

INTERDISCIPLINARY APPROACH TO THE FORMATION OF THE RESEARCH COMPETENCE OF UNIVERSITY STUDENTS VIA FOREIGN LANGUAGES

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Abstract. The article proposes that a foreign language course can be treated as a medium for the formation of the research competence rather than an isolated subject. The author examines the structure and the levels of the research competence. Professional support and instruction at all levels help students progress from basic awareness to professional publication and presentation readiness.

Keywords: interdisciplinary approach; research competence; foreign-language teaching; academic literacy.

МЕЖДИСЦИПЛИНАРНЫЙ ПОДХОД К ФОРМИРОВАНИЮ ИССЛЕДОВАТЕЛЬСКОЙ КОМПЕТЕНТНОСТИ СТУДЕНТОВ УНИВЕРСИТЕТОВ СРЕДСТВАМИ ИНОСТРАННОГО ЯЗЫКА

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Аннотация. В статье предлагается рассматривать курс иностранного языка как одно из средств формирования исследовательской компетенции студентов, а не как изолированный предмет. Автор рассматривает структуру и уровни исследовательской компетенции. Профессиональная поддержка и обучение на всех уровнях помогают студентам пройти путь от базовой осведомленности до профессиональной готовности к публикации и презентации.

Ключевые слова: междисциплинарный подход; исследовательская компетентность; преподавание иностранных языков; академическая грамотность.

Introduction. Today a new model of graduate professionals is expected to become the educational output, due to this reason, university education is undergoing a profound transformation impelled by digitalization and integration of

scientific disciplines. A modern graduate is expected to combine disciplinary knowledge with the ability to conduct research, analyze data critically and be steadfastly responsive to any innovative challenge. The development of refreshed organizational and pedagogical conditions requires the implementation of the scholarly interdisciplinary approach that brings together methods of research and knowledge of both natural and social sciences. The interdisciplinary essence of the foreign language teaching allows to bring the results of university education closer to practical implementation and professional usage by means of becoming a medium for demonstration of the ability to analyze problems, generate hypotheses and communicate findings in a global academic and professional context.

The system of higher education undergoes permanent transformations to be responsive to the new challenges of high competitiveness, so in this situation, changes that are rooted in the process of teaching, usually work better than the big systematic changes [1]. Cross-disciplinary projects with adjusted evaluation carry more visible value for the research communication inside the university rather than major reforms. Thus, the contextualized academic environment with minor changes looks more beneficial for the system on the whole, as the changes are manifested through the shift of the educational focus [2].

The aim of the article is to determine the correlation between the foreign language teaching methods used for the creation of the interdisciplinary academic environment and the development of the research competence of university students. The tasks are to describe the structure and levels of the research competence, to define the best practices for its development; to define the main principle of the interdisciplinary approach in the frames of the foreign language teaching.

Definition. The research competence is understood as an ability of future professionals to apply knowledge and scientific methods in practical research tasks integrating interdisciplinary knowledge and reflective viewpoint [3]. It is manifested through the systematic, critical and innovative thinking. Another research positions this ability as proficiency in scientific analysis methods, in critical evaluation of practices, in conducting empirical studies and in implementing innovations [4]. Whatever the background nature is, the skills to investigate and transfigure the world around has been the most efficient human potential.

Research competence begins with a value–motivation core: a sustained curiosity for inquiry and a belief that research matters. It also requires conceptual literacy supported by the ability to formulate problems, pose questions and connect them to relevant theories. Methodological literacy is essential and includes understanding research designs, operationalizing variables, establishing validity and reliability, interpreting statistics. Information literacy sits at the center as it encompasses the process of searching, filtering and critically appraising sources, including international literature in a foreign language. Academic writing and genre

awareness involve the ability to structure texts, cite correctly and build evidence-based arguments. Oral scientific communication is manifested mainly through presentation of results. Ethical and regulatory competence anchors practice authorship norms, anti-plagiarism standards, data management and overall research integrity. Practical procedural skills are needed while planning a study, collecting data and using digital tools for analysis [5]. Collaboration and mentoring literacy help students enter the research community by working productively with supervisors and peers. Reflective competence allows students to evaluate their progress, detect errors and adjust methods. Project management skills make research feasible under real constraints of time and resources. Publication competence includes choosing venues, responding to reviews and building a coherent publication strategy, as a result, it leads to communicative openness and networking through participation in seminars, conference and research groups. University student support measures are a part of the university's research infrastructure. Taken together, these elements form a student's lived research culture and reveal uneven development that calls for targeted support across universities [1].

In general, the development of the research competence can be viewed as a progression from the basic level to the advanced one. At the basic level, an individual recognizes the value of scientific inquiry, command fundamental tools for working with sources in compliance with the core norms of academic ethics. The functional level adds procedural literacy: the ability to formulate a research question, select an appropriate design, collect and conduct initial analysis of data and present results in a clear disciplinary genre. The reflective–analytical level is marked by the capacity to critique one's own design, discuss limitations, adjust methods and arguments. The projective–publication level indicates readiness to plan a full research cycle, participate in professional communities (seminars, conferences), publish and uphold standards of research integrity within a team. This “ladder” rests on three interconnected blocks (axiological (value-oriented), cognitive, and praxeological (practice-oriented)) and reflects how research culture develops within universities [2].

In higher education, this ladder of research competence is concretized in the student learning trajectory. The aim is to give an opportunity to students to move to the pre-professional level, where they can conduct a small independent study: justify the design, work with English-language publications, present results and handle questions appropriately. At the professionalizing level (senior years/master's), publication practices take shape alongside participation in conferences, teamwork projects and consistent observance of research integrity. Notably, the main threat remains praxeological that is it is important to sustain regular research routines and publication activity which underscores the importance of attentive supervision and interdisciplinary, language-mediated formats of instruction.

Within foreign-language teaching, an interdisciplinary approach treats language as a medium for inquiry rather than an isolated subject, aligning content and language objectives in every unit and assessing both with academic evaluation. Courses are organized around authentic disciplinary problems (mini literature reviews, data mini-projects, case analyses), so students practice the core components of research competence (information literacy, methodological literacy, academic writing, oral communication and research integrity), as they read, analyze and report in the target language. Instruction is genre-based and scaffolded through modeling, guided practice and gradual release to independent production; language support focuses on high-leverage discourse moves (hedging, citation, argument structure) that enable evidence-based reasoning.

In conclusion, the research competence is not a single skill, but an interconnected combination of values, knowledge and practices that grow from basic awareness to readiness for publication. Treating the foreign-language course as a place to do inquiry makes this growth visible. An interdisciplinary language-mediated approach brings critical analysis, research practice and global communication into everyday teaching and helps students reach professional stages.

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