PEDAGOGICAL SUPPORT IN DEVELOPING STUDENTS' PROFESSIONAL COMMUNICATION COMPETENCE WITHIN THE FRAMEWORK OF A SCIENTIFIC PROFESSIONAL PROJECT IN FOREIGN LANGUAGE

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The present paper describes the problem of developing students' professional communication competence within the framework of scientific professional project. The motivation for the study is an urgent need to enhance students' scientific activity in a foreign language in order to join the global scientific community. The concept of pedagogical support of developing this kind of competence is specified and the model of pedagogical support of developing students' professional communication competence within the framework of scientific professional project is worked out. The model focuses on encouraging students' scientific activity in a foreign language in the form of papers and reports. Two stages of pedagogical support (preparation and realization) are described in detail for the three levels of education participants' interaction: interaction of professors with professors, interaction of professors with students and interaction of students with students. Professors and lecturers of both majors and foreign languages can use the model.

Keywords: students' professional communication competence, scientific professional project, pedagogical support, scientific activity.

In modern global education environment we can often encounter such terms as academic reputation, research potential or ResearchGate when university problems and opportunities are discussed [14, 21]. One of the main goals of the Russian Academic Excellence Project is the development of an outstanding academic reputation [16]. This goal can be reached by doing breakthrough research both in a mother tongue and in a foreign language and by presenting the results of the scientific activity.

The notion "scientific activity" is used by different areas of research: linguistics, medicine, mathematics [4, 6, 9, 15, 20]. In general, scientific activity is understood as participation in current scientific events and conferences. But some scholars also include educational plans that reflect the desire of a person to do a scientific activity in future [16].

According to the fact that participation in scientific events can be revealed either orally or in writing, we consider scientific activity in a foreign language as a participation in current scientific events with a scientific professional project (SPP) presented in the form of a paper in an academic journal or of a report at a scientific conference [2, 3, 5, 14]. The problem is there isn't enough supporting educational material for lecturers containing instructions of how to accompany the development of students' competence of professional communication within the framework of scientific professional project. The notion of pedagogical accompaniment of developing students' professional communication competence within the framework is not specified. That is why the goal of the paper is to specify the notion and to design a model of this kind of pedagogical accompaniment.

First of all let us give a review of a notion of a scientific professional project the thorough basis of which was presented in the earlier papers [10, 11].

A scientific professional project is a result of pedagogical accompaniment of developing students' competence of professional communication when framing the overview of their research work in foreign language which should be revealed either in the written form (theses) or orally (report at a conference). The notion of a scientific professional project has its own specific features: the topic of the project is professionally oriented, the project is presented in a scientific style of speech, it is focused on developing students' professional communication competence and it is demonstrated orally or in writing before a scientific community.

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Students' competence of professional communication is developed within the framework of a scientific professional project. To make this kind of competence development possible it is necessary for professors and lecturers to use a model of pedagogical accompaniment. Following the concept of pedagogical accompaniment [18] we understand the pedagogical accompaniment of developing students' professional communication competence within the framework of SPP as pedagogical activity focused on developing the three interconnected components of students' professional communication competence (based on communicating information, perceiving information and maintaining interaction), on arranging the conditions necessary for revealing this kind of students' competence in practice by means of specially selected content, forms and methods of education and also focused on parity interaction.

Pedagogical accompaniment of developing students' professional communication competence within the framework of SPP has got two stages: preparation and realization and is presented as a model (Fig. 1). The preparation stage contains two levels: interaction of professors and lecturers, interaction of professors and lecturers with students.

Student work on a scientific professional project should be preceded by the interaction of faculty professors and lecturers. Interaction of professors and lecturers is done while discussing and affirming the SPP's theme, making a list of recommended information resources, selecting the language material pertaining to the information exchange into the scientific style of speech, selecting methods of parity interaction and initiating feedback, as well as methods of empathic and tolerant perception and good listening skills. The meeting of the Chair or the Scientific Counsel of the Faculty, round tables – all these are acceptable forms for interaction of professors and lecturers in order to decide upon the content of education in pedagogical accompaniment of developing students' professional communication competence within the framework. To work out a common approach to the content of SPP, it is necessary to have discussions and brainstorming.

Having made all the necessary preparations in Russian for further investigation of SPP, the student starts working on SPP in a foreign language in the framework of subjects "Business English" and "Foreign Language in Professional Activity." This kind of work is done under supervision of professors and lecturers in the profes-

sional field and of a foreign language. It is done in classroom activities and as individual work [2, 13, 14].

Developing students' competence of professional communication within the first stage in a foreign language is realized through the following steps:

1. Gathering data about the existing problems in the professional field by reviewing academic publications on professional training.

2. Making corrections to the theme of the scientific professional project.

3. Selection of literature published abroad and of the electronic resources in the original language on the theme of the project, as well as compressing these resources.

4. Preparing a report on the results of working on the project.

5. Preparing a presentation for the report.

6. Formulating the results of the research in the form of theses.

The first two steps suggest that the problem under scientific study is reviewed by reading the original texts and compressing them into secondary texts.

When translated from Latin, the word 'compression' means 'boiling something down' or 'decreasing something.' Compressing the original text leads to its better understanding and is necessary for the preparation of its annotation, theses or summary when presented at a scientific conference [5].

The original text compression should follow the two primary rules and activities:

1. Reading the text carefully and choosing the key words and phrases.

2. Creating a 'secondary text.' In order to verify the secondary text author's position in regards to the original text, special clichés should be used that are centered around the original text. Choosing a cliché must reflect the original structure (The article is devoted to... The present paper / investigation focuses on …/ deals with …/ is devoted to the questions of … This paper proposes a new methodological framework within which…).

Here are the stages of working on the original-text compression:

1) creating an outline of the original text;

2) creating a theses plan;

3) creating a secondary text (annotation and summary);
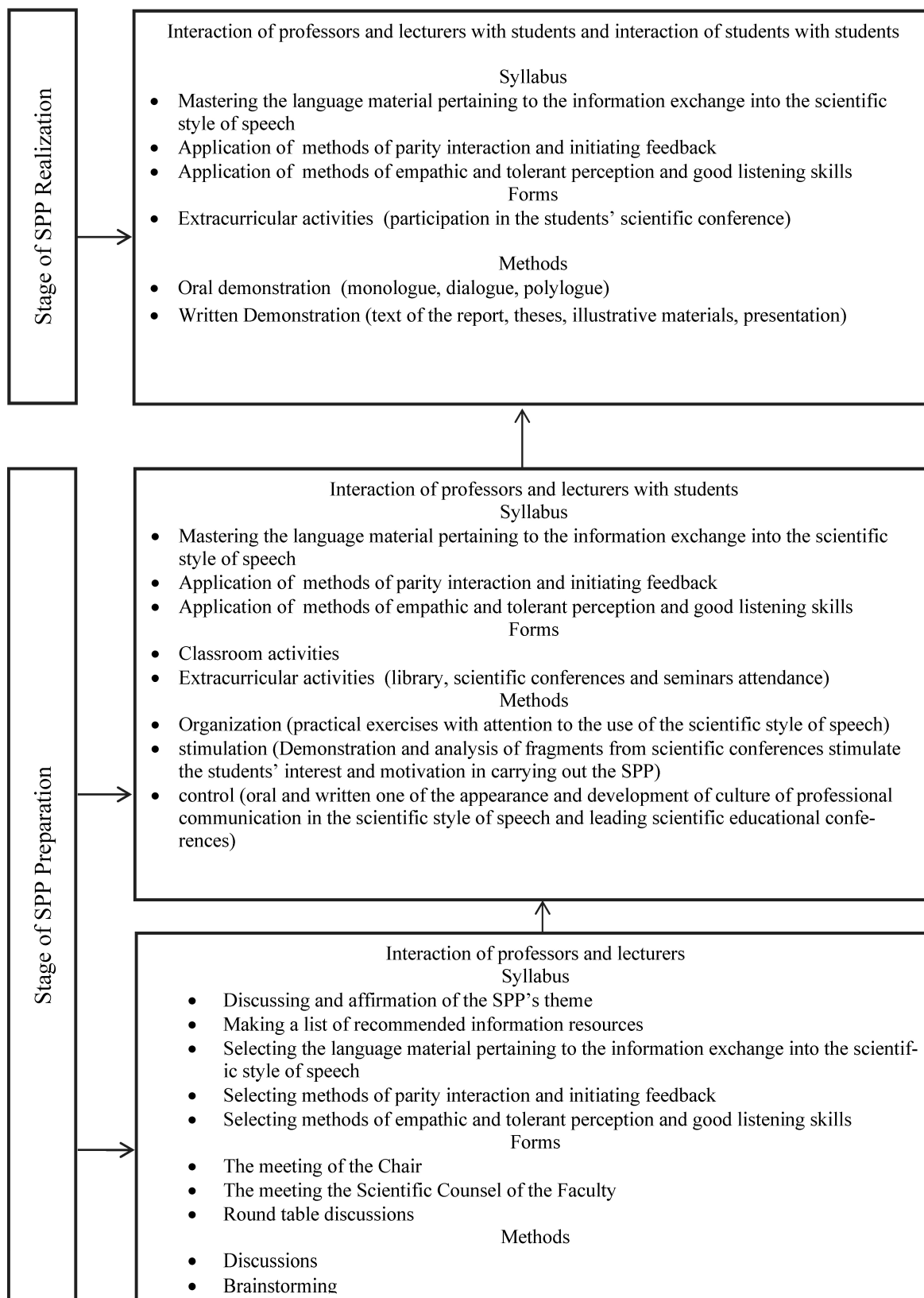
4) creating a report;

5) formulating the theses.

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Stage of SPP Realization

Interaction of professors and lecturers with students and interaction of students with students

Syllabus
- Mastering the language material pertaining to the information exchange into the scientific style of speech
- Application of methods of parity interaction and initiating feedback
- Application of methods of empathic and tolerant perception and good listening skills

Forms
- Extracurricular activities (participation in the students' scientific conference)

Methods
- Oral demonstration (monologue, dialogue, polylogue)
- Written Demonstration (text of the report, theses, illustrative materials, presentation)

Stage of SPP Preparation

Interaction of professors and lecturers with students
Syllabus
- Mastering the language material pertaining to the information exchange into the scientific style of speech
- Application of methods of parity interaction and initiating feedback
- Application of methods of empathic and tolerant perception and good listening skills

Forms
- Classroom activities
- Extracurricular activities (library, scientific conferences and seminars attendance)

Methods
- Organization (practical exercises with attention to the use of the scientific style of speech)
- stimulation (Demonstration and analysis of fragments from scientific conferences stimulate the students' interest and motivation in carrying out the SPP)
- control (oral and written one of the appearance and development of culture of professional communication in the scientific style of speech and leading scientific educational conferences)

Interaction of professors and lecturers
Syllabus
- Discussing and affirmation of the SPP's theme
- Making a list of recommended information resources
- Selecting the language material pertaining to the information exchange into the scientific style of speech
- Selecting methods of parity interaction and initiating feedback
- Selecting methods of empathic and tolerant perception and good listening skills

Forms
- The meeting of the Chair
- The meeting the Scientific Counsel of the Faculty
- Round table discussions

Methods
- Discussions
- Brainstorming

**Fig. 1. Model of pedagogical accompaniment of developing
students' professional communication competence within the framework of SPP**

1. **Outline** is a briefly stated description of an article, a book or a lecture with a purpose of reconstructing the information to a certain degree of completion.

Outlining can be done in three ways:

1) quotation (full or partial) of the main points;

2) paraphrases or retelling main points from the text with "your own words";

3) a mixed variant.

2. On the foundation of key words and phrases **a thesis plan** is created (6–10 sentences) [8].

3. **Summary and annotation** are viewed as secondary documented sources of scientific information. In the system of information standards in library and publishing sciences, the following terms and definitions are used:

Summary is a brief presentation of the document content which includes main facts and conclusions without interpretation or critique from the author of the summary.

Annotation is a brief characteristic of the document from the viewpoint of its designation, content, form and other peculiarities.

Annotation of the original text is much shorter than summary. The latter is composed of two parts: first that includes the main theme of the book or article, and second that names its main points. Annotation does not allow any use of quotation and is mainly done 'with your own words' [1, 2, 7].

The size of annotation can be anywhere between 2 or 3 words up to 10–15 lines despite the fact that the State requirement limits it with 500 words (Table 1) [8].

The next stage of pedagogical accompaniment of developing students' professional communication competence within the framework of SPP has to do with interaction of professors and lecturers with students during the classroom and extracurricular activities that include: mastering by students the language material pertaining to the information exchange in the scientific style, application of the methods of parity interaction and initiating feedback, as well as methods of empathic and tolerant perception and good listening skills. In all this it is recommended that professors and lecturers should use methods of organization, stimulation and control enabling

Table 1

A scheme of making an annotation

Structure	Clichés
1. Bibliographical information: • headline, family name and initials of the authors; • publication information	The text is headlined… The headline of the text I have read is… The author of the text is… The text is written by… It's published in… It's printed in…
2. Text of the annotation: • theme of the text; • main points in the contents	The text elucidates/ describes/ focuses on/ explores/ concentrates on/ deals with/ touches upon… The bulk of this text is devoted to… The main idea of the text is… The purpose of the article is to give the reader some information on… The aim of the article is to provide the reader with some material (data) on… The author starts by telling the The author writes (states, stresses, thinks, points out) that… According to the text... Further the author reports (says)… It is important to note (stress, underline)…
3. Conclusion • General conclusion; • Personal opinion	In conclusion… The author comes to the conclusion that… This text provides a solid grounding to enable the student to understand…/ is addressed to professionals/ is a useful resource for students/ is extremely comprehensive/ is a set of supplementary materials to all those engaged in… The text has raised many intriguing problems and will be a stimulus for a great deal of productive theoretical and descriptive research on the phenomena… The text has a variety of virtues, I do, however, have certain criticisms… One concerns… Another criticism concerns The author fails, in my view, to make a convincing argument for… On the whole, …do not lessen the text's value

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development of the professional communication competence. While doing practical exercises, the students should pay close attention to the use of the scientific style of speech maintaining parity interaction. Demonstration and analysis of fragments from scientific conferences stimulate the students' interest and motivation in carrying out the SPP. An indispensable part of student preparation for the SPP is oral and written control of the appearance and development of culture of professional communication in the scientific style of speech at leading scientific educational conferences.

Preparation for the SPP results in in-person and remote participation of students in the annual scientific conference and in utilizing methods of oral and written demonstration. In their SPPs students should show their mastery of the competence of professional communication while presenting language material pertaining to applying

methods of parity interaction and initiating feedback, as well as methods of empathic and tolerant perception and good listening skills.

On the foundation of studied works on the theme of the research and created secondary theses, theses for the report are created that include such compositional parts as introduction, main part and conclusion.

Report is the result of careful studying the summary which includes choosing the main information, presenting the results of the research and personal conclusions. It is necessary that the actual speech of the speaker be included in detail into the report. The latter also includes the introduction, main part and conclusion (Table 2). The introduction consists of 4 stages: greeting, presentation of the subject, plan of the presentation and instructions about possible questions.

In the main part it is necessary to briefly present the key points of summary (Table 3).

Table 2

Stages of Introduction

Function	Possible language
1. Welcoming your audience and introducing the speaker	• Good morning, ladies and gentlemen! • Good morning, gentlemen! • Good afternoon, ladies and gentlemen! • I'd like to start by thanking you all for coming to my talk today. • Let me introduce myself. My name is …and I'll soon get a bachelor's / master's degree in…
2. Introducing your subject	• I am going to talk today about... • The purpose of my presentation is to introduce...
3. Outlining your structure	• To start with I'll describe the progress made this year / explain briefly how... Then I'll mention some of the problems we've encountered and how we overcame them. After that I'll consider the possibilities for further growth next year. Finally, I'll summarize my presentation (before concluding with some recommendations). • I plan to talk for about … minutes
4. Giving instructions about questions	• Do feel free to interrupt me if you have any questions. • I'll try to answer all of your questions after the presentation. • I plan to keep some time for questions after the presentation

Table 3

Main points of the summary

Function	Possible language
Disclosing the main ideas	• … have been developed and now I will be returning to those shortly. • As I have already said, … have been the preferred method to date. • As you can see from this image / slide / chart… • The second graph shows… • Let's begin by looking at… • That's all I have to say about …, so now I'd like to move on to looking at… • As I mentioned earlier, there are …, but the one I have been working with is… • We've looked at …, so now let's turn to… • In fact, the charts here indicate that… • Next we'll deal with… • Our research though focuses on… • In this study … • I therefore believe that …

Main parts of conclusion

Function	Possible language
1. Summing up	• To conclude,... • In conclusion,... • Now, to sum up... • So let me summarize /recap what I've said. • Finally, may I remind you of some of the main points we've considered
2. Giving recommendations	• In conclusion, my recommendations are... • I therefore suggest/propose/recommend the following strategy
3. Thanking your audience	• Many thanks for your attention. • May I thank you all for being such an attentive audience
4. Inviting questions	• Now I'll try to answer any questions you may have. • Can I answer any questions? • Are there any questions? • Do you have any questions? • Are there any final questions?

Scheme of writing theses

Structure of the paragraph	Phrasebank
1. A topic sentence that tells the reader what the paragraph is about and in some way connects with the previous paragraph	The general notion/ central concept is that… This concept will serve as a starting point for studying… This idea proved useful in solving problems concerning … The basic view is given below. In this section we describe the first of two unreported results that we believe deserve such publication and which constitute the main contribution of this paper. As mentioned in the Introduction, a principal concern in the field of X is to understand why... This section attempts to answer the question... Our aim is to provide a simple alternative to the complex theoretical models that attempt to explain... In this section we present a simplified model, which we believe is... This section reviews the process of ... This process provides the backbone to the system that is at the core of our research. Here, we briefly review the broad perspectives that have shaped the direction of thinking about …/ accept/ admit the approach/ adhere to the assumption that… The numerous advances in … are described, with emphasis on the vast new area of…
2. From one to eight sentences in a logical sequence that develop the topic	Firstly, … Secondly, … Third, … In order to do this / To this end / With this mind Then / Following this / Afterwards For example / An example of this is / In fact / Unlike / Nevertheless, In addition / Another way to do / An additional feature of On the one hand / On the other hand / However / In contrast Due to / Since / Although/ Thus / Therefore / Consequently / Because of this This means that / This highlights that / These considerations imply that In conclusion / In sum / Finally Figure 1 shows / As can be seen in Table 2 As far as X is concerned / In relation to X In the case of / With regard to / As noted earlier It is worth noting that...

Table 5 (end)

Structure of the paragraph	Phrasebank
3. A concluding sentence, possibly referring back to the first sentence or forward to the next paragraph	The conclusions of the study reveal that/ will help illuminate/ explain… We have succeeded in actually showing that… Our results highlight…/ could lead to… / can be applied to…/ can be developed much further… These findings may be of considerable practical value… Further investigation may shed light on…/ will continue to elucidate… This can enrich scientific knowledge in…/ become most significant innovation in… The major points covered by this paper may be summarized as follows… Now we can conclude that… Finally we turn to… In conclusion it may be said that…

At the end of a report it is necessary to draw conclusions, to thank the audience for their attention and to invite them to take part in the discussion (Table 4).

5. Theses are a genre of speech that is a characteristic of a scientific style of communication. This genre is a brief form of writing the content of scientific research or concisely formulated points. In theses a precise logical sequence of the scheme at large must be observed (Table 5).

Stylistic requirements: homogeneity of the speech manner, avoiding emotionally-expressive metaphors, ellipses, exclamations, inaccuracy and negligence in the appearance. A characteristic feature of the theses style is a high degree of thematic and logical content of sayings [7, 14].

Theses should be in line with the following structure:

1. Preface (introduction to the stated problem, reasons for the problem's urgency, presenting the research subject).

2. Thesis presentation.

3. Concluding thesis.

Thus we've specified the notion of pedagogical assistance to developing students' professional communication competence in the framework of SPP, worked out and presented the abundant amount of the unique supporting educational materials for professors and lecturers in their accompaniment of developing students' professional competence within the framework of SPP. The materials are given in the form of tables to be used in practice and comprise formulas and clichés for scientific speech. The model of pedagogical accompaniment of developing students' professional communication competence in the framework of SPP is finally created. The goal of the model implementation is to give a great deal of support to professors and lecturers in training their students for enhancing their scientific activity by means of publishing papers in reputable journals and making reports at academic conferences.

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ПЕДАГОГИЧЕСКОЕ СОПРОВОЖДЕНИЕ РАЗВИТИЯ КОМПЕТЕНЦИИ ПРОФЕССИОНАЛЬНОГО ОБЩЕНИЯ СТУДЕНТОВ В РАМКАХ РАБОТЫ НАД НАУЧНЫМ ПРОФЕССИОНАЛЬНЫМ ПРОЕКТОМ (НА ИНОСТРАННОМ ЯЗЫКЕ)

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Рассматривается проблема развития компетенции профессионального общения студентов в рамках научного профессионального проекта, решение которой вызвано необходимостью повысить научную активность студентов на иностранном языке и их конкурентоспособность на мировой научной арене. Уточнено понятие педагогического сопровождения развития данной компетенции, разработана модель педагогического сопровождения развития компетенции профессионального общения студентов в рамках научного профессионального проекта. В модели выделяется две стадии педагогического сопровождения: подготовки и реализации научного профессионального проекта, а также три уровня взаимодействия участников образования: взаимодействие педагогов с педагогами, взаимодействие педагогов со студентами и взаимодействие студентов со студентами. Представленная модель направлена на повышение научной активности студентов в форме публикаций в научных журналах и докладов на конференциях и может быть использована в образовательном процессе университета преподавателями специальных дисциплин и иностранного языка в аудиторной и внеаудиторной работе со студентами.

Ключевые слова: компетенция профессионального общения студентов, научный профессиональный проект, педагогическое сопровождение, научная активность.

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