

A RESEARCH SEMINAR IS A FORM OF INNOVATIVE TRAINING FOR INTERNATIONAL STUDENTS IN ADVANCED HIGHER EDUCATION IN PEDAGOGICAL SPECIALTIES

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Abstract. This article explores the "Research Seminar" as a pivotal innovative form in the professional training of international Master's students majoring in pedagogy. Based on the author's experience, the article details a structured approach to developing the methodological culture of future teacher-researchers. An important part of the author's experience in teaching a research seminar is the technology of reflexive-activity transfer of innovative examples of scientific research, which guides students from the initial formulation of the problem to the defense of the dissertation.

Keywords: research seminar, international students, pedagogical research, methodological culture, master's thesis, scientific thinking.

According to the Concept for the Development of Educational Services Exports (Promotion of the "Education in Belarus" Brand), the primary objectives in the field of education are "improving its quality, taking into account the main trends in the development of the international educational services market, and training highly qualified and competitive specialists who meet the high modern requirements of the global market and are capable of making a significant contribution to economic development" [1]. Improving the quality, attractiveness, and competitiveness of the Belarusian education system contributes to the development of educational services exports. A significant source of demand for educational services is the training of students from the People's Republic of China in master's programs, including in English.

Currently, Department of Pedagogy of the Mogilev State University named after A. A. Kuleshov is a graduate department in the advanced higher education specialty 7-06-0114-01 Social, pedagogical and psychological education, which trains foreign students in Russian and English. In the modern landscape of higher education, the training of Master's students in pedagogical specialties is designed to create conditions for the development of highly professional specialists with a high level of research and methodological culture. For international students, master's studies are often complicated by the need to navigate unfamiliar academic standards and research traditions. To ensure pedagogical support for international students, it is essential to develop specialized teaching methods that facilitate both their adaptation and the achievement of high academic results in the master's program. A research seminar serves as an innovative organizational format, providing the necessary methodological recommendations for conducting high-quality pedagogical research and formalizing the results in a master's thesis.

From our point of view, the educational ideal to which undergraduates should strive to master academic discipline «Research seminar», is expressed in the formation of the methodological culture of the researcher in the field of education. A high level of methodological culture ensures the development the highest examples of intellectual creativity and allows you to create author's works, which are, among other things, texts of master's theses.

The methodological culture of the master's degree is considered as the basis of the scientific research culture of the master's student and a developing dynamic system of unique competencies of the young researcher. It includes both invariant characteristics (implementation of a set of research positions during the master's research process: diagnostic, project-based, design-based, technical, organizational-managerial, and expert) and variable characteristics (personal qualities (motivation, determination, persistence), creative experience, specialized knowledge and highly specialized research methods and techniques, etc.). In this understanding, methodological culture is not a static trait, but a dynamic system of pedagogical values and skills developed during the actual research work of the master's student [2].

The subject of the discipline "Research seminar" is a system of knowledge that implements the function of methodological recommendations for the organization of pedagogical research. The result of the research is the text of the master's thesis. Educational knowledge is methodological in nature, the degree of their development by undergraduates allows us to assess the level of the methodological culture of the teacher-researcher (Table 1).

Table 1

Types of knowledge presented in the content of the educational program
"Research Seminar"

Guidelines for	organization of research, problem statement, construction and substantiation of the subject of research, determination of its stages;
	selection and substantiation of ideals and norms of knowledge, awareness of various models of scientific rationality;
	development and argumentation of methodological characteristics of pedagogical research;
	implementation of analytical procedures in the structure of pedagogical research;
	development of theoretical and normative models;
	selection and use of research methods, implementation of experimental work;
	preparation and design of the text of the master's thesis

An important component of a master's student's methodological culture is methodological abilities. These abilities include the ability to model pedagogical phenomena, interpret data, and develop research logic, among other things. They are developed through actual participation in research and the writing of a master's thesis. As they develop methodological abilities, master's students learn the norms and rules of scientific research. A high level of methodological abilities allows

researchers to achieve a state of independent authorship, where they develop their own views on the results of their research. Methodological abilities ensure critical and reflective control over their own cognitive actions, giving researchers the ability to independently manage their scientific inquiry.

In contemporary research, methodological abilities allow researchers to act as "bricoleurs" (quilt makers). In qualitative research, a bricoleur (from the French bricoleur – a handyman or Jack-of-all-trades) is a researcher who acts like a 'handyman' or a 'maker of quilts' (quilt maker), using any available tools, methods, and theoretical approaches to solve a problem or understand complex phenomena [3]. This metaphor incorporates theoretical pluralism as one of the characteristics of modern science, where researchers creatively combine various tools, methods, and theoretical approaches to grasp the full complexity of the educational situation. Instead of rigidly adhering to a predetermined checklist, the researcher "experiments" with methods to tailor them to the specifics of the unique educational problem, which is a fundamental part of the creative process. Thus, methodological skills provide a system of tools and intellectual methods that enable the researcher to transform a creative idea into a scientifically sound and original work of intellectual creativity.

The author's experience in working with Master's students is structured around the invariant parts of each educational topic presented in the specialized tutorial. This approach implements the technology of reflective-activity transfer of samples of research activity of master's students, passing through the stages of mastering subject knowledge, independent construction of author's samples, mutual examination of the results of scientific creativity of master's students, in-depth understanding of the educational material and reflection.

For the "Research Seminar" course, we have prepared a teaching aid that is focused on achieving the educational ideal described above, tailored to the individual competencies of master's students. Each topic includes:

- Keywords: a framework for creating a specialized scientific thesaurus.
- Learning objectives: establishing clear norms and requirements for expected outcomes.
- Suggested reading: a self-study guide.
- Key findings: summarizing generalizations highlighting the main ideas of the topic being studied.
- Glossary: definitions of key concepts within the topic.
- Discussion questions and practical exercises: various types of learning activities for master's students.

A special feature of the developed manual is the detailed presentation of educational results with the aim of organizing targeted independent activities of foreign students and ensuring transparency of the requirements of control and assessment activities. As an example, I will provide a fragment of the formulation of objectives for the academic topic "Classification of pedagogical research" (Table 2).

Table 2

Learning objectives (fragment)

Objective Area	Learning Objectives (Students should be able to...)	Expected Outcomes (Knowledge, Skills, Competencies)
Approaches to the Classification of Pedagogical Research	Explain different approaches to the classification of pedagogical research Analyze the multidimensional nature of research classification Apply classification approaches to research examples	Understands classification criteria (methodological, purpose-based, data-oriented); explains their significance Demonstrates awareness that classifications vary depending on research perspective and goals Classifies studies based on appropriate criteria

The content of the research seminar is structured according to the logical sequence of preparing a master's thesis and includes the following modules:

- Fundamentals and paradigms: Students master the nature of scientific knowledge, distinguishing between positivistic, interpretive, and critical paradigms.
- Scientific apparatus: Master's students formulate the scientific apparatus of their research: relevance, object and subject, purpose, objectives, hypotheses of scientific research, etc.
- Classification and main types of pedagogical research: Master's students master approaches to the classification of research in education in order to understand the logic of scientific research and to select appropriate research strategies.
- Concept and Classification of Research Methods in Education: Master's students master approaches to classifying scientific research methods, as well as the main methods used in qualitative and quantitative pedagogical research. It is emphasized that research methods are important tools for obtaining reliable and valid scientific knowledge about educational phenomena.

The seminar places special emphasis on providing pedagogical support to international students. To ensure the successful completion of our master's thesis, we have developed a variety of pedagogical support options for international students.

Pedagogical tools for solving learning problems: To reduce student anxiety associated with the learning process and conducting research under tight deadlines, we have developed instructions and algorithms, such as the "Roadmap for Planning Pedagogical Research," "Checklist for Formulating a Master's Thesis Topic," and others, which help students complete the assignments and exercises suggested by the teacher. These tools provide international students with a manageable path from broad interests to a precise researchable question.

Targeted Practical Examples: The tutorial frequently uses "pedagogical support for foreign students" as a recurring model to teach students how to formulate their scientific apparatus. By using this as a case study, students learn to identify practical adaptation problems, define a research object (e.g., teaching foreign students), and set clear objectives for improving the educational environment for their peers.

Structured learning modules: Each topic studied has a consistent structure, including keywords for creating personalized meanings for the phenomena and processes being studied; clear learning objectives presented as planned learning outcomes for each topic; and recommended readings that serve as a guide for self-study.

Development of Master's students' methodological skills: The tutorial includes self-assessment tools and practical exercises designed to help students assess their research competencies and identify areas for further professional growth.

Ethical and Practical Guidance: Recognizing the "human-centered" and "context-dependent" nature of pedagogical research, the tutorial provides specific guidance on the ethical treatment of participants and the "complex art" of the final dissertation defense to help manage the associated stress.

In summary, the tutorial functions as a methodological navigator, using structured guidelines and familiar thematic examples to help international students achieve "total craft competence" in their field.

To provide pedagogical support to international students, the manual includes a large number of drawings to visualize the educational material and simplify its understanding by international students (example of figure 1, the figure was prepared with the help of NotebookLM).

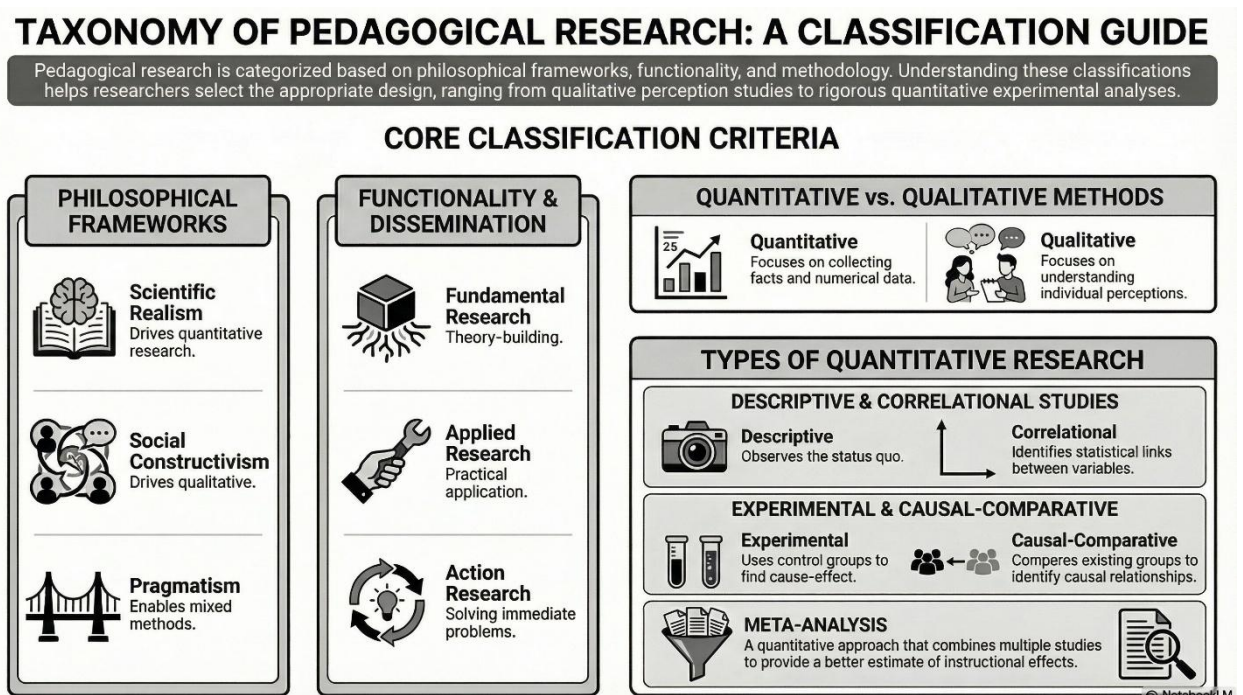


Fig. 1 Taxonomy of pedagogical research

To master the content of the educational material, we have developed and are implementing a technology for reflective-activity transfer of samples of research activities of master's students [4]. We view reflective-activity transfer as a process through which master's students transfer and acquire research experience, create conditions for the development of scientific thinking, activity, and reflection, and develop their methodological abilities. An important channel for transferring research samples is the proprietary electronic teaching and methodological complex on the Moodle educational platform.

For master's students, the digital environment offers expanded opportunities for personalized learning and a dramatic increase in the importance of controlled, independent learning activities. It also creates conditions for remote learning support, understands learning outcomes through timely feedback, and provides easy access to essential learning resources. Our pedagogical experience implementing the electronic teaching and methodological package we developed demonstrates the high academic performance of international students supported by it.

The pedagogical benefits of implementing the proprietary electronic educational and methodological complex "Research Seminar" include:

- improving the quality of the educational process at the advanced higher education level through the transfer of knowledge and research examples;
- expanding the pedagogical resources and tools for developing master's students' methodological abilities, taking into account domestic and global trends;
- integrating modern information and communication technologies into the educational process;
- improving the quality of educational services provided in accordance with modern global market requirements, including in foreign languages.

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