech realization of this parameter, there is no intension and adequacy of form and structure		2				
	The content of the examinee's speech product meets the requirements of this parameter, but the intension is unclear, or the forms and structures of presentation are inadequate to the content, or both are not reflected			4			
	The content of the examinee's speech product complies with the requirements of this parameter, the intent is clear, but the examinee admits distortions of form and structure that do not lead to a violation of the norms of expression of this parameter				6		
	The content of the examinee's speech product fully meets the requirements of this parameter, the intension is clear, and the forms and structures of presentation are adequate to the content					8	

Table 10 The evaluation criterion "This parameter is not expressed in the examinee's speech" means that the examinee did not write anything at all in the work.

The evaluation criterion "The content of the examinee's speech product does not correspond to the norms of speech realization of this parameter, there is no intension and adequacy of form and structure" means that the student has written something, but the linguistic means do not correspond to the norms of their use. Or the student has cited linguistic means, but they do not correspond to the content.

The evaluation criterion "The content of the examinee's speech product meets the requirements of this parameter, but the intension is unclear, or the forms and structures of presentation are inadequate to the content, or both are not reflected" means that the student has written only part of the content related to the topic of his/her article, and this leads to misunderstanding of the main and additional content of his/her article. Or he/she has cited linguistic means that are not appropriate to the

topic of his/her article.

The evaluation criterion "The content of the examinee's speech product meets the requirements of this parameter, the intension is clear, but the examinee allows distortions of form and structure that do not lead to a violation of the norms of expression of this parameter" means that the student's answer relates to the topic of his article, and it does not include fragments that do not correspond to its content. The teacher could fully understand the main and additional content of his article. The test taker has cited the necessary linguistic means, but the form of their use is not combined with the content of the speech product.

The evaluation criterion "The content of the examinee's speech product fully meets the requirements of this parameter, the intension is clear, while the forms and structures of presentation are adequate to the content" means that the student's answer relates to the topic of his article and does not contain alien fragments. The instructor was able to fully understand the main and additional content of his article. The testator has provided the necessary linguistic means, the form of their use perfectly combines with the content of the speech product.

Diagnostics of scientific writing abilities was carried out using the WeChat platform. The formula proposed by V.P. Bespalko [Bespalko, 1989, p. 58] was used to calculate the coefficient of the level of knowledge or abilities in writing scientific articles:

$$Ka = \frac{a}{n} \times 100\%$$

where *n* is the total number of points for measuring certain knowledge or abilities to write a scientific article, *a* is the number of points received by a graduate student, Ka is the coefficient of the level of possession of certain knowledge and abilities to write a scientific article. In the process of describing the results of this experiment the following abbreviations were used: CPA – coefficient of the level of ability to determine the purpose of the article, its content and working title, CFA –

coefficient of the level of ability to find published works on the topic of the article and analyze them; CWKA – coefficient of the level of knowledge and abilities to writing the introduction, methodology, results and conclusions of scientific articles using appropriate linguistic means.

In analyzing the data obtained in the pre-experimental and post-experimental cuts, we used the methods of descriptive statistics, post-hoctests, and estimated marginal means, which are included in the Jamovi statistical software package developed in 2017 under the leadership of J. Love, D. Dropmann, and R. Selker [Edelsbrunner, 2017]. G. S. Evdokimova and V. I. Usachev note that Jamovi is a statistical package created as a kind of extension of the JASP package and giving the opportunity to perform statistical analysis to users far from programming [Evdokimova, 2023, p. 22-23]. The advantage of this software package is the ability, first, to import files with a huge number of extensions, such as .xls, .xslx .xpt, .csv, etc., and second, to save data in a single file with a special extension .omv [Jamovi, 2023].

The scientific literature notes that descriptive statistics is the most general method of data analysis, which allows obtaining information on the basis of which distribution patterns are identified. In addition to numerical characteristics, it is possible to create various graphs in the form of a histogram, polygon or distribution curve, which help to visualize the results of the study [Fetisova, 2020, p. 68-69]. In our study, descriptive statistics was used to calculate and present the mean values of CPA, CFA, and CWKA at pre-experimental and post-experimental slices in EG and CG. The method of the post-hoctests (multiple pairwise comparisons of mean values) described in the book by B. McCune and J. B. Grace [McCune, 2002,, p. 211] was used to determine whether the difference between the levels of scientific writing abilities in Russian in EG and CG before and after the experiment was statistically significant. The method of estimated marginal means, reflecting the influence of a certain factor or the interaction of factors, was used to show the impact of varying conditions on the average value of the coefficient of skills of writing scientific

articles in Russian in EG and CG.

3.2. Pre-experimental cut

The purpose of the pre-experimental survey was to determine the initial level of graduate students' scientific writing abilities before the experimental training. The test subjects were offered a written test designed to identify CPA, CFA and CWKA.

Exercise 1 was aimed at defining CPA. When performing it, graduate students had to think about what problem they wanted to disclose in the article and write what the purpose of the article was and what the title of the article could be.

Exercise 2 was aimed at identifying CFA, in this task the subjects had to find 3 articles related to the topic of their article on the Internet, write down their output data and briefly, in one sentence, indicate what their novelty is.

Exercises 3-6 were aimed at determining CWKA. When performing task 3, graduate students had to write down language expressions (word combinations or sentences) that can be used to justify the relevance of the article (3 expressions). When performing exercise 4, they had to write down linguistic expressions that can be used to prove the novelty of the article (3 expressions). When performing exercise 5, they had to indicate the methods that are expedient to use to achieve the purpose of the article (3 methods). When performing exercise 6, master students had to write down linguistic expressions that can be used to present the results of the research (3 expressions).

Below is a test with six tasks according to the six abilities.

Test-1 (pre-experimental cut) (45 min.)

Name _____

Group number _____

Exercise 1. Think about what problem you want to reveal in the article. Write what the purpose of the article is and what the title of the article might be.

Exercise 2. Find 3 articles on the Internet that are related to the topic of your article. Write down their output data and briefly, in one sentence, write what their novelty is.

Exercise 3. What language means can be used to justify the relevance of the article (3 expressions)?

Exercise 4. What language means can be used to prove the novelty of the article (3 expressions)?

Exercise 5. What methods did you use to achieve the purpose of your research? (3 methods)

Exercise 6. What linguistic means can be used to describe the results of your research (3 expressions).

Students took 45 minutes to complete this test. The first exercise took 6 minutes, the second exercise took 7 minutes, and the rest took 8 minutes per exercise. The students wrote the answers on a piece of paper and then took pictures of the answers and sent them to the WeChat group.

The results of the pre-experimental cut are given below. Exercise 6 presents the mean values of the levels of knowledge and abilities to write scientific articles in Russian in EG and CG, calculated using the above mentioned methods of descriptive statistics (Table 11).

Table 11.

Mean values of the levels of knowledge and abilities to write scientific articles in Russian in EG and CG (pre-experimental cut)

Descriptives

	Группа	До_Кцу	До_Кну	До_Кнзу
N	ЭГ	12	12	12
	КГ	8	8	8
Missing	ЭГ	0	0	0
	КГ	0	0	0
Mean	ЭГ	6.00	6.08	7.25
	КГ	5.50	6.25	6.75

Notes: Before CPA - coefficient of ability to determine the purpose of the article, its content and working title before the experiment; Before CFA - coefficient of ability to find published works on the topic of the article and analyze them before the experiment; Before CWKA - coefficient of knowledge and ability to write the introduction, methodology, results and conclusions of scientific articles using appropriate linguistic means before the experiment; N - number of students; Missing - absence of students' data.

These data can be visualized in Figures 20-22:

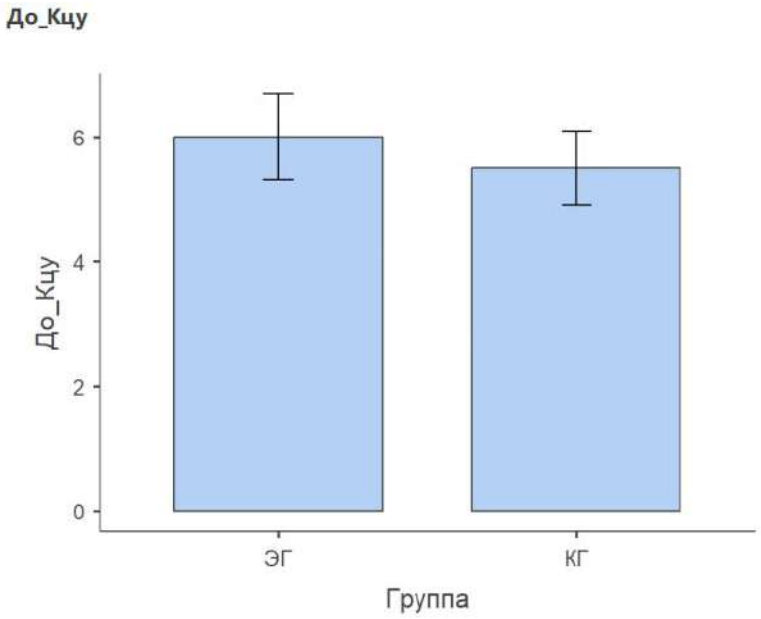

Figure 20. Mean value of CPA before the experiment

According to the results of exercise 1 in the EG at the pre-experimental cut, the

average score obtained by graduate students was 6 out of 15 points, and in the CG – 5.5 points. The difference between them amounted to 0.5 points (Figure 20). This means that before the experiment, foreign linguistics students in both groups have poorly mastered the ability to determine the purpose of the article, its content and working title. Both groups have almost the same initial level, but in EG it is slightly higher than in CG.

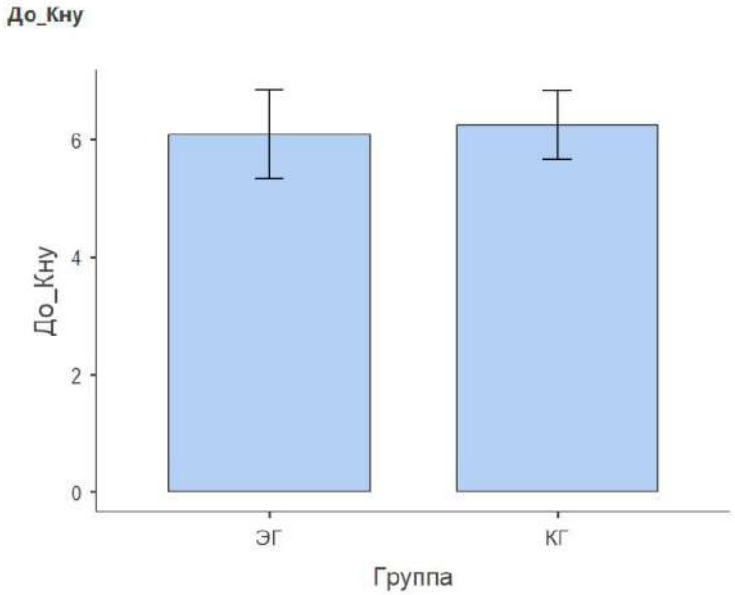

Figure 21. Mean value of CFA before the experiment

According to the results of exercise 2 in EG, the average score in EG was 6.08 out of 15 points, and in CG – 6.25 points (Figure 21). The difference between them is 0.17 points. It means that before the experiment foreign linguistics graduate students in both groups had poorly mastered the abilities to find published works on the topic of the article and analyzing them. At the same time, foreign linguistics graduate students in both groups have almost the same elementary level.

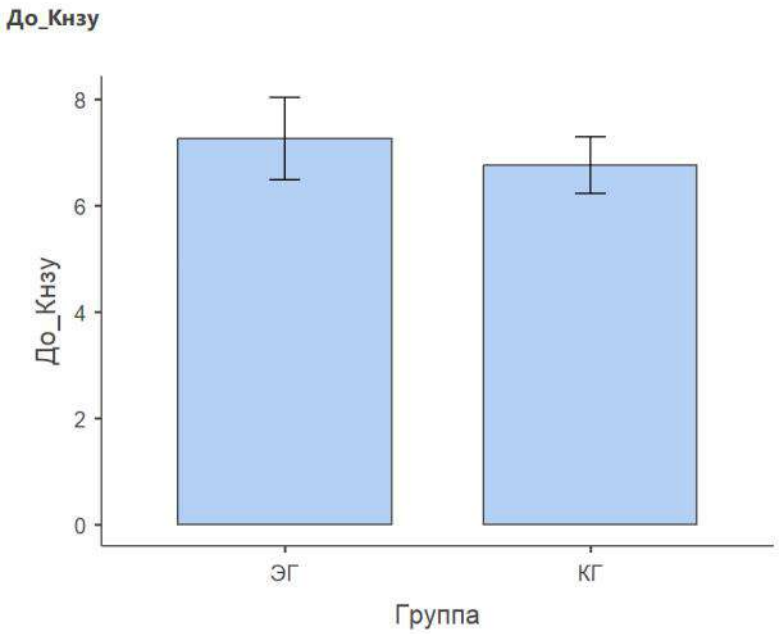

Figure 22. Mean value of CWKA before the experiment

According to the results of questions 3-6, graduate students in the EG scored an average of 7.25 out of 96 points, and in the CG – 6.75 points (Figure 22). The difference between them amounted to 0.5 points. This means that before the experiment foreign linguistics graduate students in both groups have poorly mastered the knowledge and abilities to write the introduction, methodology, results and conclusions of scientific articles using appropriate linguistic means. At the same time, foreign linguistics graduate students in both groups have almost the same initial level, but the graduate students in EG have a slightly higher level than those in CG.

Thus, according to the obtained data, CPA and CFA were rather low in both groups. Performing the first exercise, graduate students did not understand or did not clearly understand how to accurately disclose the problem and purpose of the article, and, consequently, few subjects correctly wrote the title of the article. Performing the second question, many graduate students were able to find 3 articles on the Internet, some found only one article, almost no one was able to describe the scientific novelty of these articles. This probably has an impact on CWKA. Almost no one was able to specify the necessary linguistic means. The collocations and sentences given by the graduate students were insufficient or incorrect. In this regard, it can be considered that CPA, CFA and CWKA are closely related.

Let's compare the mean values of levels of scientific writing abilities in EG and CG using the method of post-hoc tests (Table 12).

Table 12.

Comparison of mean values of levels of ability to write scientific articles in Russian in EG and CG

Post Hoc Comparisons - Тесты * Время * Группа

Comparison										
Тесты	Время	Группа		Тесты	Время	Группа	Mean Difference	SE	df	t	Ptukey
Кцу	До	ЭГ	-	Кцу	До	КГ	0.5000	0.974	18.0	0.513	1.000
Кну	До	ЭГ	-	Кну	До	КГ	-0.1667	1.056	18.0	-0.158	1.000
Кнзу	До	ЭГ	-	Кнзу	До	КГ	0.5000	1.042	18.0	0.480	1.000

Notes: SE – standardized errors; df –degrees of freedom; meaning t – Student's criterion. These data are necessary in order to proceed to the definition of probability (Ptukey).

Analysis of the results:

If the significance of the null hypothesis in relation to the obtained sample (Ptukey) is greater than 0.05, it means that the difference in mean is not significant, and then this hypothesis will be accepted. In our case, the normal distribution and variance meet the standards, the difference (Mean Difference) on CPA before the experiment between EG and CG was 0.5000, the difference on CFA before the experiment between EG and CG was 0.1667 (≈ 0.17), and the difference on CWKA before the experiment between EG and CG was 0.5000. Accordingly, the Ptukey of all coefficients is greater than 0.05. This shows that the differences in the levels of skills in EG and CG are insignificant, and allows us to consider the initial levels of abilities to write scientific articles in Russian of foreign linguistics students, manifested at the pre-experimental cut, to be equal.

3.3. Teaching in experimental and control groups

After the pre-experimental cut, training was organized in EC and CG. Below

are the lesson plans on the basis of which the training was organized.

Lesson plans in EG.

Lesson plan 1. Pre-experimental cut. Structure of a scientific article. (90 minutes = 2 academic hours)

1. Introduction to the group. Introduction of the teacher and his/her scientific work (3 minutes).

2. Purpose and tasks of the lesson (2 minutes).

3. Introduction to the purpose of the course and the website (10 minutes).

4. Question: do you know what the main parts of a scientific article are? The teacher gives the correct answer (10 minutes).

5. Do you know what to write in the sections Introduction, Methodology, Results and Conclusion? The teacher gives the correct answer (10 minutes).

6. Do you know what linguistic means are needed to write these sections? The teacher gives the correct answer (10 minutes).

7. Now we will check how you know this material. I will give you exercises that you will have to answer in writing. The time for completion is 45 minutes.

Homework exercise:

1. Log in using the QR code, familiarize yourself with the course materials, repeat today's material, and prepare for the next session.

2. Think about what topic you will be writing an article on.

Lesson Plan 2. Writing the Introduction. (90 minutes = 2 academic hours)

1. Organizational moment (3 minutes).

2. Homework exercise check. What topics will you be writing a paper on? (15 minutes).

3. Purpose and tasks of the lesson (2 minutes).

The purpose is to learn how to write an introduction to an article. Introduction is a section in which the scientific problem is posed, why it is necessary to study it (relevance), novelty is proved (literature review).

Analyze the Introduction section of the website.

4. What linguistic means do we use to justify relevance? (15 minutes). Write 3 expressions.

- Актуальность статьи обусловлена (чем?)

- Актуальность данного исследования состоит в (чём?)

- Актуальность данной статьи определяется (чем?)

5. How do you prove the novelty of your problem? – Review the literature on the problem.

What linguistic means are needed to write a literature review: (3 examples) (10 minutes).

6. Search the internet for 3 articles on the topic of your work, use keywords (15 minutes).

7. Write an Introduction to your article (1 page), including a rationale for the relevance of your article and a brief literature review. Do not forget to make a conclusion about the novelty of the article. If you do not have time to complete this exercise in class, it will be your take-home exercise. (Students write on sheets of paper, the teacher collects them. The time for completion is 30 minutes).

Homework exercise:

1. Log in, repeat today's and yesterday's material, and prepare for the next lesson.

2. Do the exercises on the website.

Lesson Plan 3. How do I describe the research methodology and present the results? (90 minutes = 2 academic hours)

1. Organizational moment (3 minutes).

2. Homework exercise check. What is described in the introduction? What linguistic means are used in the introduction? (5 minutes).

3. Purpose and tasks of the lesson (2 minutes).

The purpose is to learn how to describe methodology and results

Analyze the Methodology and Results sections of the website.

4. Analyze the Methodology and Results sections of other authors' articles on

similar topics (20 minutes).

5. What linguistic means are used to describe the research methods and material? (5 minutes). – Write 3 expressions.

- В работе использовались следующие методы исследования: (что?)

- Метод исследования заключается в (чём?)

- Метод исследования зависит от (чего?)

- Материал исследования получен в процессе (чего?)

- Материалом исследования является (чем?)

- Материал исследования представляет собой (что?)

6. Write the "Methodology" section of your article in 15 minutes. (Students write on worksheets, teacher collects them – 25 minutes).

7. What linguistic means are used to describe the results of the research? Write 3 examples. (5 minutes).

- Представим (опишем) результаты (чего?)

- Покажем результаты исследования на диаграммах (гистограммах) (чего?)

- Результаты ... представлены в (чём?)

8. Describe the results of the research. (If they do not have time, they will complete this exercise at home. They write on worksheets, the teacher collects them. 25 minutes).

Homework exercise:

1. Log in, repeat today's and yesterday's material, and prepare for the next lesson.

2. Do the exercises on the website.

Lesson plan 4. How to write conclusions. Post-experimental cut. (90 minutes = 2 academic hours)

1. Organizational moment (3 minutes).

2. Homework exercise check. How are the methods and results of the research described? What linguistic means are used? (5 minutes).

3. Purpose and tasks of the lesson (2 minutes).

The purpose is to learn how to write conclusions.

Analyze the Conclusions section of the website.

4. Analyze the Conclusion sections in articles by other authors on similar topics.

What is the difference between research results and conclusions? (10 minutes).

What language is used to describe the conclusions of the research? (15 minutes). – Write 3 expressions.

- Вышеизложенное позволяет сделать следующие выводы: ... .

- В статье описано (разработано, раскрыто содержание) (чего?)

- В ходе исследования выявлено (определено, уточнено, обосновано, разработано) (что?)

Write a conclusion section to your article. They write on worksheets, the teacher collects them (10 minutes).

7. Let's check what you have learned in our classes. Please complete the exercises (post-experimental cut). The time for completion is 45 minutes.

Homework exercise:

1. Log in, repeat today's and yesterday's material, and prepare for the next lesson.

2. Do the exercises on the website.

In the EG learning process, the subjects worked very actively. They first listened to what the teacher was talking about, then they worked on the WeChat platform: they did those exercises posted by the teacher. It was noticeable from their reactions, they found it difficult to identify linguistic means to write a research article. According to them, before the experimental teaching, many of them did not know what linguistic means or speech clichés were. Therefore, they paid more attention to linguistic means specifically when they were taught. Moreover, they were very interested in the exercises on the WeChat platform. They found the exercises on

WeChat quite interesting and wished that they had more time to study linguistic means and information about writing a scientific article. They found the third exercise (part 1) in Lesson 2, "Writing the Introduction", particularly useful. They repeatedly completed this exercise to learn the linguistic means presented in it.

Lesson plans in the control group.

Lesson plan 1. Pre-experimental cross-section. Structure of a research article. (90 minutes = 2 academic hours)

1. Organizational moment.

2. Purpose and tasks of the lesson (2 minutes). Purpose – to teach how to write a scientific article based on the materials of their research.

3. Question: do you know what the main parts of a scientific article are? The teacher gives the correct answer (3 minutes).

4. Analyze 2-3 scientific articles and identify their structure. What do the sections Introduction, Methodology, Results and Conclusion reflect? The teacher gives the correct answer (25 minutes).

5. Do you know what linguistic means are needed to write these sections? The teacher gives the correct answer (15 minutes).

6. Now we will check how you know this material. I will give you exercises that you will have to answer in writing (post-experimental cut). The time for completion is 45 minutes.

Homework exercise:

1. Think about what topic you will be writing an article on.

2. From an article close in topic to your research, write out the linguistic means you may need to write your article.

Lesson plan 2. Writing the Introduction. (90 minutes = 2 academic hours)

1. Organizational moment (3 minutes).

2. Homework exercise check. What topics will you be writing an article on? (15 minutes).

3. Purpose and tasks of the lesson (2 minutes).

The purpose is to teach how to write an introduction to an article. Introduction is a section in which the scientific problem is posed, why it is necessary to study it (relevance), its novelty is proved (literature review)..

4. Analyze the Introductions to 2-3 scholarly articles suggested by the teacher. (40 minutes).

5. What linguistic means do we use to justify relevance? (10 minutes).

6. How do you prove the novelty of your problem? – Provide a literature review of the problem.

7. Search the internet for 3 articles on the topic of your work using keywords (10 minutes).

8. What linguistic means are needed to write a literature review? (10 minutes).

9. Write an Introduction to your article (1-2 pages), including a rationale for the relevance of your article and a literature review. Remember to make a conclusion about the novelty of the article. 40 minutes. (If they do not have time, it is a homework exercise).

Homework exercise:

1. Repeat today's and yesterday's material and prepare for the next activity.

Lesson plan 3. How to describe the research methodology and present the results. (90 minutes = 2 academic hours)

1. Организационный момент (3 минуты).

2. Homework exercise check. What is described in the introduction? What linguistic means are used in the introduction? (5 minutes).

3. Purpose and tasks of the lesson (2 minutes).

Purpose - To learn how to describe the methodology and results of research.

4. Analyze the Methodology and Results sections in articles by other authors on similar topics (30 minutes).

5. What linguistic means are used to describe the research methods and material? (10 minutes). – Write 3 expressions.

6. Write a "Methodology" section to your article (15 minutes).

7. What linguistic means are used to describe the results of research: (3 examples) (10 minutes).

8. Describe the results of the research. (15 minutes. If they do not have time, the exercise will be moved to home.

Homework exercise:

1. Repeat today's and yesterday's material and prepare for the next activity.

Lesson plan 4. How to write conclusions? post-experimental cut. (90 minutes = 2 academic hours)

1. Organizational moment (3 minutes).

2. Homework exercise check. How are the methods and results of the research described? What linguistic means are used? (5 minutes).

3. Purpose and tasks of the lesson (2 minutes).

Purpose - to teach how to write conclusions.

4. Analyze the Conclusion sections in other authors' articles on similar topics.

Discussion: What is the difference between research results and conclusions? (15 minutes)..

What linguistic means are used to describe the conclusions of the research? (10 minutes).

Write a conclusion section to your article. (10 minutes).

7. Let's check what you have learned in our classes. Please complete the exercises (post-experimental cut). The time for completion is 45 minutes.

Homework exercise:

1. Repeat today's material.

In the process of learning in the CG, the subjects worked actively. They listened to what the teacher told them about in class and did the exercises that the teacher suggested. From their reactions, the author of the research noticed that the main difficulty for them was also the linguistic means for writing a scientific article.

According to them, they did not know almost any linguistic means before our classes, so they also paid attention to the linguistic means when teaching, just like the graduate students in EG. However, they said they hoped that the teacher would give them Chinese translation because the linguistic means were difficult for them. In addition, they also expressed a desire for the teacher to do more than just lectures with presentations, which they found a bit boring.

3.4. Post-experimental cut

After EC and CG training, a post-experimental cut was conducted in which subjects performed a written test with the same exercises as in the pre-experimental cut:

Exercise 1. Think about what problem you want to reveal in the article. Write what the purpose of the article is and what the title of the article might be.

Exercise 2. Find 3 articles on the Internet that are related to the topic of your article. Write down their output data and briefly, in one sentence, write what their novelty is.

Exercise 3. What language means can be used to justify the relevance of the article (3 expressions)?

Exercise 4. What language means can be used to prove the novelty of the article (3 expressions)?

Exercise 5. What methods did you use to achieve the purpose of your research? (3 methods)

Exercise 6. What linguistic means can be used to describe the results of your research (3 expressions).

The mean values of the levels of knowledge and abilities to write scientific articles in Russian in EG and CG were calculated using the method of descriptive statistics (Table 13).

Table 13.

Mean values of the levels of knowledge and abilities to write scientific articles in Russian in EG and CG (post-experimental cut)

Descriptives

Descriptives

	Группа	После_Кцу	После_Кну	После_Кнзу
N	ЭГ	12	12	12
	КГ	8	8	8
Missing	ЭГ	0	0	0
	КГ	0	0	0
Mean	ЭГ	9.75	9.25	58.2
	КГ	8.13	8.00	28.0

These data can be visualized in Figures 23-25:

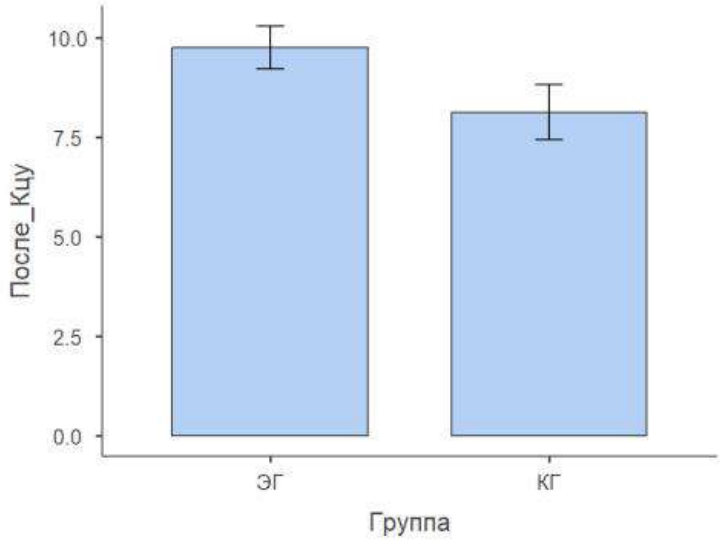

Figure 23. Mean value of CPA after the experiment

According to the results of exercise 1 at the post-experimental cut, graduate students in the EG scored an average of 9.75 points, and in the CG – 8.13 points. The difference between them amounted to 1.62 points. Graduate students in the EG have higher results than in the CG, so the progress in mastering the abilities to determine the purpose of the article, its content and working title in the EG was

higher than in the CG.

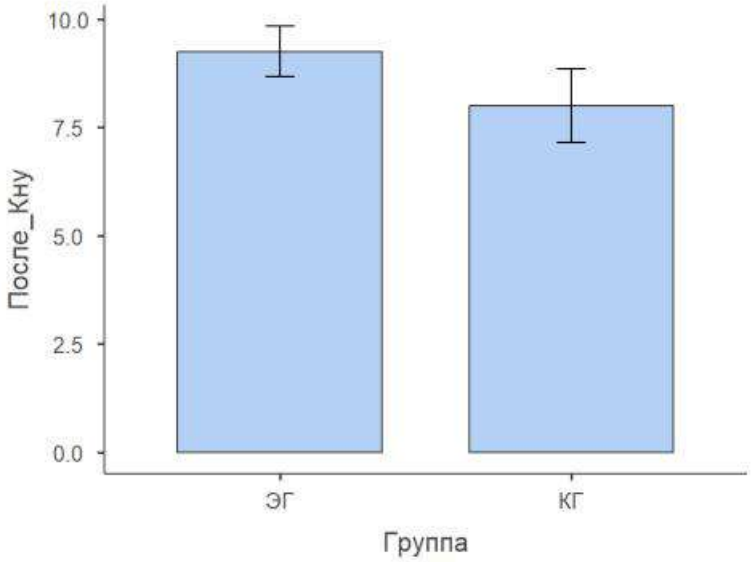

Figure 24. Mean value of CFA after the experiment

According to the results of exercise 2 in EG the mean value was 9.25 out of 15 points, and in CG - 8 points. The difference between them is 1.25 points. Graduate students in EG have higher indicators than in CG, so in EG the progress in mastering the abilities to find published works on the topic of the article and analyze them was higher than in CG.

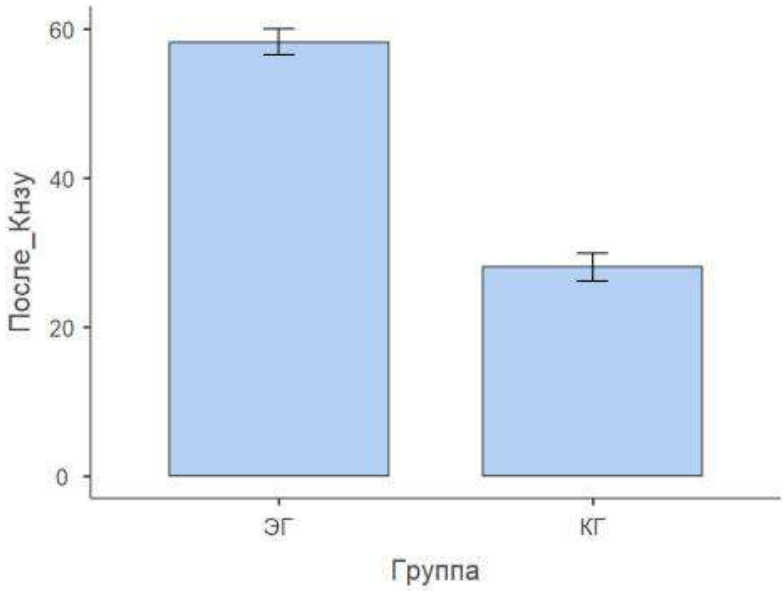

Figure 25. Mean value of CWKA after the experiment

According to the results of exercises 3-6 at the post-experimental cut-off,

master's students in the EG received an average of 58.2 points, and in the CG - 28. The difference between them amounted to 30.2 points. In EG the progress in mastering the knowledge and abilities to write Introduction, Methodology, Results and Conclusions with the use of appropriate linguistic means was much higher than in CG.

Thus, the results of the analysis showed that after the experimental training the level of development of the abilities to determine the purpose of the article, its content and working title in both groups increased, but in EG it is much higher than in CG. The level of development of the ability to find published works on the topic of the article and analyze them in both groups increased, but in EG it is much higher than in CG. Despite the fact that the knowledge and abilities to compose an introduction, describe the methodology and results of the research and formulate conclusions increased in both groups, the results in EG are most of all much higher than in CG. Let us present in Table 14 the data comparing the mean values of the coefficients of the coefficients of the levels of knowledge and abilities of writing scientific articles in Russian in EG and CG before and after the experiment.

Table 14.

Comparison of mean values of coefficients of levels of knowledge and abilities to write scientific articles in Russian in EG and CG at pre-experimental and post-experimental cuts

Coefficient	**EG results in % and points**			**Results of CG in % and points**		
	Before the experiment	**After the experiment**	**Change**	**Before the experiment**	**After the experiment**	**Change**
CPA	40.00% (6 points)	65.00% (9,75 points)	+25.00% (3,75 points)	36.67% (5,5 points)	54.20% (8,13 points)	+17.53% (2,63 points)
CFA	40.53% (6,08 points)	61.67% (9,25 points)	+21.14% (3,17 points)	41.67% (6,25 points)	53.20% (8 points)	+11.53% (1,75 points)

Continuation of table No.__14___

CWKA	7.55% (7,25 points)	60.63% (58,2 points)	+53.08% (50,95 points)	7.03% (6,75 points)	29.17% (28 points)	+22.14% (21,25 points)

Thus, in the course of the experiment CPA in graduate students in EG increased by 25% (3.75 points), and in CG - 17.53% (2.63 points); CFA in EG increased by 21.14% (3.17 points), and in CG - 11.53% (1.75 points); CWKA in EG increased by 53.08% (50.95 points), and in CG - 22.14% (21.25 points), which proves the effectiveness of the proposed methodology of teaching foreign linguists graduate students to write scientific articles in Russian. The EG students, who worked on the training materials created by the author of this article and posted on the WeChat platform, have much better command of the linguistic means necessary for writing scientific articles in the Russian language.

Let's present on the graph (Figure 26) the mean values of the coefficients of the ability to write scientific articles in Russian in EG and CG before and after the experiment using the method of estimated marginal means.

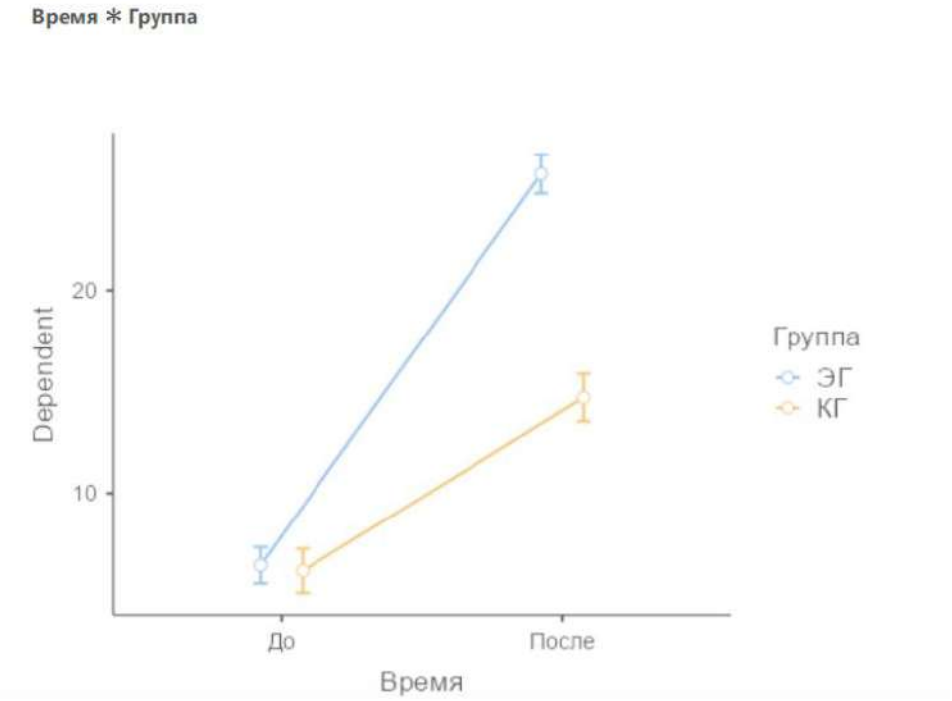

Figure 26. Change in the mean values of the coefficients of the ability to write scientific articles in Russian in EG and CG

The diagram shows that in EG there is a higher growth of the mean value of the coefficient of ability to write scientific articles in Russian compared to CG.

Using the method of the post-hoctests, we show in Table 15 the change in the mean values of the coefficients of the ability to write scientific articles in Russian in EG and CG under the influence of the experiment.

Table 15.

Comparison of the mean values of the coefficients of the ability to write scientific articles in Russian in EG and CG under the influence of the training experiment

Post Hoc Comparisons - Время ✻ Группа

Comparison								
Время	Группа	Время	Группа	Mean Difference	SE	df	t	P_{tukey}
После	ЭГ	- После	КГ	11.014	0.721	18.0	15.270	< .001

Notes: SE – standardized errors; df – degrees of freedom; meaning t – Student's criterion. These data are necessary in order to proceed to the definition of probability (Ptukey).

The difference of EG and CG levels after the training experiment was 11.014, normal distribution and variance meet the standards, Ptukey value < 0.001. This means that the difference in the levels of scientific article writing ability in both groups is statistically significant. This result indicates the effectiveness of the method of teaching foreign linguistics students to write scientific articles in Russian using the WeChat platform.

So, after a comparative description and analysis, the following conclusions can be drawn.

In the course of the pedagogical experiment the methodology of teaching foreign graduate students to write scientific articles in Russian was tested. In this case, the students were able to determine the purpose of the article, its content and working title, find published works on the topic of the article and analyze them, compose an introduction to the article, describe the methodology and research results, formulate

conclusions.

At the pre-experimental cut the initial level of abilities to write scientific articles in Russian in EG and CG was approximately equal, at the post-experimental cut the level of formation of these abilities in EG significantly increased and far exceeded the level of their formation in CG.

The teaching experiment has shown that the methodology of teaching foreign graduate students to write scientific articles in Russian using the WeChat platform is effective. It can arouse the interest of both teachers and learners and can be used in Russian as a foreign language classes in Master's degree programs.

At the end of the experiment, a questionnaire survey was also conducted to find out the Chinese graduate students' attitudes towards the results of training to write scientific articles in Russian in EG and CG. Its results are presented in the histograms in Appendix 3.

In both groups, almost all graduate students had a clearer understanding of the typical structure of scientific articles, the content of the sections "Introduction", "Methodology", "Results" and "Conclusions" and the linguistic means used to write them after training.

EG graduate students better understand the differences between "Results" and "Conclusions" than CG graduate students. In both groups, almost all graduate students believe that after the training they have developed the ability to choose appropriate keywords and find articles on similar topics on the Internet.

In EG, all graduate students believe that they have learned more linguistic means. In CG, some students chose the answer: "Disagree". From our point of view, the reason is that in the CG, students themselves have to summarize the linguistic means in the article that the teacher gave out, while in the EG, students can use the exact linguistic means that the teacher posted on WeChat platform, they can learn them anytime and anywhere, which was more convenient than in the CG.

As for the issues of correct use of linguistic means, all graduate students in the EG indicated that after the training they were already able to use linguistic means correctly when writing all sections, especially the "Conclusions" section. In the CG,

more graduate students found it difficult to answer, which indicates that they have unclear ideas about linguistic means.

Almost all EG graduate students agreed that they thought more actively about the teacher's questions in class and were more interested in discussing scientific problems with their classmates, while in the CG many of them found it difficult to answer these questions. In our opinion, this happened because in the EG the training was conducted using the WeChat platform, which increased the motivation of the EG graduate students to learn the process of writing scientific articles. Thus, in their answers to the question of whether motivation to write scientific articles increased, in EG all graduate students indicated "Agree" or "Rather Agree", while in CG the opposite was true – most of the students disagreed.

When asked whether they feel more confident when writing scientific articles, more than 80% of graduate students in the EG gave confident answers. In the CG many graduate students found it difficult to answer, some of them gave a negative answer. Although they had a clearer idea of the basic structure of scientific articles after the training, they still did not have a sufficient idea of linguistic means, so they had difficulties in writing scientific articles.

CONCLUSIONS ON CHAPTER III

1. For the purpose of testing the proposed teaching methodology, a pedagogical experiment was conducted. The program of the experiment was developed and the pre-experimental cut, training in EG and CG, post-experimental cut, mathematical processing of data and analysis of the results were carried out sequentially. During the experiment we determined CPA (coefficient of the level of ability to determine the purpose of the article, its content and working title), CFA (coefficient of the level of ability to find published works on the topic of the article and analyze them), CWKA (coefficient of the level of knowledge and abilities of writing the introduction, methodology, results and conclusions of scientific articles

using appropriate linguistic means).

2. CPA in EG before the experiment was 40.00% (6 points) and after the experiment was 65.00% (9.75 points), that is, it increased by 25%. CPA in CG before the experiment was 36.67% (5.5 points) and after the experiment 54.20% (8.13 points), that is, it increased by 17.53% (2.63 points).

3. CFA in EG before the experiment was 40.53% (6.08 points) and after the experiment was 61.67% (9.25 points), that is, it increased by 21.14%(3.17 points). CFA in CG before the experiment was 41.67% (6.25 points) and after the experiment was 53.20% (8 points), that is it increased by 11.53%(1.75 points).

4. CWKA in EG before the experiment was 7.55% (7.25 points) and after the experiment was 60.63% (58.2 points), then it increased by 53.08% (50.95 points). CWKA in KG before the experiment was 7.03% (6.75 points) and after the experiment 29.17% (28 points), that is, it increased by 22.14% (21.25 points).

5. The difference between the mean values of the coefficients of scientific article writing skills in Russian in EG and CG after the experiment amounted to 8.74% (11.014), which indicates the effectiveness of the method of teaching foreign linguistics students to write scientific articles in Russian using the WeChat platform. The EG students, who master the discipline using teaching methods developed by the author, have much better command of linguistic means necessary for writing scientific articles in the Russian language.

6. The post-experiment questionnaire showed that Chinese graduate students in EG and CG had a positive attitude towards the results of learning to write scientific articles in Russian, especially EG students who found the WeChat platform very useful for them.

CONCLUSION

The purpose of this study was to develop and experimentally test a methodology for teaching foreign linguistics graduates to write a scientific article using the WeChat platform. In the process of achieving it, a number of tasks were solved.

It was shown that despite the presence of a large number of publications on teaching scientific style of speech and on teaching writing scientific articles in English, there are no scientific works that would present a holistic system of teaching foreign graduate students to write scientific articles in Russian using the WeChat platform.

In the course of the research, such a system was designed and a teaching model was developed based on the principle of combining approaches to teaching, focused on the product of written speech activity and on the process of its flow. This integrative teaching model, which assumes the sequential formation of abilities of writing a scientific article and the formation of each ability on the basis of a three-stage scheme (organization of students' orientation in the material studied, their training and application of the experience gained), differs from the existing models of teaching scientific speech, focused either on the product of written speech activity or on the process of its flow.

Building this model required identifying the abilities needed to write a research article (10 such abilities were identified), determining the training content, and developing training materials, including materials for an educational website on the WeChat platform.

In the course of the study, two types of scientific articles in linguistics were identified in terms of their structuring and the choice of strictly structured scientific articles for teaching foreign graduate students in linguistics was justified. The procedure of selecting linguistic means for teaching was developed, the application of which made it possible to identify 97 speech cliches corresponding to the typical sections of a structured scientific article and semantic fragments of these sections.

Consideration of the functions of the Chinese WeChat platform allowed us to conclude that it can be used as a means of teaching foreign linguistics graduates to write a scientific article in Russian. It was found that no detailed methodology has been developed so far. As a result, the website "Russian scientific research" was created and placed on the WeChat platform.

On this basis, a hypothesis was formulated about the possibility of obtaining higher results of teaching foreign graduate students to write a scientific article in Russian when using the format of blended learning, when building a training model based on the principle of combining approaches to teaching writing, focused on its process and product, and when using training materials, the structure of which corresponds to the typical structure of a scientific article, and the content reflects a minimum of speech clichés. The pedagogical experiment was conducted to confirm this hypothesis.

Thus, all the tasks of the study have been accomplished and the purpose of the study has been achieved.

The prospects of this dissertation research are related to the further search for effective models of blended learning and online learning. In particular, it seems

important to develop the problems of teaching other genres of Russian writing to foreign undergraduate and graduate students using educational websites hosted on the WeChat platform.

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List of abbreviations

BRICS (Brazil, Russia, India, China, South Africa) is an interstate informal association of countries with dynamically developing economies. Currently, the association includes 10 states: Brazil, Russia, India, China, South Africa, Iran, Saudi Arabia, UAE, Egypt, Ethiopia.

GER: final qualification work

ICT: information and communication technologies

Ka: coefficient of ability level of writing a scientific article

CG: control group

CWKA: coefficient of the level of knowledge and abilities of writing the introduction, methodology, results and conclusions of scientific articles using appropriate linguistic means

CFA: coefficient of the level of ability to find published works on the topic of the article and analyze them

COEP: Competence-oriented education planning

CPA: coefficient of the level of ability to determine the purpose of the article, its content and working title

MOOC: massive open online course

GPC: general professional competence

PCA: professional-academic competence

PCP: professional practical competence

RKI: Russian as a foreign language

SPbU: Saint Petersburg State University

UDC: Universal Decimal Classification

UC: universal competence

UCM: universal competencies of graduate students

FSES: federal state educational standard

Full name: surname, first name, patronymic

EG: experimental group

APP: Application

JASP: Jeffreys's Amazing Statistics Program (a new generation statistical program with a combination of traditional and Bayesian approaches, including machine learning)

Orcid ID: International Author Identifier

Appendix 1. Linguistic articles: material for structural and semantic analysis

Strictly structured articles:

1. Abdelhamid S. A. M., Alefirenko N. F., Chumak-Jun I. I. Speech acts and Russian text-forming discourse // Russian Language Studies. 2023. vol. 21. 1. 7-17.

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21. Borovik V. V. Linguistic constructs of grammatical concepts / V. V. Borovik // Modern science: actual problems of theory and practice. Series: Humanities. 2022. 12. 112-116.

22. Veshchikova I. A. Publicistic style in the modern language situation // Russian Speech. 2021. 2. 7-19.

23. Gromenko E. S. New compound words with components corona- and kovid- in Russian (word-formation and normative aspects) // Russian Speech. 2021. 5. 40-54.

24. Gun Ts. To the question of functional homonymy in the system of parts of speech of the modern Russian language / Ts. Gun // Modern Science: actual problems of theory and practice. Series: Humanities. 2023. 6-2. 140-144.

25. Ergazina, A. A. Methods of coding and decoding of meaning in language models / A. A. Ergazina // Modern Science: actual problems of theory and practice. Series: Humanities. 2022. 10-2. 165-168.

26. Ershov M. V. Influence of genre and stylistic features of the text on its perception / M. V. Ershov // Modern Science: Actual Problems of Theory and Practice. Series: Humanities. 2023. 1-1. 124-126.

27. Efremova, M. Yu. Variation of the structures of syntactic analyticism in the Russian language / M. Yu. Efremova // Modern Science: Actual Problems of Theory and Practice. Series: Humanities. 2021. 2-2. 146-150.

28. Kunovski, M. N. To the question about the functioning of words of the category of state in publicistic texts of the Russian language / M. N. Kunovski, I. A. Dinevich, G. N. Myers // Modern Science: Actual Problems of Theory and Practice. Series: Humanities. 2019. 1. 137-140.

29. Li Jingjing. Control of intercultural competence in teaching Russian to Chinese students of philology (on the material of texts for children's reading) / Li Jingjing, L. V. Moskovkin // Russian language abroad. 2022. 2 (291). 42-47.

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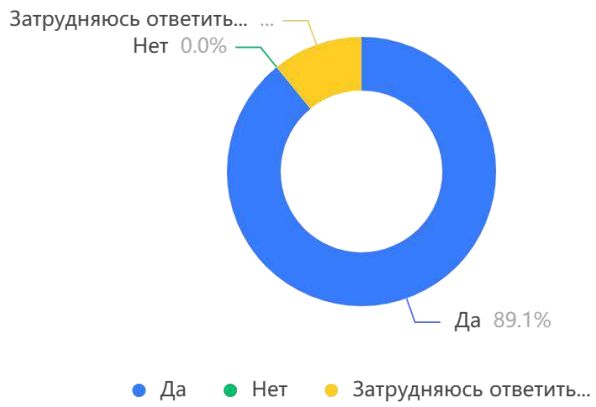
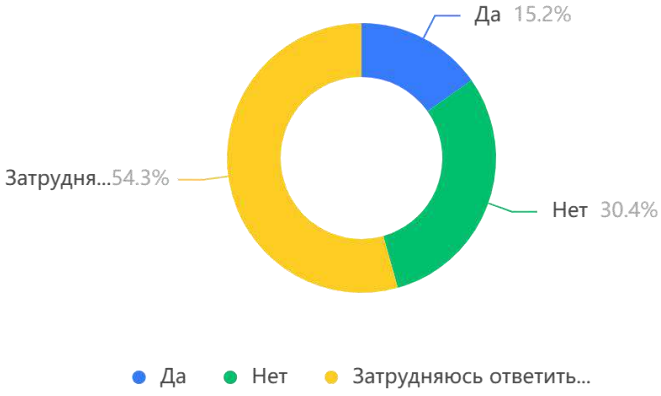
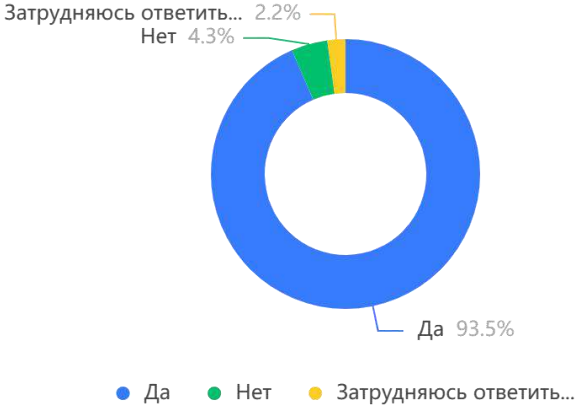
32. Petrova O. O. On the development of meanings in the structure of the verb and the verbal noun // Modern Science: Actual Problems of Theory and Practice. Series: Humanities. 2023. 5. 164-166.

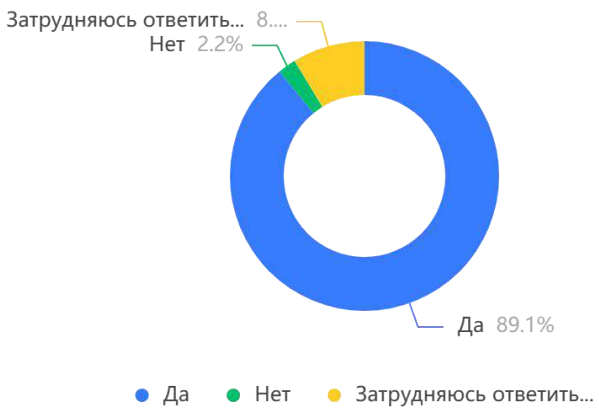
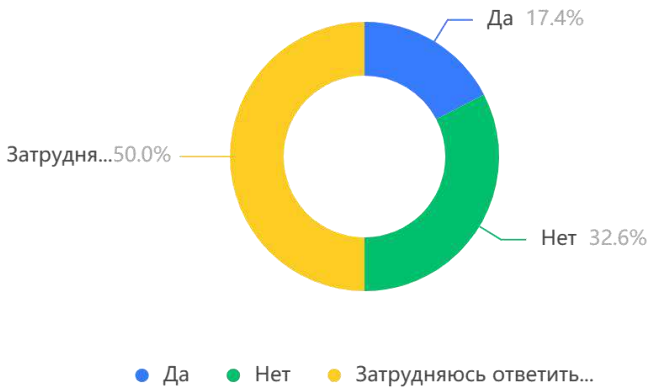
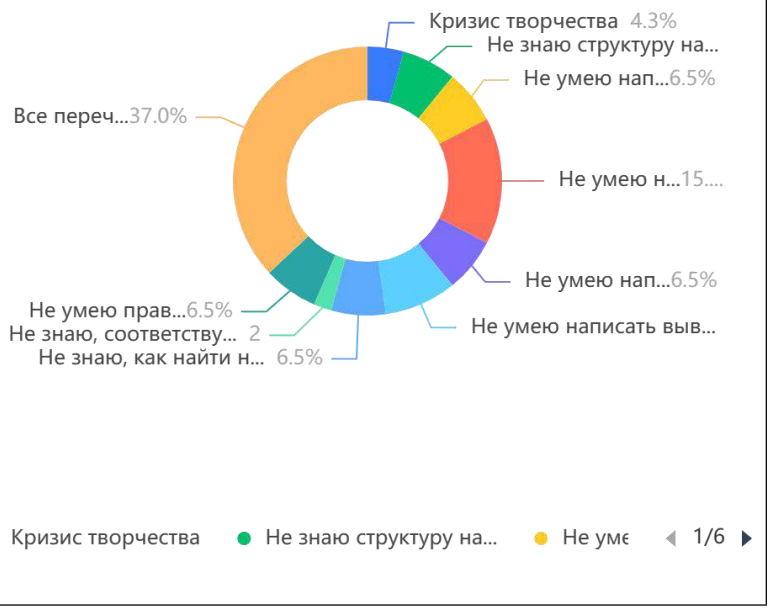
33. Skachedubova E. C. To the question of the place of accent in the forms of the past passive participles // Russian Speech. 2021. No 4. C. 33-44.

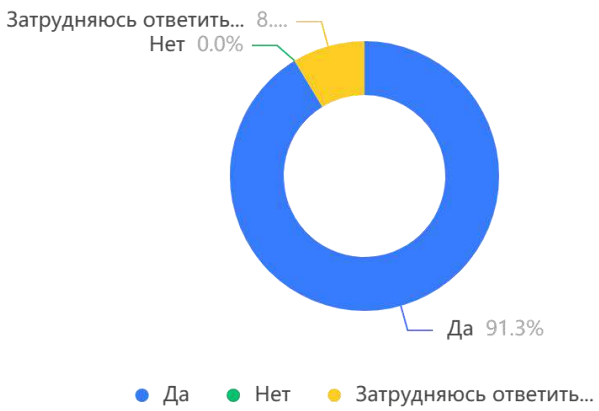
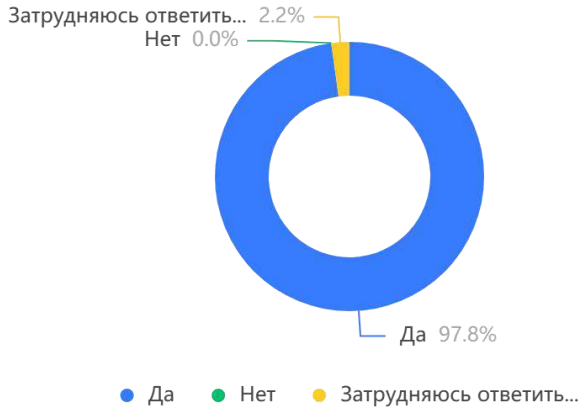
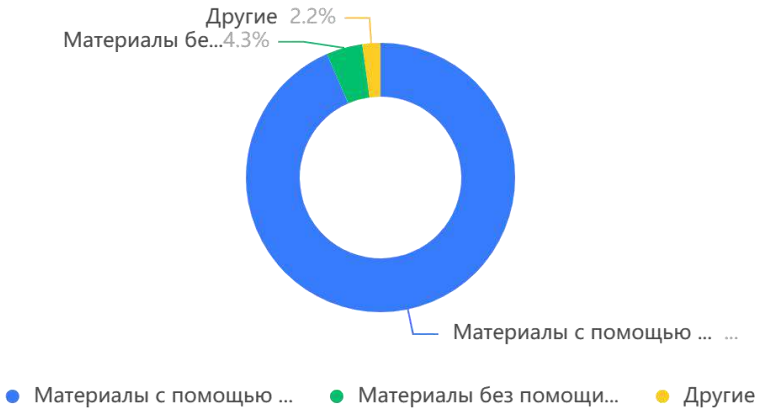
34. Usenko, N. M. Special linguistic means of expressing the category of time // Modern Science: Actual Problems of Theory and Practice. Series: Humanities. 2020. 2-2. 105-108.

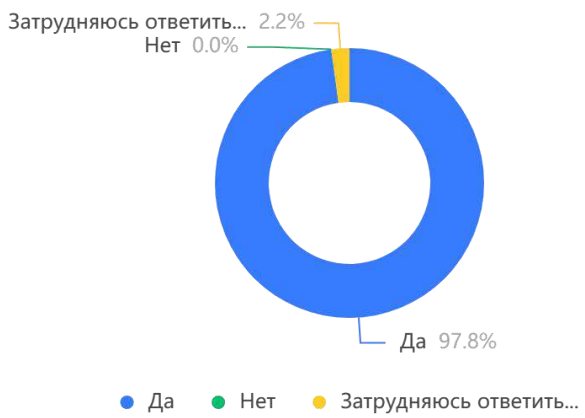
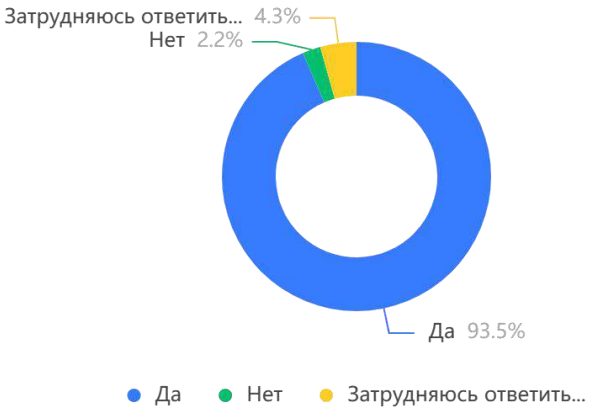
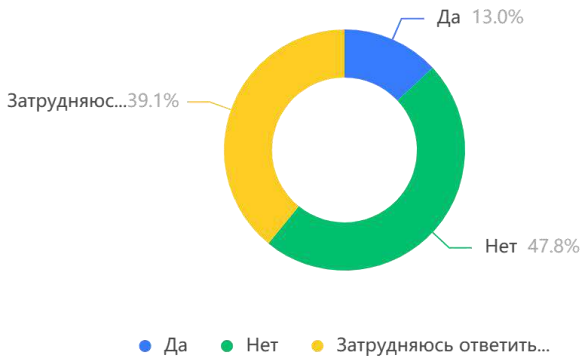
35. Zhou L. Types of complex abbreviated words in Russian // Modern Science: Actual Problems of Theory and Practice. Series: Humanities. 2023. 10. 182-185.

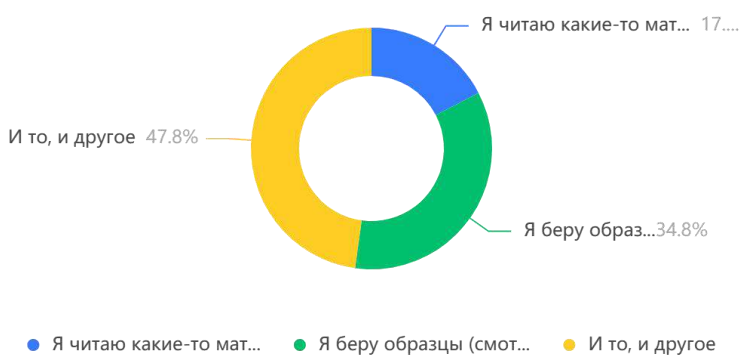
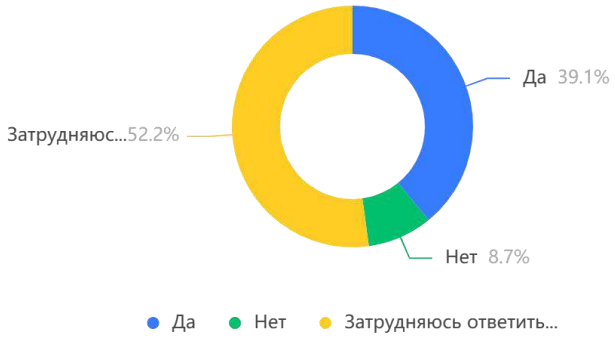
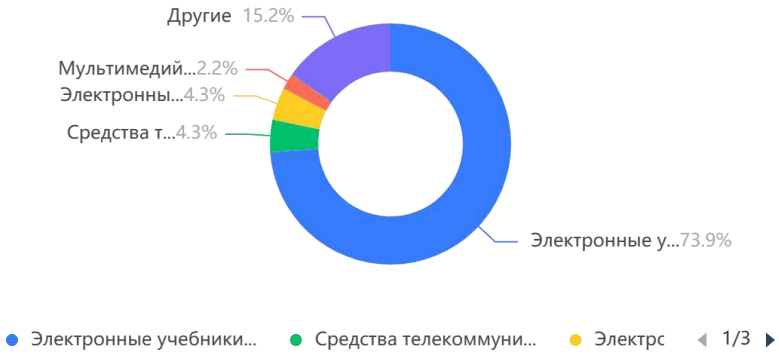
Appendix 2. Results of the questionnaire before the experiment

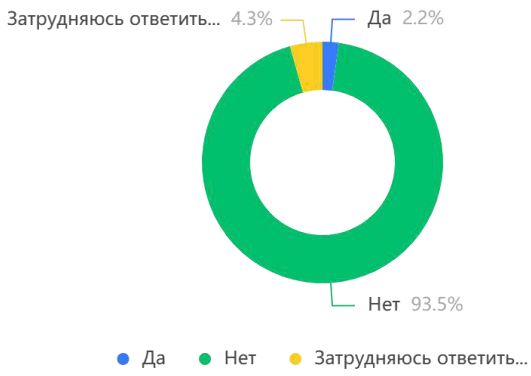
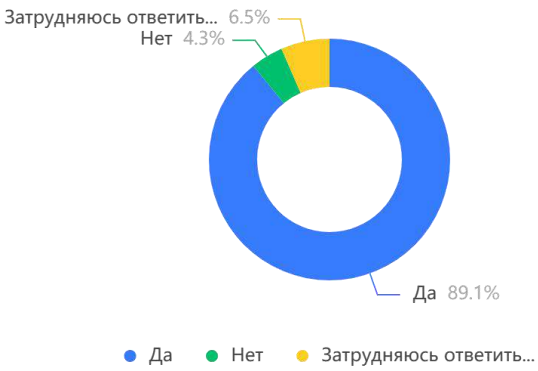
Question 1. Do you know what a scientific article is?	
Question 2. Can you define a scientific article?	
Question 3. Do you need to write scientific articles for your academic career?	

Question 4. Did you find it difficult to write scientific articles during your research?	
Question 5. Do you know how to write scientific articles?	
Question 6. What difficulties do you face while writing scientific articles?	

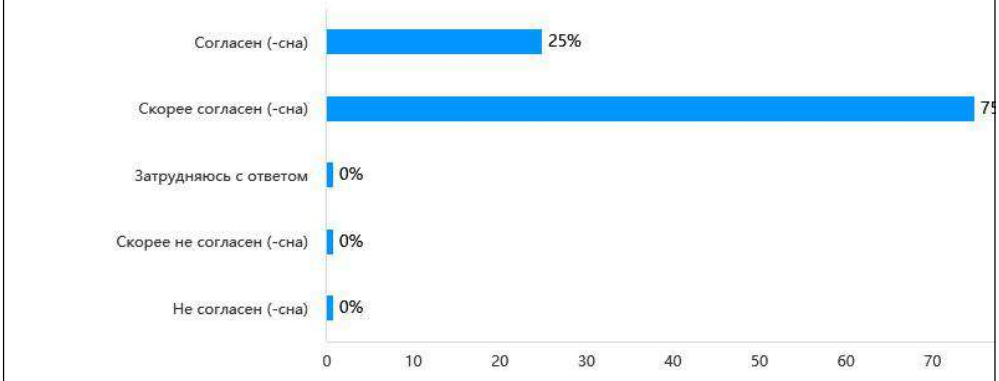
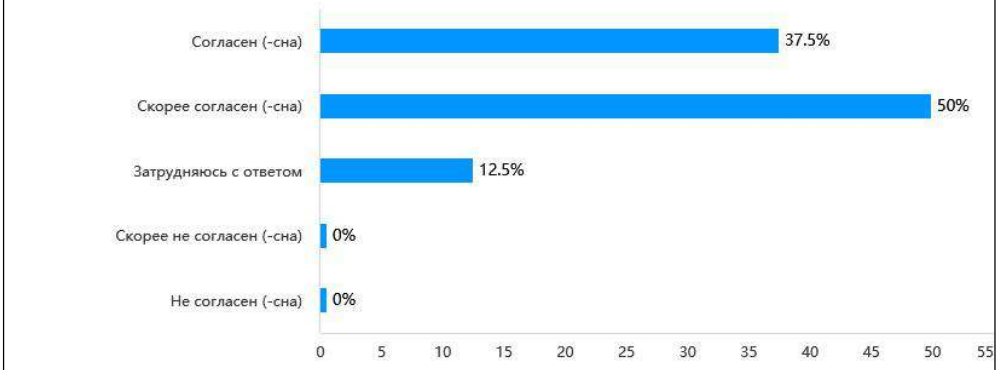
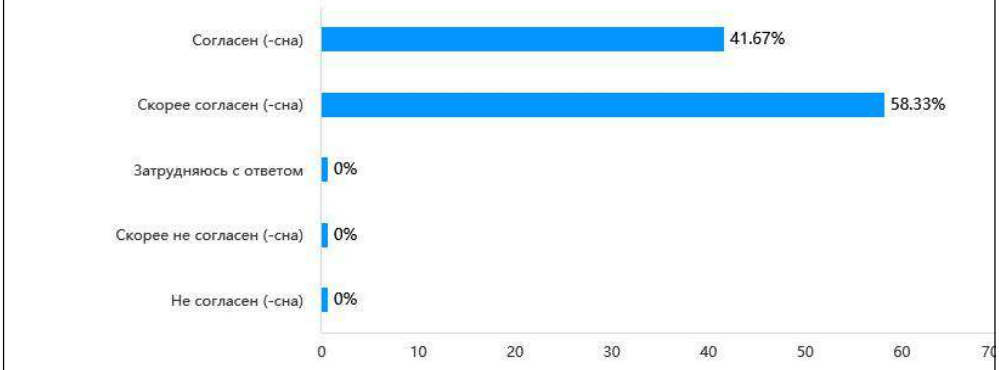
Question 7. Do you think it is necessary to organize special training sessions devoted to writing scientific articles?	
Question 8. Do you think it is necessary to familiarize yourself with the concept of a scientific article, its structure and requirements for its writing?	
Question 9. What teaching materials would you like to use to familiarize yourself with the concept of a scientific article?	

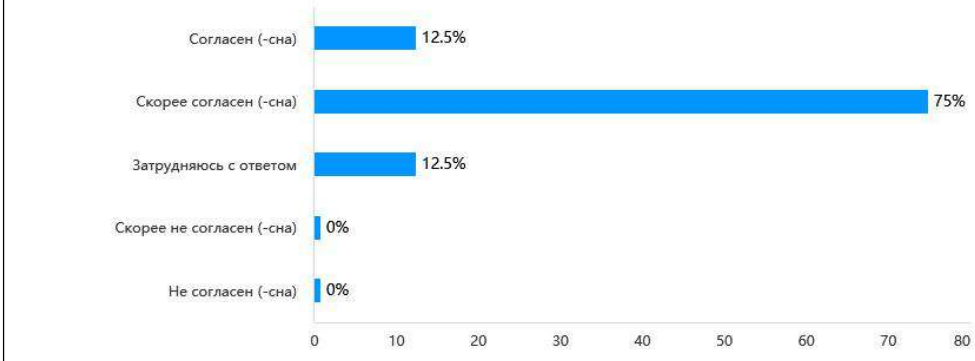
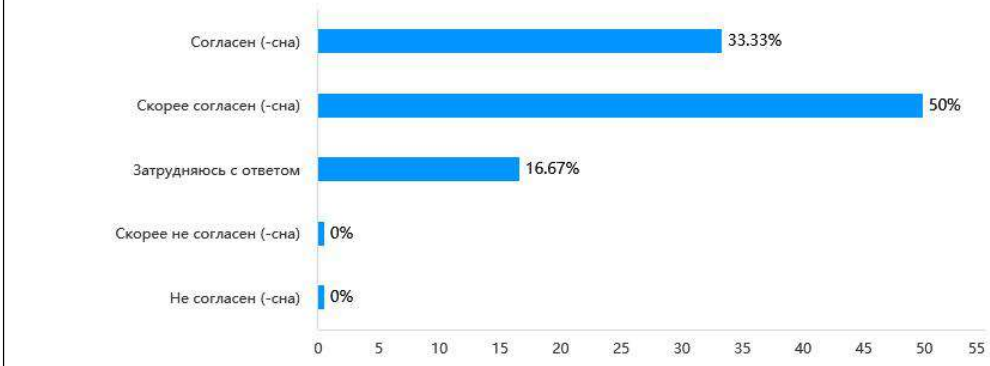
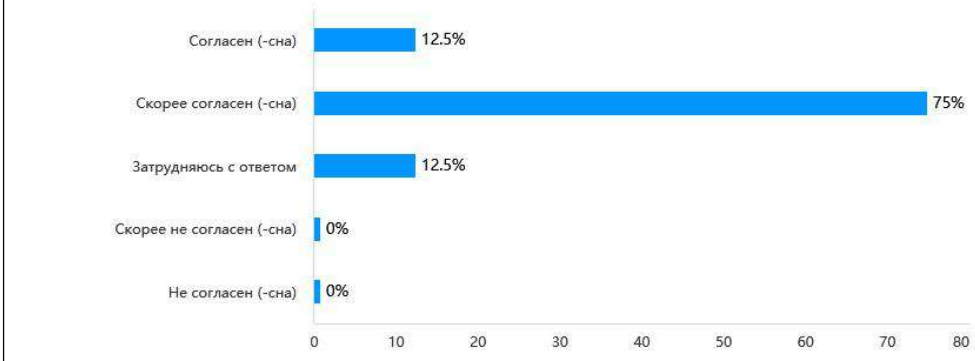
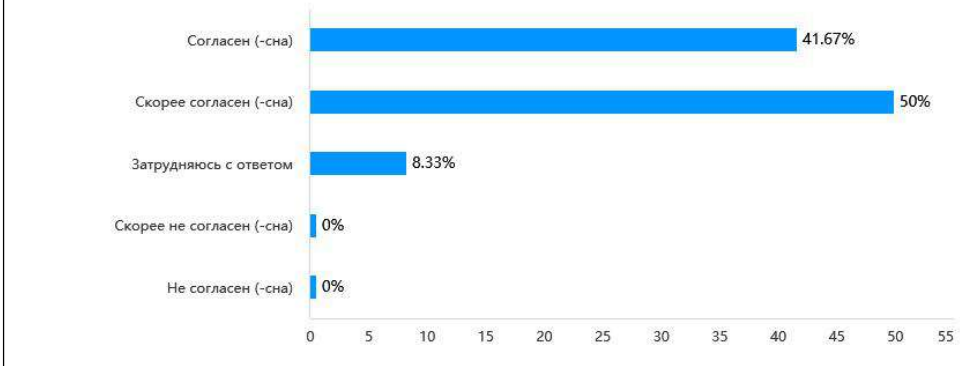
Question 10. Do you think it is important to perform exercises in the process of learning to write scientific articles?	
Question 11. Do you think it is important to do creative exercises in the process of teaching scientific writing?	
Question 12. Did your teacher teach you how to write a scientific article in class?	

Question 13. If yes, how do you learn to write scientific articles?	
Question 14. Has your teacher used online technology in teaching you how to write scientific articles?	
Question 15. What online technologies did your teacher use?	

Question 16. Has your teacher used WeChat, a publicly available platform, when teaching how to write scientific articles?	
Question 17. Do you think it is effective to use the public WeChat platform in teaching academic writing?	

Appendix 3. Results of the questionnaire after the experiment

1. I now have a clearer idea of the basic structure of scientific articles.	
EG	
CG	
2. I have a clearer understanding of the "Introduction" section.	
EG	

CG	
3. I have a clearer understanding of the "Methodology" section.	
EG	
CG	
4. I have a clearer understanding of the "Results" section.	
EG	

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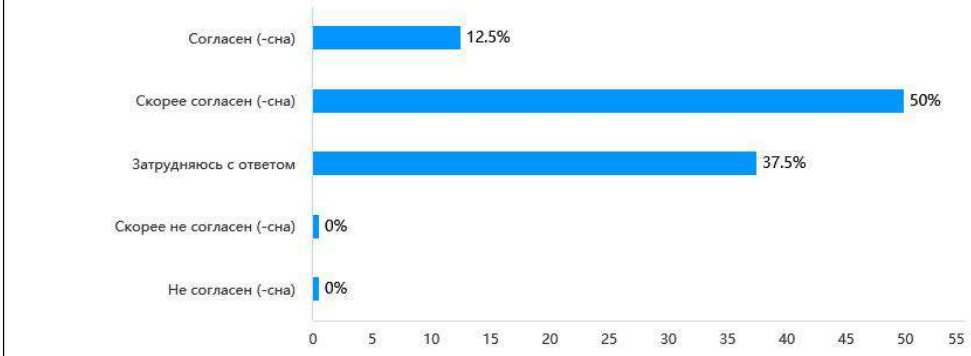
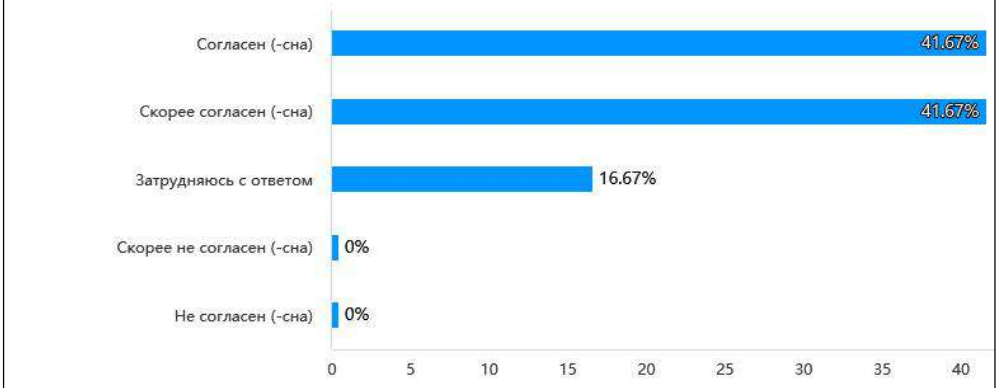


5. I began to understand the "Conclusions" section more clearly.

EG



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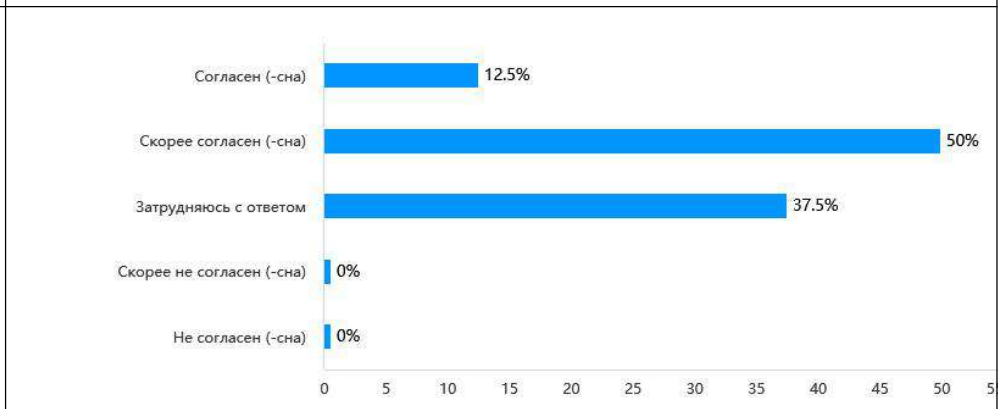
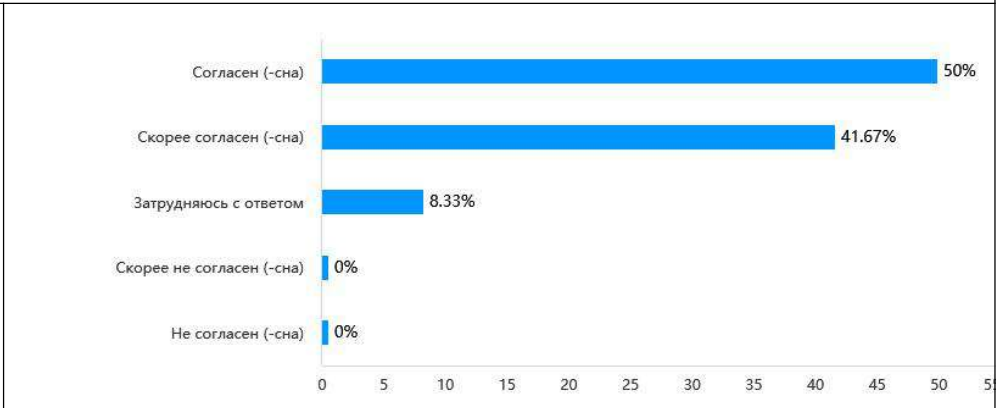
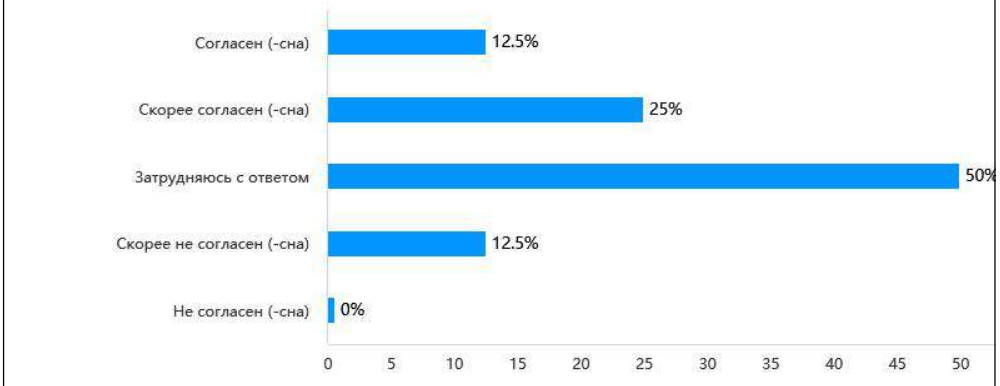
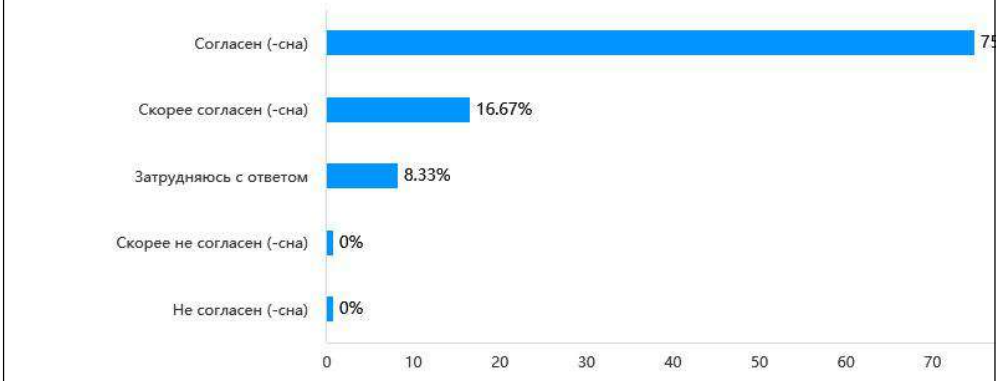
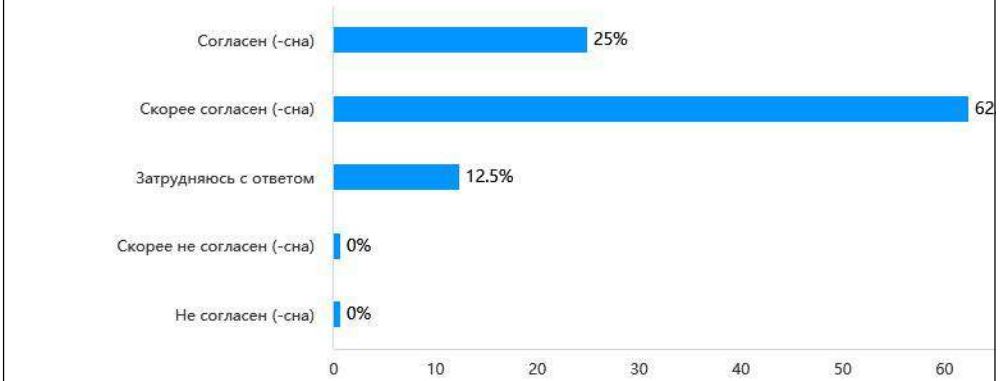
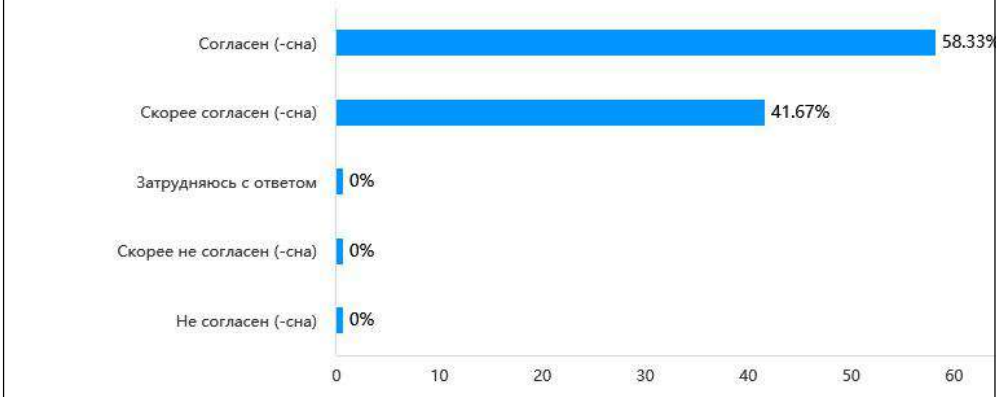
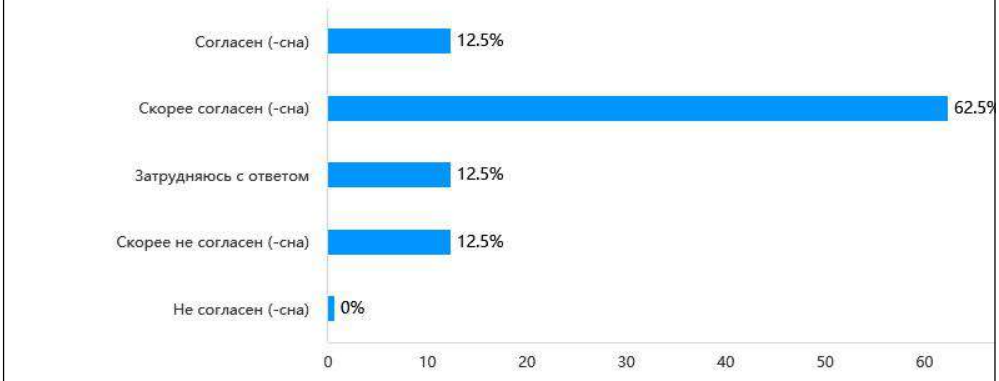
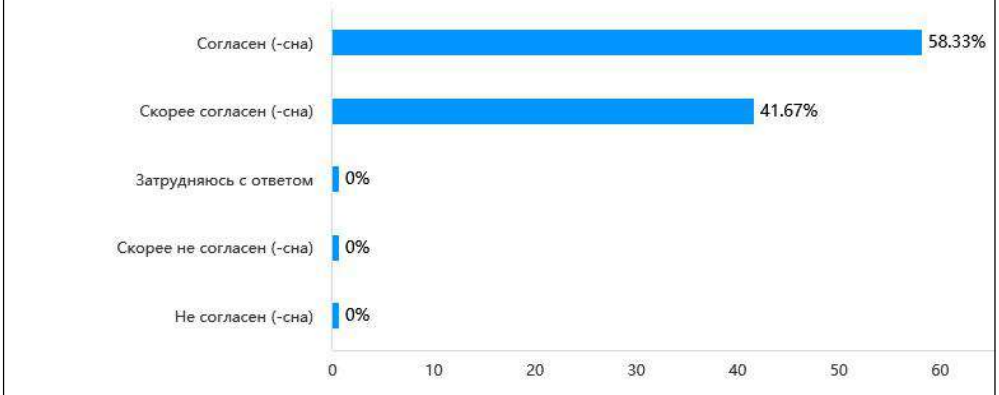


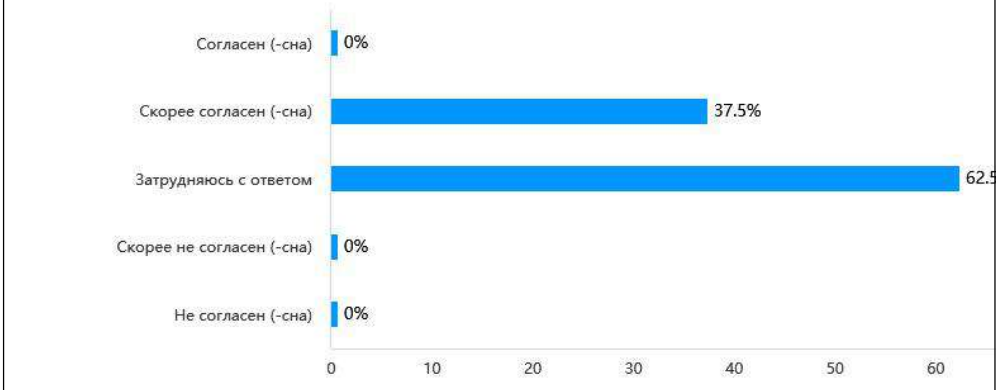
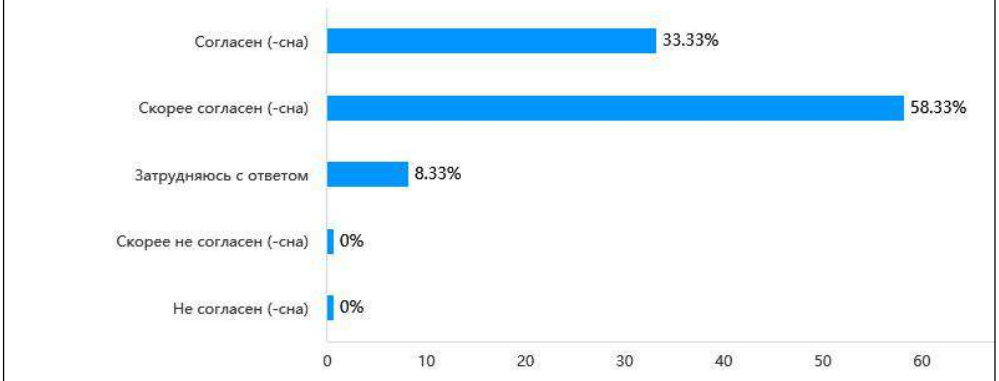
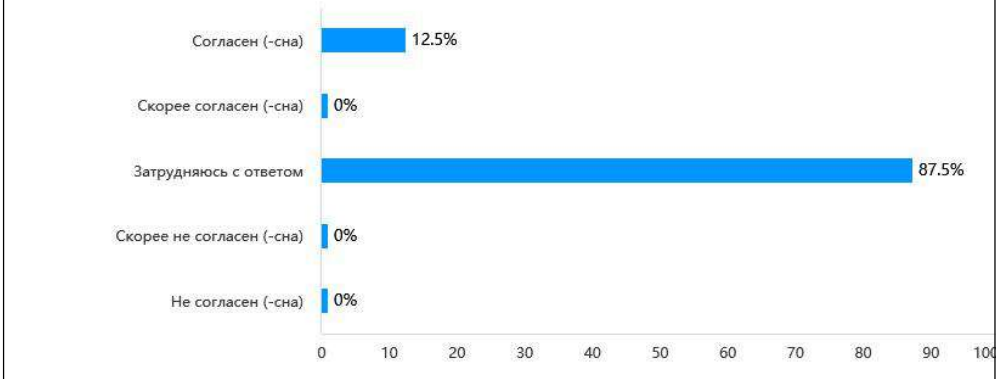
6. I can distinguish between results and conclusions after training.

EG

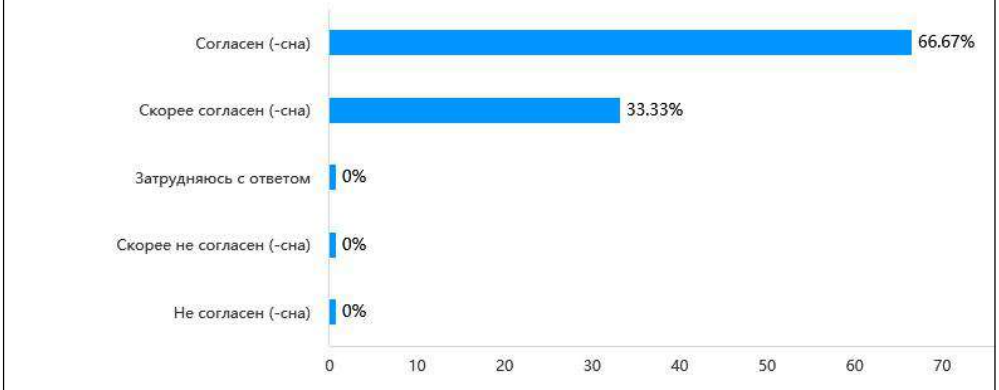


CG	
7. I can choose appropriate keywords and find articles on closely related topics online after training.	
EG	
CG	
8. I have learned more linguistic means.	

EG	
CG	
9. I can correctly use the linguistic means learned in the "Introduction" section after instruction.	
EG	

CG	
10. I can correctly use the linguistic means learned in the "Methodology" section after training.	
EG	
CG	
11. I can correctly use the linguistic means learned in the "Results" section after training.	

EG



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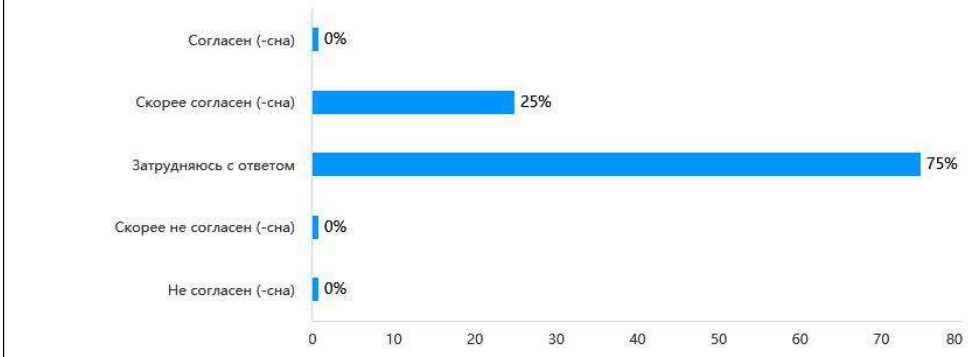
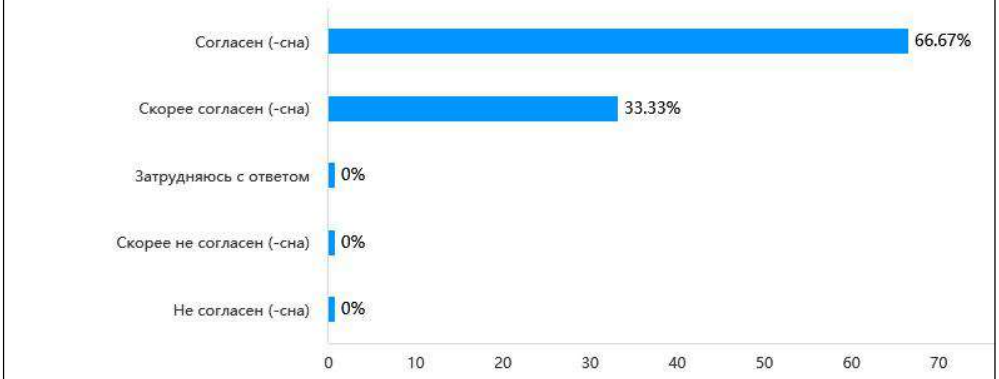


12. I can use the linguistic means I learned in the final part correctly.

EG



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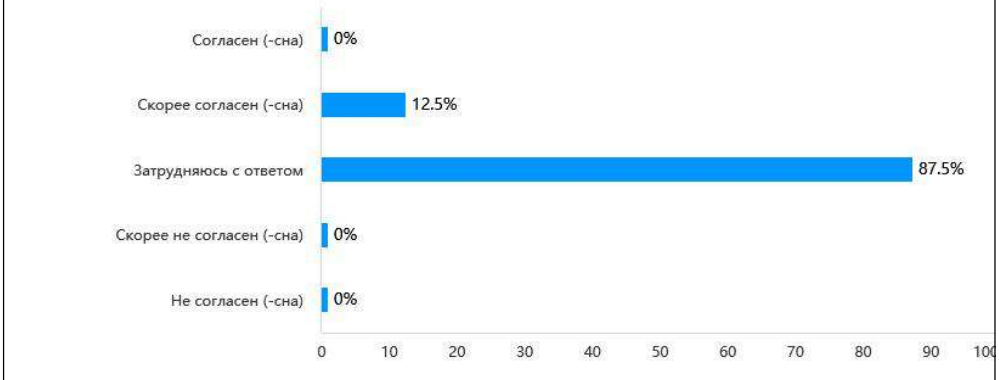
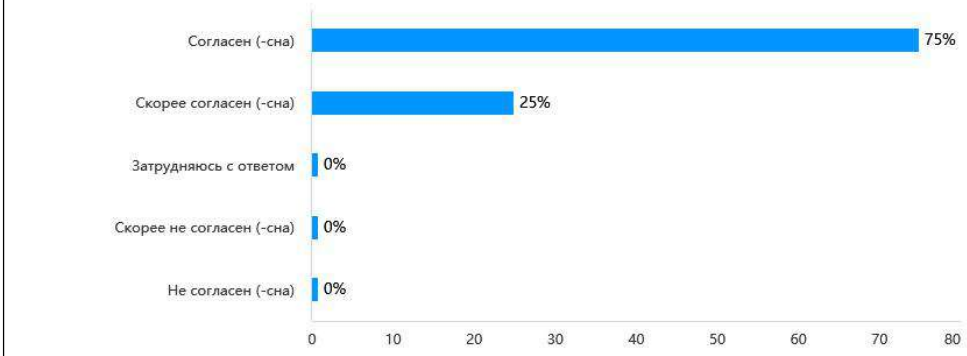


13. I can write a full introduction, methodology, results and conclusions

using linguistic means after training.

EG



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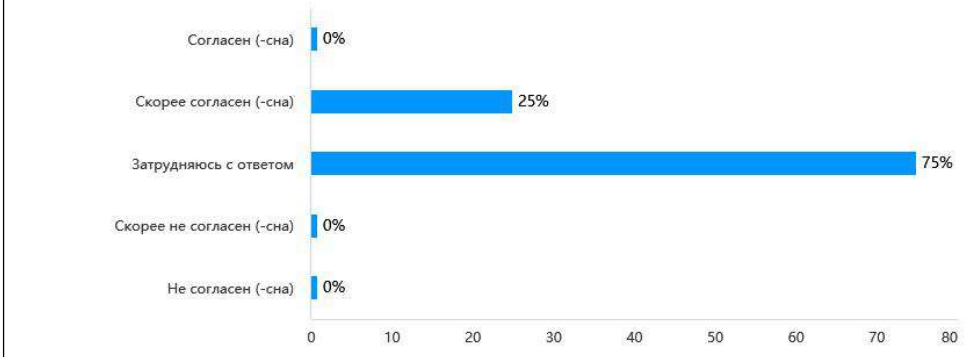
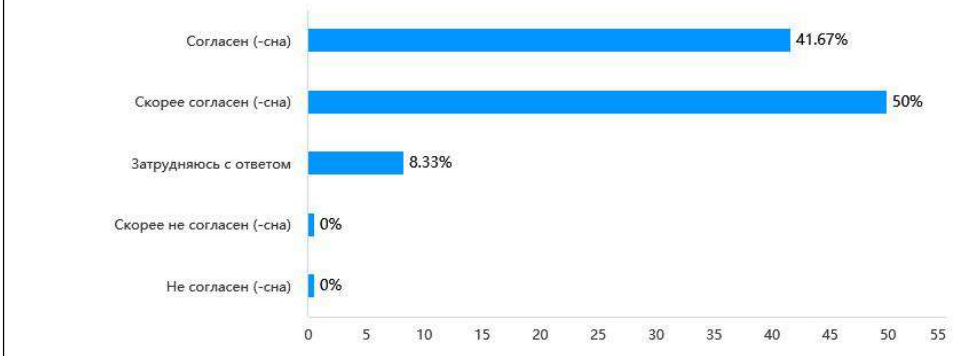


14. In class, I think more actively about the teacher's questions.

EG



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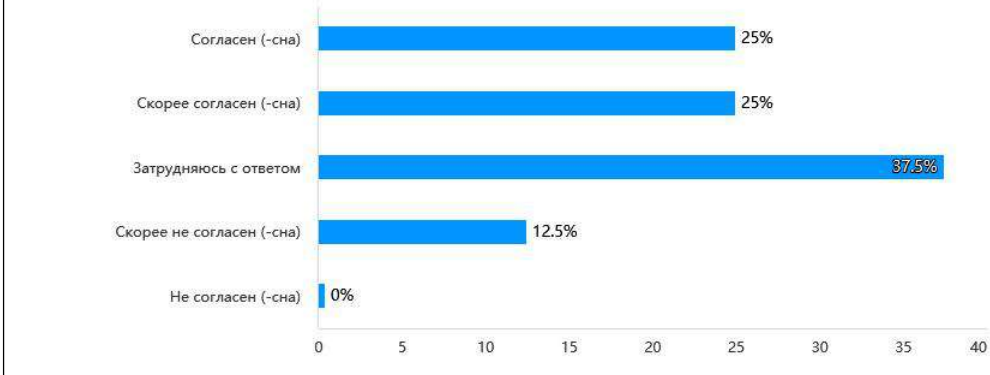
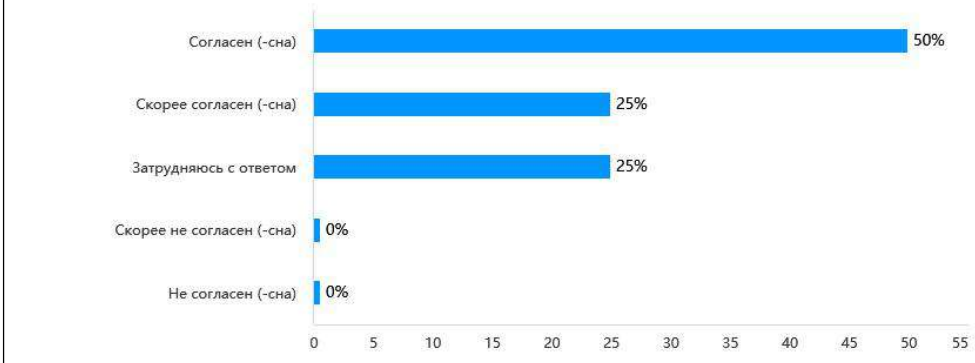
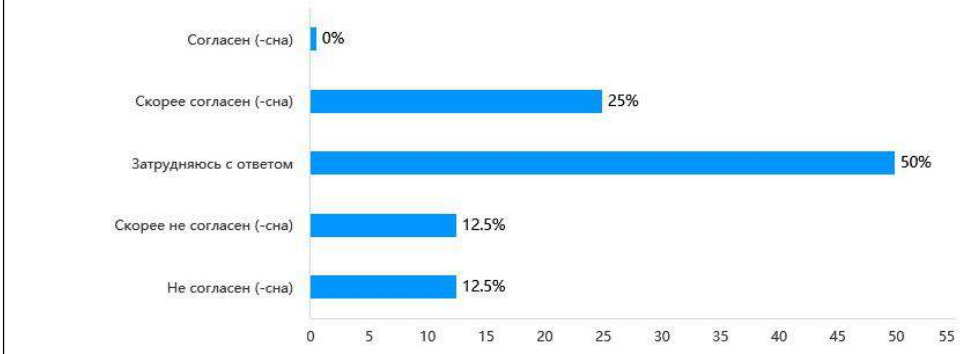
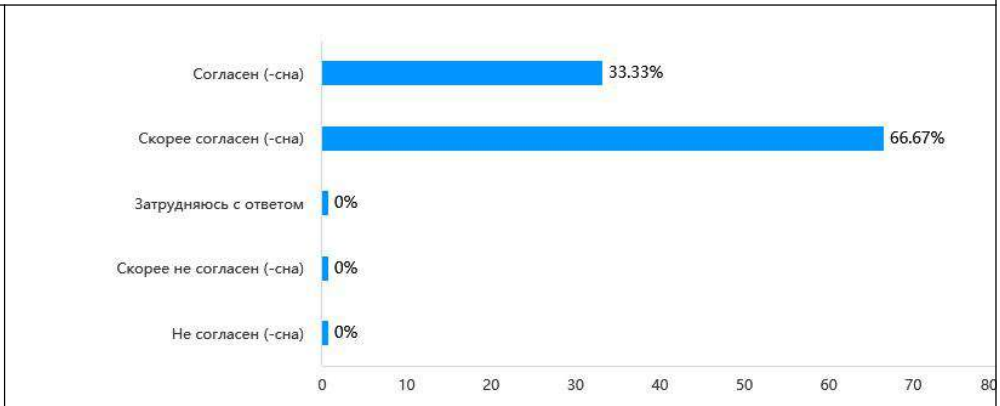
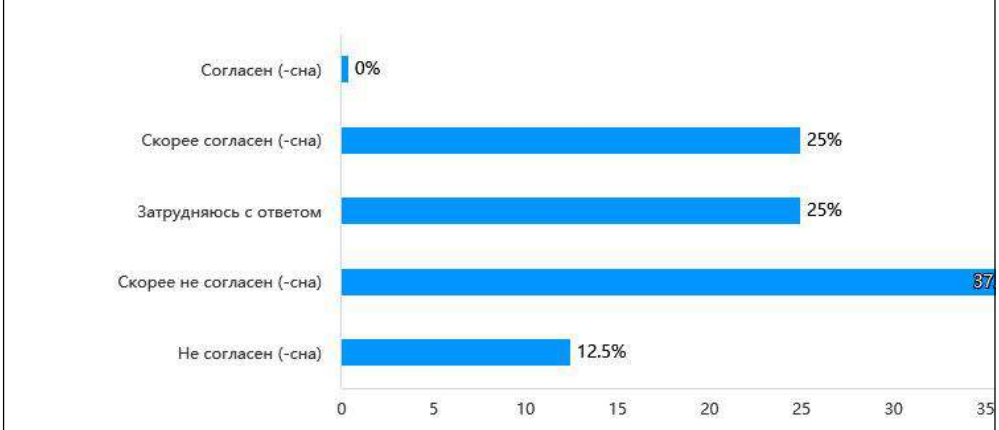
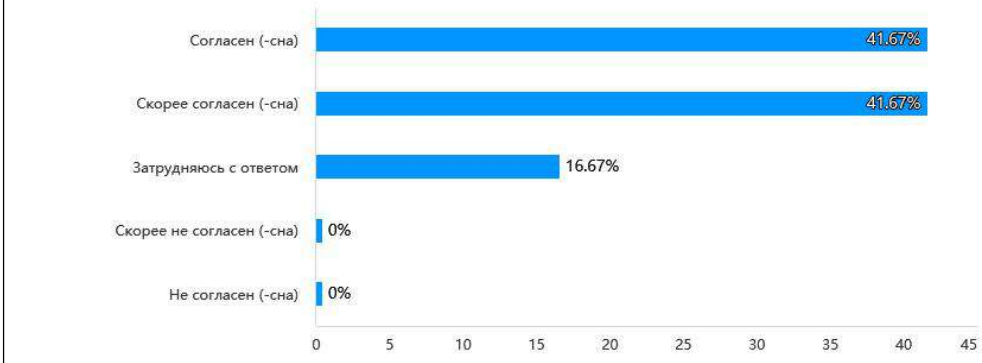
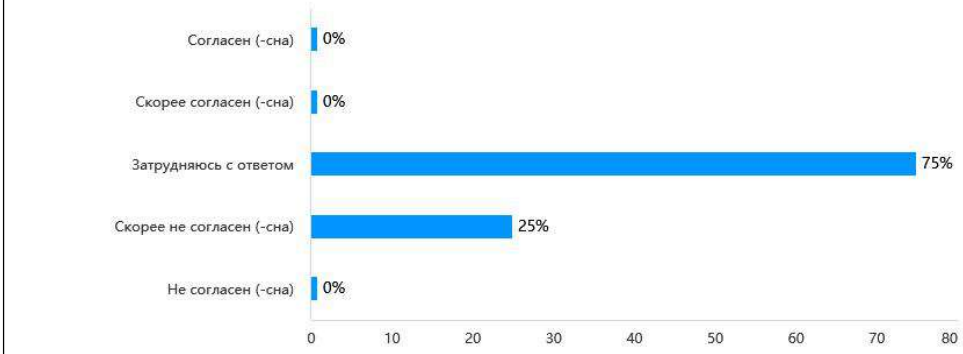


15. In class, I am more willing to actively discuss scientific problems with

my classmates.	
EG	
CG	
16. My motivation to write scientific articles has increased.	
EG	
CG	

17. I feel more confident in writing scientific articles.	
EG	
CG	

Appendix 4. Materials of the educational site «Russian scientific research»

Занятие 1. Структура научной статьи

Ли Цинго 俄语科研 2024-03-16 21:27 俄罗斯

俄语科研
Обучение написанию научных статей на русском языке

公众号

Тема: «Структура научной статьи»

Русскоязычные научные исследования

1) Теоретические объяснения

«Научная статья – это законченное и логически цельное произведение, освещающее какую-либо тему, входящую в круг проблем, связанных с темой исследования» [Рожкова 2016: 6]. Научная статья является самостоятельной, творческой, исследовательской работой автора, которая «характеризуется широтой обобщения и новизной взглядов на определенный круг вопросов, содержит исследовательский компонент, написана научным стилем речи и соответствующе оформлена» [Матюнова 2017: 193].

Русскоязычные научные исследования

Части научной статьи:

Структура и требования научных статей регламентированы и ясны, а также части, которые имеют отличные от журналов требования, но в целом в научную статью включают:

- УДК (справочник: http://teacode.com/online/udc/)
- Название (заголовок).
- Аннотация (на русском и английском языках).
- Ключевые слова (на русском и английском языках).
- Введение.
- Обзор литературы.
- Основная часть.
- Выводы (заключение).
- Список литературы.

Русскоязычные научные исследования

Информация об авторе (соавторах):

- ФИО автора (соавторов) (на русском и китайском языках)
- Ученая степень и ученое звание (на русском и китайском языках)
- Место работы или учебы и должность (на русском и китайском языках)
- Адрес электронной почты
- Номер телефона
- Международные идентификаторы автора (Orcid ID) (https://orcid.org/)

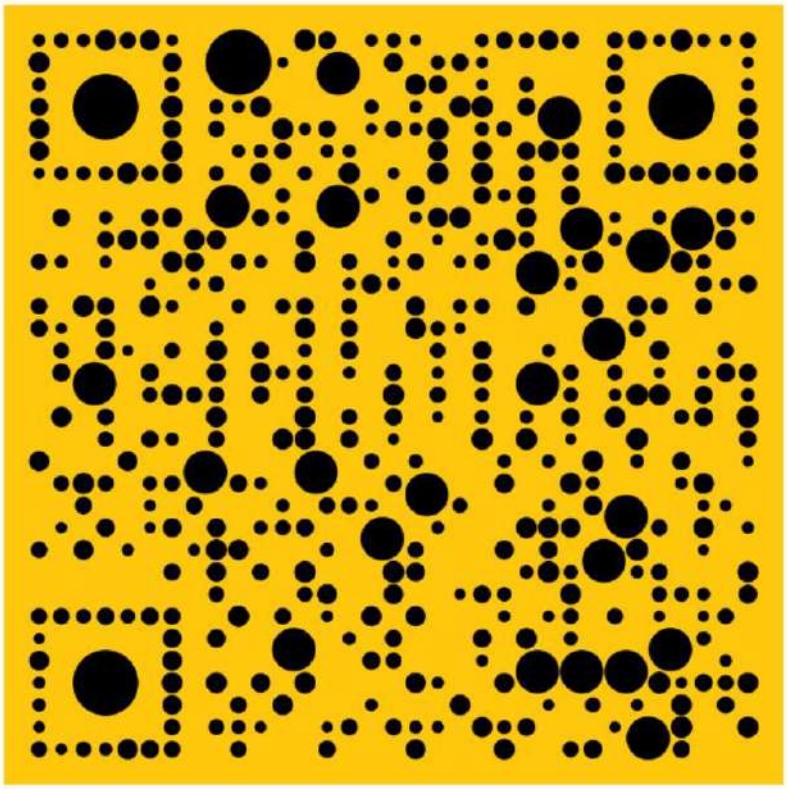
ТЕКСТ

«Научная статья – это

Нажмите

Ссылка на образец:

https://www.elibrary.ru/download/elibrary_57143736_17532174.pdf

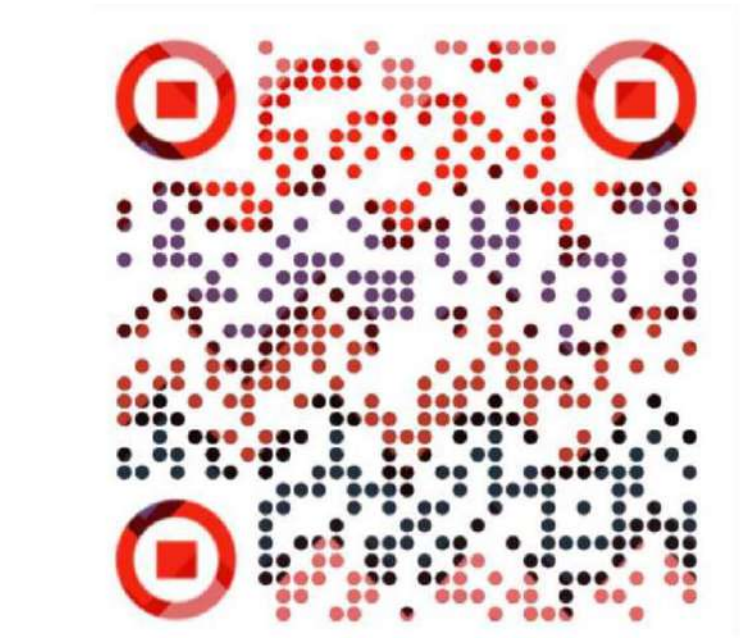


2) Задания

Задание 1. Войдите на платформу WeChat, прочитайте комментарии, опишите содержание научной статьи, которую вы хотите написать, и назовите ее.

Задание 2. Отсканируйте QR-код платформы WeChat, проанализируйте ключевые слова написанного содержания, и на основе полученных результатов

найдите и проанализируйте статью на сходную тему. Опишите содержание этой статьи, определите, что нового предложил (выяснил, открыл) автор, как сформулирована цель статьи.



Задание 3. Идентифицируйте QR-код в платформе WeChat, проанализируйте лексику статьи в соответствии с предоставленным содержанием ссылки и внесите исправления в Ваши записи.


Спасибо за внимание!

Занятие 2 (1). Написание Введения

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俄语科研
Обучение написанию научных статей на русском языке

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Русскоязычные научные исследования

Во введение обязательно включают актуальность, цель, новизну, объект, предмет, гипотезу и задачи исследования.

Актуальность означает, что вопросы, поднятые в исследовании, имеют решающее значение для смежных наук и требуют срочного решения.

«При обосновании актуальности необходимо проанализировать общую ситуацию в изучаемой области, привести факты, результаты проведенных исследований, дать ссылки на нормативные документы и работы авторитетных ученых, в которых отмечается важность решения данной проблемы. Кроме того, в статье иногда указывают на противоречия, совокупность которых и доказывает существование данной проблемы. Предназначение описания степени изученности проблемы – доказательство новизны исследования.

Русскоязычные научные исследования

При описании изученности проблемы кратко анализируют и обобщают результаты научных исследований в данной области. Приводятся данные, подтверждающие новизну исследования обучающегося. Введение часто заканчивается выводом о том, что поставленная проблема не решена или решена частично, поэтому нуждается в специальном исследовании» [Оленчук, Черных 2017: 16].

При описании темы в первую очередь необходимо кратко обобщить и проанализировать известные научные достижения в выбранной области, то есть какие ученые какие научные исследования в этой области проводили и какие достижения получены. Необходимо перечислить важные опубликованные статьи, относящиеся к теме исследования.

Русскоязычные научные исследования

Требования к **новизне**:

1. Исследовательские идеи и методы должны быть новыми;

2. Чтобы использовать существующие идеи и методы других, необходимо основательно осмыслить известные результаты, расширить или дополнить их, получить новые результаты и объяснить их;

3. Не путать новизну с актуальностью темы исследования;

4. Обязательно установить собственные новые результаты на основе результатов предыдущих исследований, которые не были получены в полной мере.

Русскоязычные научные исследования

Языковые средства:

1) **Обоснование актуальности проблемы исследования:**

- Работа посвящена актуальной теме...;
- Актуальность темы исследования обусловлена / определяется тем, что...;
- ... объясняет / определяет / обусловливает актуальность данной темы;
- Актуальность данного исследования состоит в ...

Например: Необходимость изучения средств выражения побуждения к действию в современном русском языке **определяет актуальность** данной темы.

Русскоязычные научные исследования

2) **Обоснование важности научного направления, в рамках которого осуществляется исследование:**

- В настоящее время в современной науке наблюдается интерес к...;
- Со второй половины XX века, ... находится в центре внимания современной науки;
- В настоящее время особое значение приобретает исследование...;
- Вышеупомянутые проблемы уже в течение нескольких лет активно исследуются;
- Актуальность исследования обусловлена тем, что решение этих задач необходимо для науки.

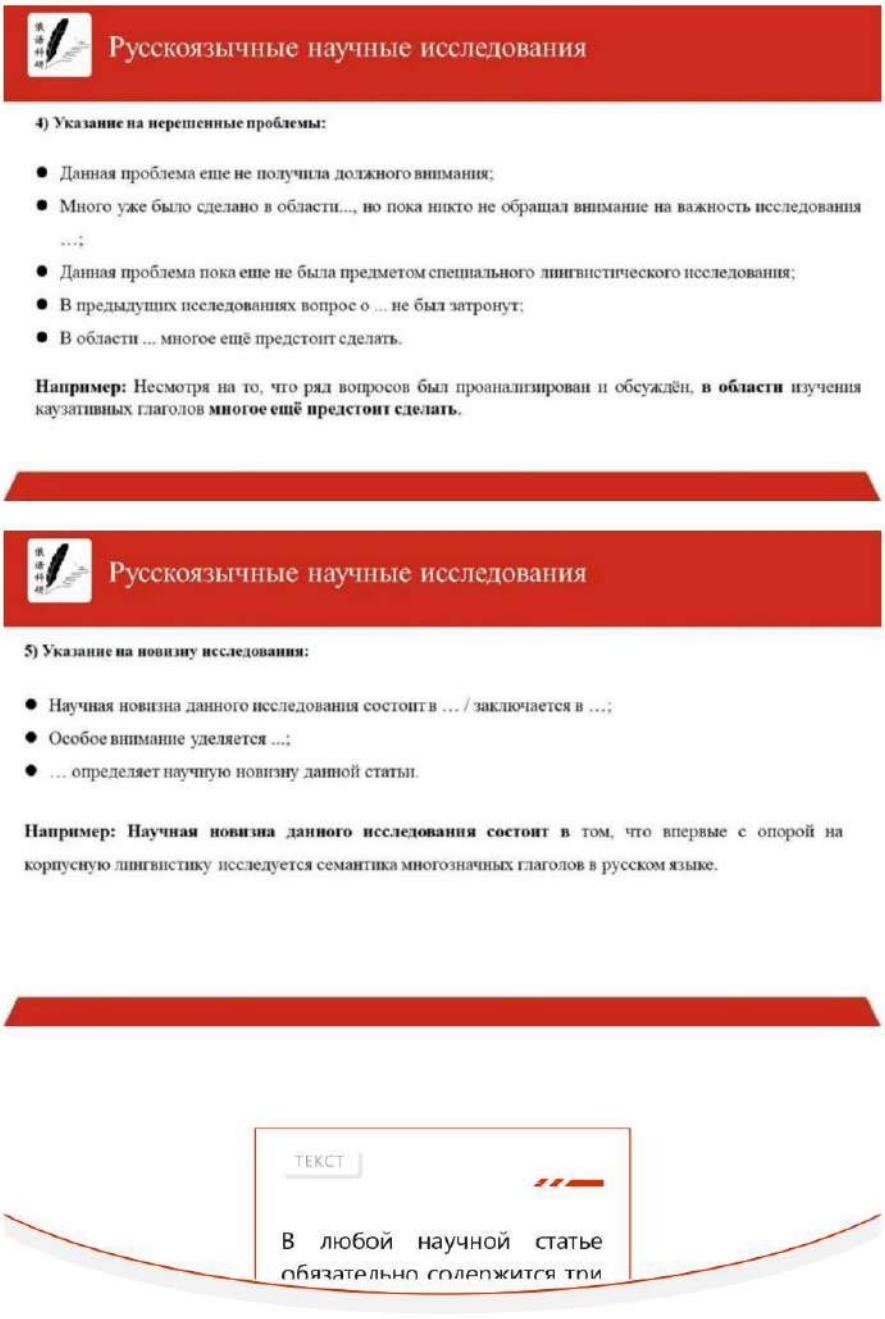
Например: Вышеупомянутые проблемы уже в течение нескольких лет находятся в центре внимания когнитивной лингвистики.

Русскоязычные научные исследования

3) **Описание степени изученности проблемы:**

- Проблемы (Вопросы) … уже исследовались в работах …;
- Проблема исследования рассматривалась в научных статьях и монографиях, в кандидатских и докторских диссертациях;
- По словам ...;
- Как отмечает …

Например: Проблемы сопоставления глаголов движения в русском и китайском языках **уже исследовались в** отечественных и зарубежных **работах**.



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2) Ссылка на образец:

https://www.elibrary.ru/download/elibrary_49608966_24221475.pdf

QR-код образца:

3) Задания

Задание 1. Выполните автоматический тест «Введение» и проанализируйте раздел «Введение» в статье по соответствующей теме.

01 Во введение обязательно включают

A. актуальность, цель, новизну, объект, предмет, гипотезу

B. заключение, аннотацию

C. обзор литературы

D. результат и обсуждение

правильный ответ

02 При доказательстве актуальности важно отметить, что:

A.необязательно доказать наличие противоречий

B. необходимо писать обзор литературы

C.необходимо повторять предыдущие исследования

D. необходимо кратко и ясно излагать актуальность, так как можно сказать, что актуальность является ядром введения и должна быть понята

правильный ответ

03 Требования к новизне:

A.новизна и актуальность темы исследования эквивалентны

B. можно напрямую использовать результаты других для изучения без инноваций

C.чтобы получить новые результаты и объяснить их на основе существующих идей и методов других, необходимо основательно

правильный ответ

04 «Предмет»

A. больше, чем «объект»

B. можно изучить по объектам темы

C.в основном проявляется в характеристиках и признаках объекта исследования

правильный ответ

05 Какие из перечисленных принадлежит методам исследования ? (два правильных ответов)

A. использование интеллект-карт

B.изложение обзора литературы

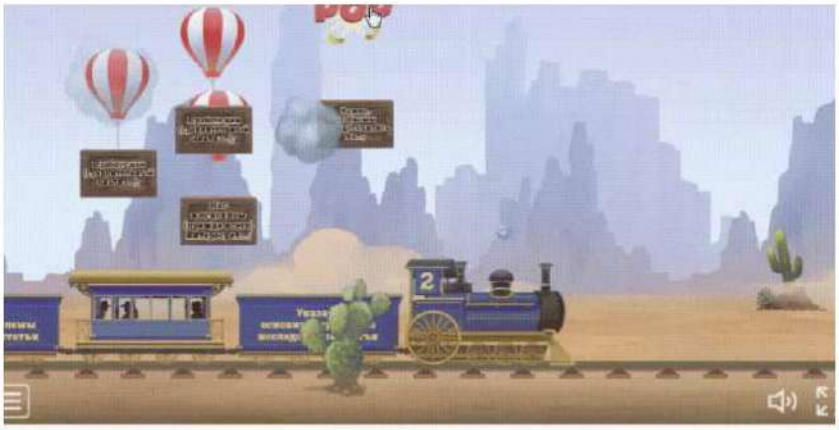
C.анализ и синтез

D.индукция и дедукция

правильный ответ

Задание 2. Опишите проблему, которую вы будете решать в этой статье, объясните причины этого с помощью языковых средств, и разместите этот фрагмент Введения на платформе WeChat.

Задание 3. Нажмите на картинку, чтобы она попала в соответствующий вагон «поезда», выучите появившиеся языковые средства, определите и опишите степень изученности этой проблемы, и отправьте на платформу WeChat.



Занятие 2 (2). Способы поиска необходимых материалов и анализа

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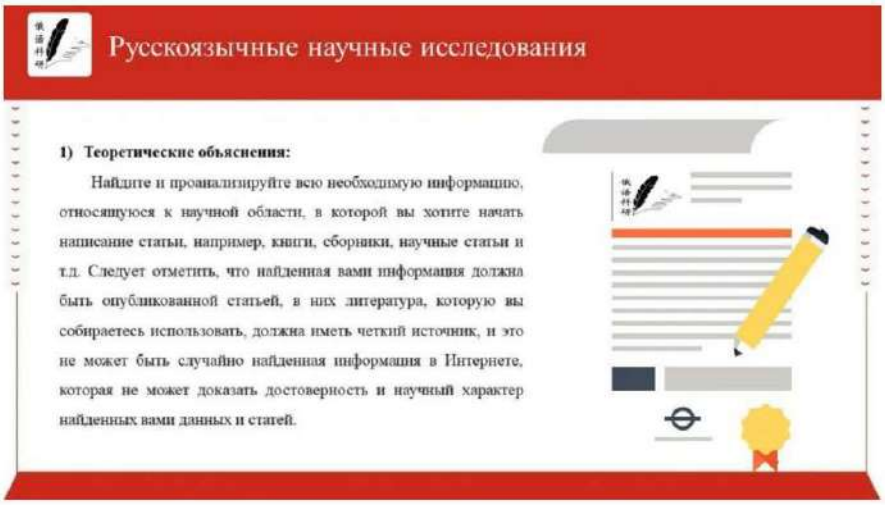

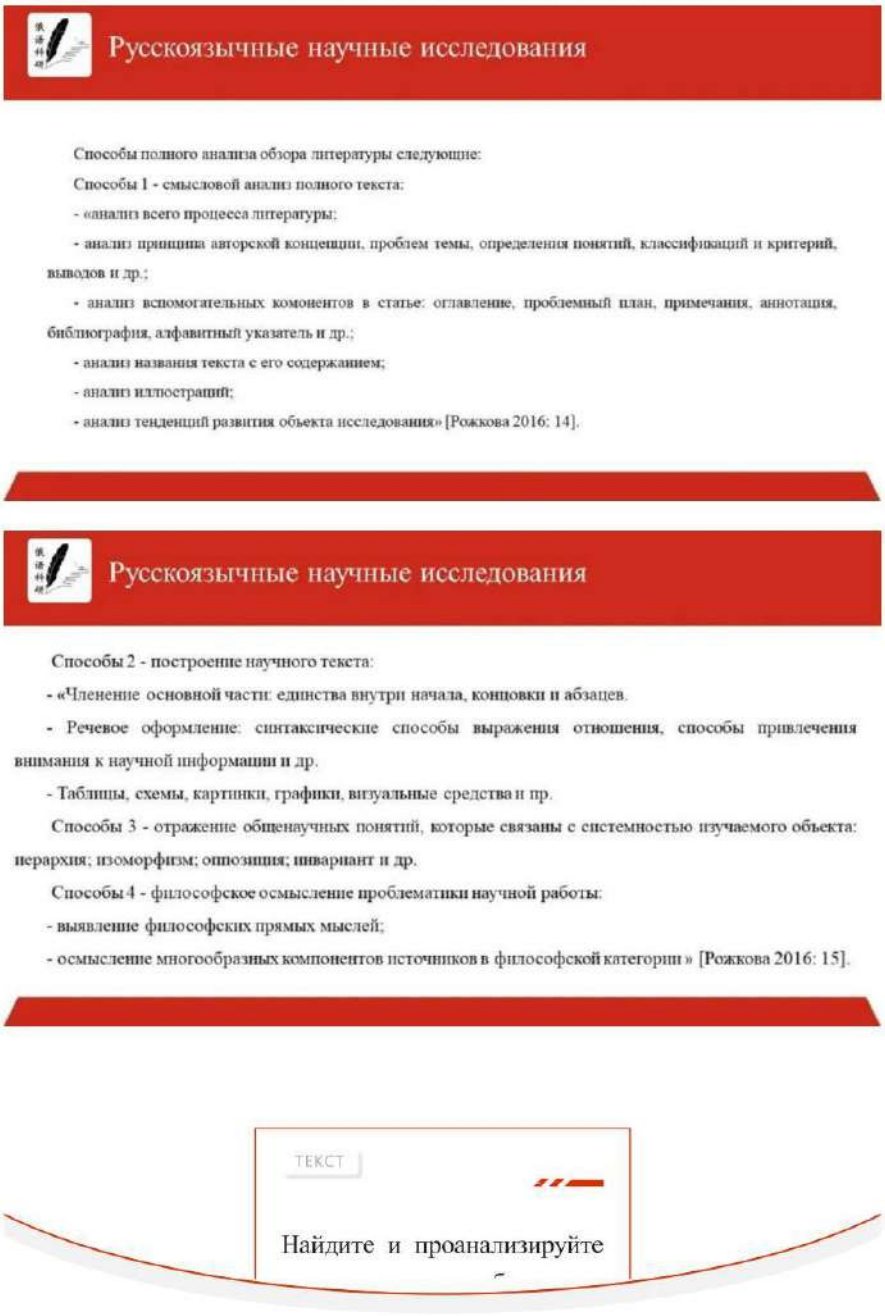

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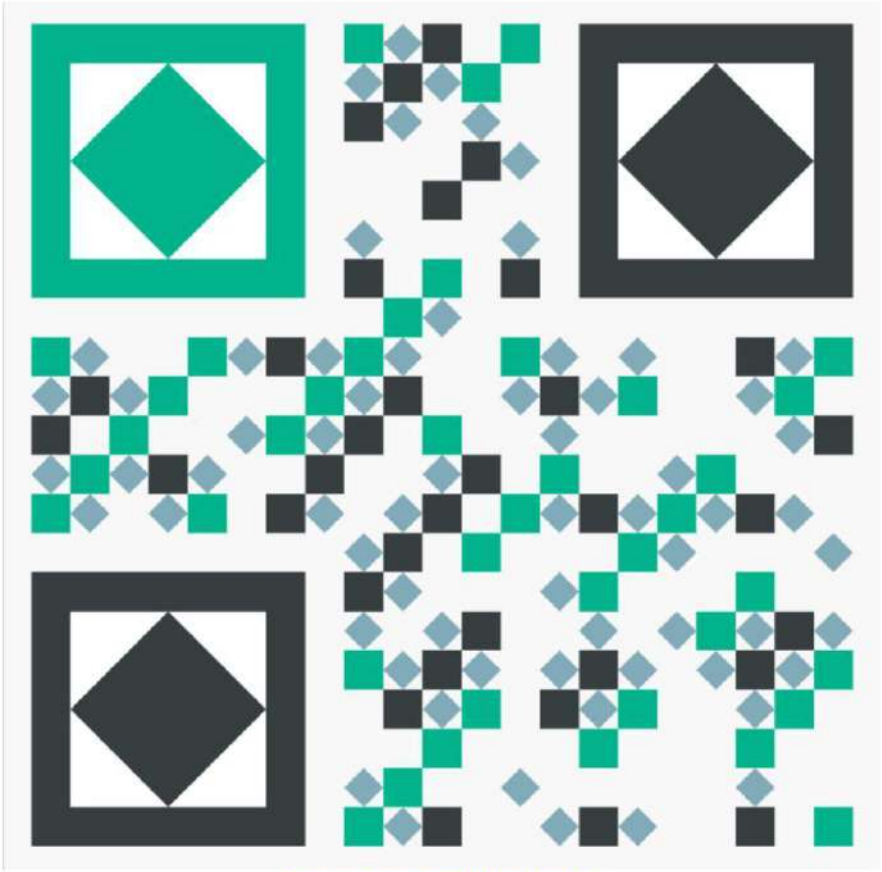
Ссылка на оообразец:
https://www.elibrary.ru/download/elibrary_36634898_49803140.pdf

2) Задания

Задание 1. Войдите на платформу WeChat, введите статью на близкие темы, выберите ключевые слова и фразы с помощью функции извлечения ключевых слов и отсканируйте QR-код, чтобы напрямую войти в Яндекс для поиска.

QR-код яндекса:



Ссылка яндекса: https://ya.ru/

Задание 2. Откройте платформу WeChat, извлеките ключевые слова из статей, загруженных с Яндекса, сохраните статьи, соответствующие теме вашей статьи, прочитайте их и опишите контент, связанный с темой вашей статьи.

Задание 3. Используйте «Интеллект-карту», чтобы отобразить эти фрагменты и загрузить их на платформу WeChat, и расскажите, почему вы выбрали именно эти фрагменты.

Например:

Интеллект-карта — это графический способ представить идеи, концепции, информацию в виде карты, состоящей из ключевых и вторичных тем, т.е. это инструмент для структурирования идей. Интеллект-карты обеспечивают 1) фиксацию полученной информации, 2) ее запоминание; 3) легкий доступ к информации; 4) ее анализ. Благодаря сочетанию изображений и текста интеллект-карты могут помочь студентам определить четкий план статьи, отразив в нем необходимое содержание.

Создание интеллект-карты обычно состоит из следующих шагов: 1) изображение основных разделов статьи; 2) отображение возможных ответвлений; 3) подписи ключевых слов, словосочетаний или фраз к каждому разделу. В интеллект-карте используются различные значки или цвета для обозначения ключевых слов, чтобы сделать важную информацию более привлекательной. Интеллект-карта написанной нами статьи «Многофункциональная платформа WeChat как средство обучения написанию научных статей» выглядит следующим образом:

Рис. 1 Пример Интеллект-карты по теме «Многофункциональная платформа WeChat как средство обучения написанию научных статей»

(Ссылка: https://elibrary.ru/download/elibrary_50468886_49132974.pdf)

Занятие 3 (1). Как описать методологию исследования

Ли Цинго 俄语科研 2024-03-16 21:52 俄罗斯

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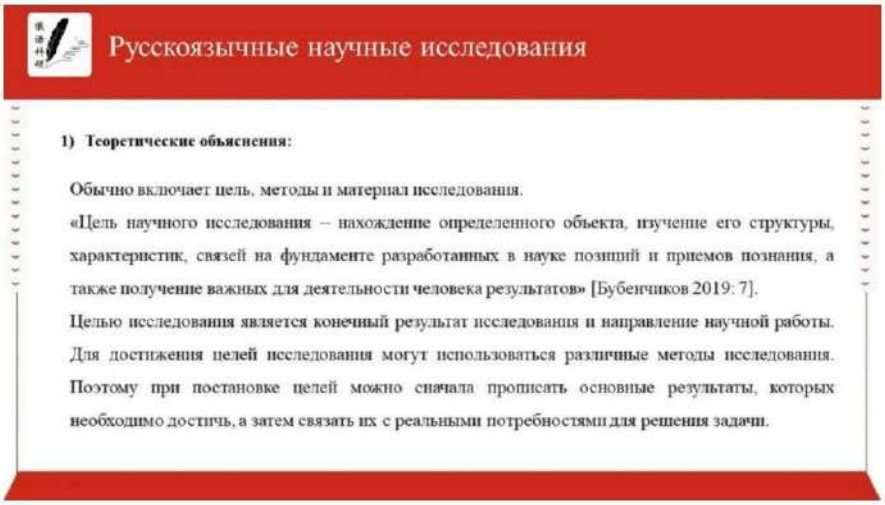


Русскоязычные научные исследования

«Метод исследования – средство приобретения научных знаний, умений, практических навыков и данных в каких-либо сферах деятельности, в которые включают общенаучные методы (сравнение, анализ и синтез, индукция и дедукция, исторический и логический методы, позитивный и нормативный анализ и др.), и специальные (горизонтальный и вертикальный анализ, коэффициентный анализ, моделирование социально-экономических процессов, метод нечеткой логики и др.)» [Бубенчиков 2019: 8].Методы научного исследования также делятся на эмпирические и теоретические. В эмпирические методы включают наблюдение, описание, измерение, эксперимент, сравнение и др., в теоретические – формализацию, аксиоматизацию, гипотетико-дедуктивный метод и др.

Русскоязычные научные исследования

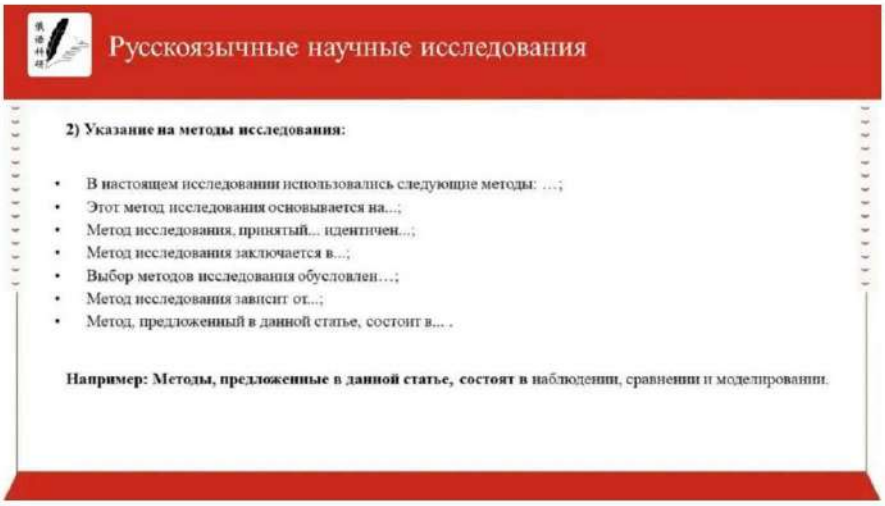
Приведем краткий обзор некоторых общенаучных методов исследования: 1) «Наблюдение — это метод научного познания, опирающийся на работу органов чувств человека и его предметную материальную деятельность. Под наблюдением за исследуемыми объектами понимается сбор данных посредством регистрации событий, действий, а также их предварительное описание; 2) Сравнение — это установление сходства и различия предметов и явлений действительности; 3) Измерение — это процедура определения численного значения некоторой величины путем её сравнения с эталоном; 4) Эксперимент — это процесс изучения объекта в специально созданных, управляемых условиях и позволяющий наблюдать, сравнивать и измерять его свойства, устанавливать их зависимость от внешних воздействий; 5) Идеализация — это мысленное конструирование идеальных объектов, которые не существуют в действительности; 6) Формализация — метод изучения разнообразных объектов путем отображения их содержания и структуры в знаковой форме какого-либо искусственного языка;

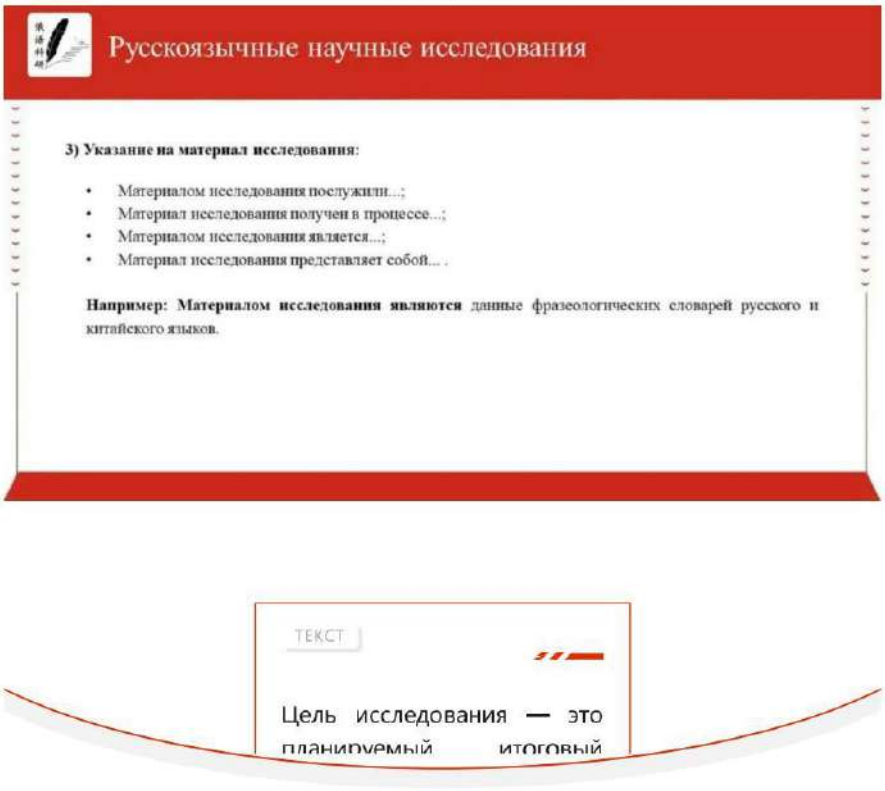
Русскоязычные научные исследования

7) Анализ представляет собой разложение целого на составные части, т.е. выделение признаков предмета для изучения их в отдельности как части единого целого; 8) Синтез — метод научного познания, который состоит в объединении отдельных частей предмета в единое целое; 9) Индукция — умозаключение от частного к общему, когда на основании знания об отдельных предметах класса формулируется общий вывод о классе в целом; 10) Дедукция — умозаключение от общего к частному, когда вывод о некотором элементе множества делается на основании знания общих свойств всего множества; 11) Моделирование — исследование объектов познания на их моделях. Модель должна соответствовать объекту познания в изучаемых свойствах, но может отличаться по ряду некоторых признаков, что обуславливает удобство модели при исследовании изучаемого признака или объекта. Моделирование может быть предметным, физическим, знаковым, математическим, логическим и др. В силу многозначности понятия «модель» в науке и технике существуют различные подходы к классификации видов моделирования; 12) Обобщение — определение общего понятия, в котором находит отражение основное, характеризующее объекты данного класса» [Оленчук, Черных 2017: 16].


Русскоязычные научные исследования
Материал исследования — это конкретная предметная база наблюдения и научной обработки (специальная литература, совокупность единиц, подвергающихся анализу и др.).


Русскоязычные научные исследования
Языковые средства:
1) Указание на цель статьи:
(Основная) цель данной работы заключается в…;
Одной из основных целей … являлось подтверждение гипотезы…;
Цель работы заключается в изложении современного понимания…;
Цель данной работы заключается в раскрытии некоторых черт…;
Цель данной работы состоит в (следующем)…;
Одна из целей данной работы заключается в…;
Цель работы заключается в изучении и исследовании…
Например: Цель данной работы состоит в выявлении и описании специфики анализа дискурса как отдельного направления лингвистической науки.


Русскоязычные научные исследования
2) Указание на методы исследования:
В настоящем исследовании использовались следующие методы: …;
Этот метод исследования основывается на…;
Метод исследования, принятый… идентичен…;
Метод исследования заключается в…;
Выбор методов исследования обусловлен…;
Метод исследования зависит от…;
Метод, предложенный в данной статье, состоит в… .
Например: Методы, предложенные в данной статье, состоят в наблюдении, сравнении и моделировании.



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QR-код образца:

3) Задания

Заданияе 1. Войдите на платформу WeChat, чтобы прочитать и проанализировать разделы «Методология исследования» или «Цель, материал и методы исследования» в статьях на близкие темы.

Заданияе 2. Определите, какие результаты Вы ходите получить, и сформулируйте цель исследования, изложите ее в виде «Интеллект-карты» и разместите на платформе WeChat.

Например:

Рис. 1 Пример Интеллект-карты по теме «Многофункциональная платформа WeChat как средство обучения написанию научных статей»

(Ссылка: https://elibrary.ru/download/elibrary_50468886_49132974.pdf)

Заданияе 3. Определите, что именно Вы будете анализировать для получения результатов и опишите материал исследования с помощью языковых средств, изложите его в виде «Интеллект-карты» и разместите на платформе WeChat.

Заданияе 4. Продумайте, какие действия Вы будете выполнять при получении результатов. Опишите их с помощью языковых средств, используя названия методов исследования, описанных в методологической литературе, изложите их в виде «Интеллект-карты» и разместите на платформе WeChat.

Занятие 3 (2). Как изложить результаты исследования?

Ли Цинго 俄语科研 2024-03-16 22:45 俄罗斯

俄语科研
Обучение написанию научных статей на русском языке

公众号

Русскоязычные научные исследования

1. Теоретические объяснения:

Основная часть – это основная и важная часть научной статьи, которая составляет основной объем всей статьи, а также является стержневой частью всей статьи. При написании основной части должны быть точка зрения и обоснование, а содержание должно быть реалистичным, объективным и правдивым, с надежными материалами, точными данными, разумными и логичными методами.

Русскоязычные научные исследования

Текст основной части разделен на несколько абзацев в соответствии с требованиями содержания, а также между каждым абзацем есть определенная логика. Если речь идет об экспериментах, необходимо указать методы исследования, инструменты и подробные экспериментальные процедуры, а также полученные данные. Для цитируемых результатов исследований и методов исследований других ученых должен быть составлен список литературы, и должным образом объяснены причины улучшения методов.

Русскоязычные научные исследования

«Результаты исследования – это основной раздел научной статьи. В нем последовательно и структурированно излагаются полученные результаты, приводится их обоснование, делаются обобщения. Новые результаты сопоставляются с полученными ранее. Результаты могут подтверждаться таблицами, графиками, схемами, диаграммами, рисунками и др., представляющими исходный материал или доказательства в свернутом виде, но это не повторение или простое перечисление того, что представлено в тексте. В этом разделе могут приводиться цитаты, имеющие отношение к проблеме, решаемой в статье. Эти цитаты подтверждают полученные результаты или вступают в противоречие с ними» [Стрельцова, Поцелуева 2015: 13].

Русскоязычные научные исследования

В статьях естественнонаучного направления обязательно содержится "материалы" и "методы". например, методы измерений, математические или численные методы статистического анализа и пр. [Оленчук, Черных 2017: 23-24].

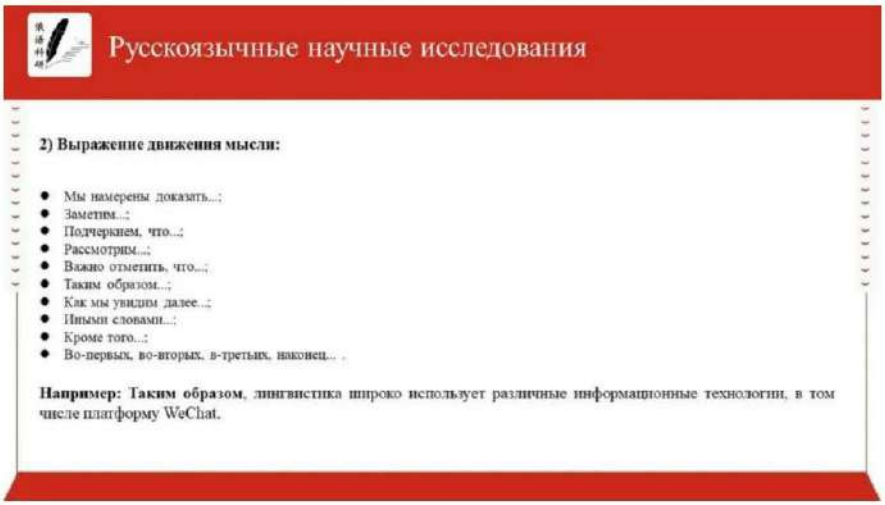
Русскоязычные научные исследования

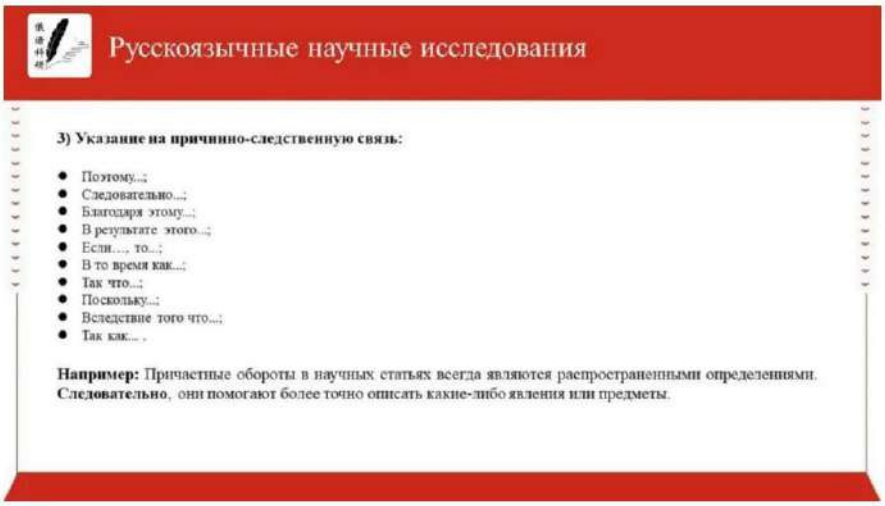
Языковые средства.

1) **Представление результатов исследования:**

- Представим (опишем) результаты …;
- Результат… представлен в…;
- Обобщим результаты исследования в таблице …;
- Проиллюстрируем результаты исследования картинками…;
- Покажем результаты исследования на диаграммах (гистограммах)…;
- Приведем примеры …;
- Следует указать на то, что…;
- Необходимо подчеркнуть, что…;
- В самом деле…;
- Надо полагать…;
- Например…;
- С точки зрения… .

Например: Приведем примеры ковид-лексики русского языка из разных тематических групп.





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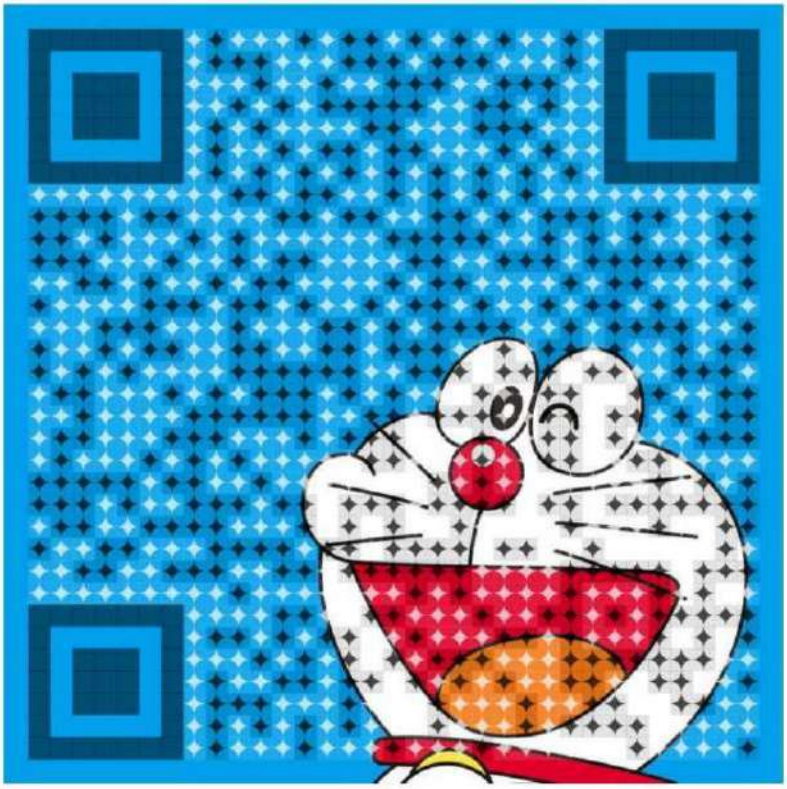
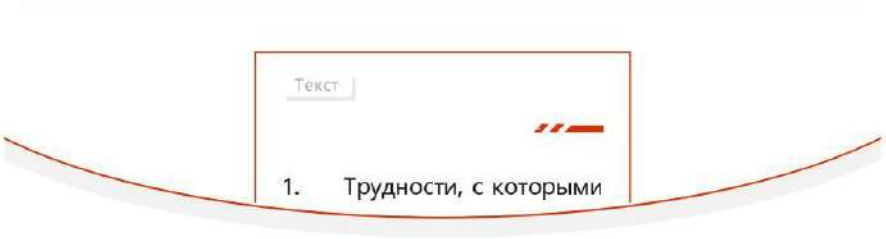


3. Задания

Задание 1. Войдите на платформу WeChat и посмотрите видеоролик, чтобы проанализировать раздел «Результаты» в статьях на близкие темы. Оцените, являются ли предлагаемые в них результаты инновационными.

13:20



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Задание 2. Опишите результаты своего исследования с помощью языковых средств иопубликуйте на платформе WeChat.

Занятие 4. Как написать выводы

Ли Цинго 俄语科研 2024-03-16 22:40 俄罗斯

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公众号

Русскоязычные научные исследования

Выводы (в место заключения) обычно пишутся, если статьяоснова на экспериментальных данных и является результатом многолетнего труда. Выводы не могут быть слишком многочисленными. Достаточно трех-пяти ценных для науки и производства выводов, полученных в итоге нескольких лет работы над темой. Выводы должны иметь характер тезисов. Их нельзя отождествлять с аннотацией, у них разные функции. Выводы должны показывать, что получено, а аннотация – что сделано Выводы нельзя отождествлять с аннотацией, у них разные функции. Выводы должны показывать, что получено, а аннотация – что сделано. Выводы не могут быть слишком многочисленными. Выводы должны иметь характер тезисов. К каждому из них автор мог бы добавить слова «Я утверждаю, что...». Объем выводов примерно 1/3 страницы. [Рожкова 2016: 30-31]

Русскоязычные научные исследования

По сути научный результат и научный вывод являются текстовыми обобщениями, представляющими научную информацию в кратком изложении. Можно согласиться с тем, что вывод, содержащий новое научное знание, может считаться не только собственно научным выводом, но и результатом диссертационного исследования.Напротив, не всякий результат исследования есть научный вывод. Одно из существенных различий вывода и результата состоит в том, что вывод и результат имеют различную завершенность. Если результат есть факт чего-то полученного и завершенного, то научный вывод – это, скорее, анализ того, что мы имеем после получения результата, т. е. того, что мы можем сказать нового в науке на основании полученных данных и фактов на данный момент. В дальнейшем, как известно, новое знание, установленное сегодня, завтра потребует дополнения [Селетков 2012: 172].

Русскоязычные научные исследования

Языковые средства:

1) Вывод о достижении цели исследования:

- В работе выполнен системный анализ...;
- Описаны свойства…;
- Обобщены и проанализированы данные о ...;
- Представлены и интерпретированы результаты …;
- В ходе исследования был выяснен механизм…;
- было исследовано…; поставленная цель достигнута…;
- Гипотеза исследования подтверждена…;
- Детальный анализ имеющихся фактов показывает, что...;
- Из анализа... следует, что...;
- Проведенный анализ дает основу для...;
- На основе анализа... можно отметить, что... ;
- Исходя из анализа... можно сказать, что...;
- Посредством ... анализа можно выяснить ... .

Например: Детальный анализ имеющихся фактов показывает, что для лингвистики текста важной составляющей являются связность текста и лингвистические средства ее осуществления..

Русскоязычные научные исследования

2) Вывод об основных результатах исследования

- В статье разработаны / теоретически обоснованы / обобщены / выявлены / определены / уточнены …
- В статье представлены результаты критического анализа
- В статье раскрыто содержание / представлена и прокомментирована типология / разработано содержание / спроектированы критерии …
- Результаты … показывают…
- Данные анкетирование позволяют объяснить…

Например: Результаты эксперимента **показывают**, что для решения данной задачи следует учитывать влияние информационных технологий на развитие лингвистических норм.

Русскоязычные научные исследования

3) Окончательные выводы:

- Подводя итог, отметим...
- Итак, после проведения сравнительного описания и анализа, можно сделать следующие выводы: …
- Таким образом, …
- Из этого / На основании проделанной работы можно сделать вывод ...
- Необходимо сделать вывод о том, что ...
- Это позволяет сделать следующий вывод...
- В заключение можно отметить...
- Подводя итоги данному исследованию, мы бы хотели отметить...

Например:

На основании проделанной работы мы пришли к следующим выводам:

1. Особое место в комментарии играет авторская оценка.
2. Привлечение внимания зрителя осуществляется путем акцентированного произнесения слов.
3. Используются риторические вопросы и восклицания.

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3) Задания

Задание 1. Зайдите на платформу WeChat, проанализируйте раздел «Выводы» или «Заключение» в статьях на близкие темы и определите, чем он отличается от раздела «Результаты».

Задание 2. Имеют ли выводы в этих статьях практическую и теоретическую значимость. Напишите об этом на платформе WeChat.

Задание 3. Напишите «Выводы» по теме вашего исследования с помощью языковых средств, иразместите их на платформе WeChat.


Спасибо за внимание!