

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

**O. M. BEKETOV NATIONAL UNIVERSITY
of URBAN ECONOMY in KHARKIV**

Methodological recommendations

for practical work on an academic discipline

**«MODERN METHODS OF TEACHING
FOREIGN LANGUAGES»**

*(for master's students of specialty 035 – Philology, educational and professional
program «Germanic languages and literatures (translation inclusive), Primary –
English»)*

Kharkiv

O. M. Beketov NUUE

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Unit 1 COURSE DESCRIPTION

Full name of the discipline	<i>Modern methods of teaching foreign languages</i>
Type of discipline	<i>mandatory</i>
Semester	<i>1 semesters</i>
Number of ECTS credits	<i>4 credits</i>
Level of higher education	<i>second (master's)</i>
Educational programme	<i>Germanic languages and literatures (including translation), the first is English</i>
Language of instruction	<i>Ukrainian and English teaching</i>
ESI/faculty	<i>ESi E&M</i>
Department	<i>Department of Foreign Philology and Translation</i>
Name of lecturer(s)	<i>Ph.D., associate professor Ryzhenko M.V.</i>
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Unit 2 OBJECTIVES AND LEARNING OUTCOMES OF THE DISCIPLINE

The **objective** of the course “**Modern Methods of Teaching Foreign Languages**” is to develop students’ professional and methodological competence as foreign language teachers.

The curriculum fosters a close connection between the theoretical course in methodology and its practical application. In lectures and practical sessions, students become acquainted with both widely accepted theoretical principles of methods, presented within a structured system, and new, debatable ideas.

During practical classes, they acquire professional and methodological skills of a foreign language teacher, such as:

- applying various methods, forms, techniques of teaching, and modern technological tools in different contexts to develop students' foreign language communicative competence;
- performing the communicative and instructional function, which includes informational, motivational-stimulating, and monitoring-corrective components;
- performing the developmental function by outlining ways to foster and enhance students' (or pupils') intellectual and emotional spheres, as well as their cognitive and thinking abilities, through foreign language learning;
- fulfilling the educational function, addressing moral, cultural-aesthetic, and humanistic education goals through the use of foreign languages;
- carrying out the diagnostic function by analyzing teaching materials, identifying learning objectives, and predicting learning difficulties based on the level of students' communicative competence;
- objectively evaluating the content and teaching tools used in foreign language instruction in various contexts; studying and generalizing best practices in foreign language teaching;
- performing the constructive and planning function, planning and creatively designing the overall learning process, as well as instruction on specific language elements (lexical, grammatical, phonetic, cultural, etc.);
- planning students' learning and communicative activities both during class and in extracurricular work, including aspects of individualized and differentiated instruction;
- executing the organizational function, which involves implementing lesson plans (individual sessions, a cycle of sessions, extracurricular activities), creatively addressing pedagogical and methodological tasks in the teaching and educational process, and making methodologically sound adjustments to achieve the desired outcomes.

Course objective:**Position of the course in the educational program structure:**

The “**Modern methods of teaching foreign languages**” course is a compulsory component of the professional training cycle in the Master’s program (core subject area). It is taught in the first semester of the 5th year and builds upon the foundational knowledge gained during the Bachelor's level studies, particularly in core linguistic and literary courses.

Program Learning Outcomes:

- apply modern methods and technologies, particularly information technologies, for the successful and effective implementation of professional activities and for ensuring the quality of research in a specific philological field.
- evaluate and critically analyze socially, personally, and professionally significant issues and propose solutions in complex and unpredictable conditions, which require the application of new approaches and forecasting.
- clearly and convincingly explain the essence of specific philological issues, one’s perspective on them, and the reasoning behind it — both to professionals and the general public, including learners.
- use specialized conceptual knowledge in the chosen philological field to solve complex tasks and problems that require the renewal and integration of knowledge, often under conditions of incomplete/insufficient information and conflicting requirements.
- design (model) the educational process, and possess pedagogical technologies and methods for teaching foreign languages in institutions of higher education.

Learning Outcomes of the Course:

- solving complex tasks and problems in the fields of linguistics, literary studies, folklore studies, and translation in the course of professional activity or education.
- proficient use of specialized terminology in the chosen field of philological research.

- awareness of the role of expressive, emotional, and logical means of language in achieving a planned pragmatic result.
- understanding of research approaches and methods.
- demonstrate conceptual knowledge in the philological field.

Unit 3 COURSE PROGRAM

MODULE 1. Modern Methods of Teaching a Foreign Language.

Content Module 1. Higher Education Pedagogy.

This module includes both theoretical and practical exploration of the main modern approaches to foreign language teaching.

Content Module 2. Innovative Methods of Teaching a Foreign Language in Higher Education Institutions.

This module includes theoretical knowledge and practical application of interactive teaching tools.

Content Module 3. Specifics of Teaching a Foreign Language in Face-to-Face and Distance Learning Formats.

This module includes theoretical material on the specifics of foreign language teaching strategies, as well as practical application of modern methods for teacher-learner interaction in the classroom.

Content Module 1

Topic 1: Methods and Goals of Foreign Language Teaching.

1. Introduction to the goals of foreign language teaching.
2. Introduction to modern methods of foreign language teaching.
3. Communicative competence.

Topic 2: Content, Principles, and Strategies of Foreign Language Teaching.

1. Basic principles of foreign language teaching.
2. Modern strategic approaches to foreign language teaching.
3. Modern techniques of foreign language teaching.

Topic 3: Modern Methodologies for Teaching Language Skills.

1. Methodologies for teaching pronunciation.
2. Methodologies for teaching listening.
3. Methodologies for teaching reading, writing, and speaking.

Content Module 2

Topic 4: Modern Methodologies for Teaching Grammar

1. Specific features of teaching grammatical material.
2. Characteristics of grammar exercises.

Topic 5: Modern Methodologies for Teaching Vocabulary

1. Importance and specifics of vocabulary learning.
2. Difficulties and features of vocabulary teaching.
3. Specifics of vocabulary development.

Content Module 3

Topic 6: Main Approaches to Teaching Listening

1. The concept of listening and perception of foreign language information.
2. Main strategies for developing listening skills.
3. Problems related to developing listening skills.

Topic 7: Modern Approaches to Teaching Reading and Writing

1. Features and specifics of developing reading skills.
2. Specific exercises for developing reading skills.
3. Methodology for self-preparation and effective material comprehension.
4. Methodologies for developing writing skills.

Topic 8: Modern Approaches to Teaching Speaking

1. Features and specifics of developing speaking skills.
2. Specific exercises for developing speaking skills.
3. Methodologies for developing speaking skills and using vocabulary.

Topic 1.1. Basic Concepts of Modern Foreign Language Teaching Methods

Introduction. The concept of modern methods of foreign language teaching.

Unit 4 PRACTICAL TASKS

Topic 1.1 Topic: Introduction. Concept of Modern Foreign Language Teaching Methods

Objective:

1. Introduce students to the main modern methods of teaching foreign languages.
2. Help students analyze and understand how these methods can be used in practice.
3. Evaluate which methods work best in different teaching situations.

Assignment:

1. Preparation:

- Study the main modern methods of teaching foreign languages (e.g., communicative method, interactive method, project-based learning, etc.).
- Learn the main ideas, advantages, and disadvantages of each method.

2. Analysis:

- Form groups of 3-4 students.
- Each group will pick one teaching method.
- Prepare a short presentation that includes:
 - A description of the chosen method.
 - The main ideas behind it.
 - The pros and cons of using this method in language teaching.
 - Examples of how to use this method in class.

3. Presentation and Discussion:

- Each group will present their method to the class and explain how it can be used in real teaching situations.
- After each presentation, the class will discuss the method, its advantages, and disadvantages.

4. Reflection:

- Write a short reflection (up to 500 words) on:

- Which method you think is best for teaching a specific group of students (considering their age, language level, etc.).
- Why you chose this method and how you would use it in your own teaching.

How to Do the Assignment:

1. Read the materials provided by the instructor.
2. Work with your group to pick a method and prepare your presentation.
3. Present your method clearly with examples.
4. Take part in the discussion and write your reflection.

Expected Result:

1. Students will be able to:
 - Describe different methods of teaching foreign languages.
 - Understand when and how to use each method.
 - Apply these methods in their own teaching.
2. The assignment will be graded based on:
 - How well students understand their chosen method.
 - The clarity and quality of their presentation.
 - Participation in the discussion and reflection.

Topic 1.2 The Directive Method

1. Definition of the methodology of the directive method of teaching English.
2. Context and environment of foreign language teaching and learning.
3. Study of language classrooms and language portfolios.

Topic 1.2: The Directive Method.

Objective:

1. Understand the directive method of teaching English.
2. Learn about the environment and context of foreign language teaching and learning.

3. Study language classrooms and language portfolios.

Assignment:

1. Preparation:

- Learn about the **directive method**: A teaching method where the teacher controls the lesson and gives clear instructions.
- Study the **context** where this method is used and how it affects teaching.
- Research the role of **language classrooms** and **language portfolios** in supporting language learning.

2. Group Work:

- Form groups of 3-4 students.
- Each group will focus on one of these topics:

1. The directive method of teaching English:

- Define this method and explain how it works. Focus on teacher control and structured lessons.

2. Context and environment of foreign language teaching:

- Look at the factors (class size, student background, resources) that affect the directive method.

3. Language classrooms and portfolios:

- Study how classrooms are set up to use the directive method.
- Explain how **language portfolios** help track student progress and encourage reflection.

3. Presentation:

- Each group will present their findings to the class.
- Discuss how the directive method works in practice and how portfolios can help students.

4. Reflection:

- After the presentations, write a short reflection (about 500 words) on:
 - The pros and cons of the directive method.

- How you could use language portfolios in your own teaching.
- Which students or language skills benefit most from the directive method.

How to Do the Assignment:

1. Read the materials provided about the directive method.
2. Work with your group to divide tasks and prepare your presentation.
3. Present your findings clearly with examples.
4. Take part in the class discussion and write your reflection afterward.

Expected Results:

1. Students will:
 - Understand the directive method and how it's used in language teaching.
 - Learn how the teaching environment and classroom setup affect learning.
 - See how language portfolios can help students in a directive teaching setting.
2. The assignment will be graded on:
 - Understanding the directive method and its context.
 - Quality of your presentation.
 - Participation in the discussion and the reflection.

This assignment will help you understand how the directive method works and how it can be used in real classrooms.

Topic 1.3 The Communicative Approach

Objective:

1. Understand the communicative approach in teaching English.
2. Learn about the different types of listening in this method.
3. Study post-communicative methods.

Assignment:

1. Preparation:

- Learn about the **communicative approach**, which focuses on communication and real-life situations in teaching.
- Research the **types of listening** used in this method (like intensive and extensive listening).
- Study how **textual coherence** helps students understand spoken texts and how to solve listening problems.
- Look into **post-communicative methods**, which build on the communicative approach.

2. Group Work:

- Work in groups of 3-4 students.
- Each group will focus on one of these topics:

1. The communicative approach to teaching English:

- Explain what the communicative approach is and how it differs from traditional methods.

2. Different types of listening:

- Define and explain the different types of listening (e.g., intensive, extensive).

3. Textual coherence and solving listening problems:

- Explain how texts are structured to help students understand listening tasks.

4. Post-communicative methods:

- Learn about methods like task-based learning and how they build on communication.

3. Presentation and Discussion:

- Each group will present their findings to the class.
- After each presentation, discuss how the communicative approach can be used in teaching.

4. Reflection:

- Write a short reflection (up to 500 words) on:
 - The pros and cons of the communicative approach.
 - How you can use listening exercises in your own teaching.
 - How post-communicative methods can help language learners.

How to Do the Assignment:

1. Read the materials about the communicative approach.
2. Work with your group to prepare your presentation.
3. Present your findings with examples.
4. Participate in the class discussion and write your reflection afterward.

Expected Results:

1. Students will:
 - Understand the communicative approach and how it helps students learn through communication.
 - Learn about different types of listening and how to use them in lessons.
 - Understand the role of post-communicative methods in language learning.
2. The assignment will be graded on:
 - Understanding of the communicative approach.
 - Quality of the presentation and practical ideas shared.
 - Participation in the discussion and the reflection.

Topic 2.1 The Silent Method

Objective:

1. Understand the silent method in teaching languages.
2. Learn about different types of speech in language teaching.
3. Study the concept of genre and how it is used in the silent method.
4. Improve speaking skills and learn how to assess them.
5. Promote oral interactions in pairs and teams.

Assignment:

1. **Preparation:**

- Research the **silent method**, where teachers talk less and students speak more.

- Study the **types of speech** in language teaching, such as predictable and unpredictable speech.

- Learn about the **concept of genre** and its role in teaching.

- Understand how to develop **speaking skills** and how to assess them.

- Explore ways to encourage **pair and team interactions** in speaking exercises.

2. Group Work:

- Form groups of 3-4 students.

- Each group will focus on one of these topics:

1. Silent Method:

- Explain the silent method and its benefits and challenges.

2. Types of Speech:

- Define predictable and unpredictable speech and their role in teaching.

3. Genre in the Silent Method:

- Explain how genre helps in teaching and its connection to the silent method.

4. Developing Speaking Skills:

- Discuss how to improve speaking skills and assess them.

5. Pair and Team Interactions:

- Study how pair and teamwork can help students practice speaking.

3. Presentation and Discussion:

- Present your findings to the class.

- After each presentation, we'll discuss how to use the silent method in teaching.

4. Reflection:

- Write a short reflection (up to 500 words) on:

- The pros and cons of the silent method.
- How you can use pair or team interactions in your teaching.
- The role of genre in teaching.

How to Do the Assignment:

1. Study the silent method and its principles.
2. Work with your group to prepare the presentation.
3. Present your findings clearly.
4. Take part in the discussion and write your reflection.

Expected Results:

1. Students will:
 - Understand the silent method and its role in teaching.
 - Learn about speech types and genre in language teaching.
 - Develop strategies to improve speaking skills and promote interaction.
2. The assignment will be graded on:
 - Understanding of the silent method.
 - Quality of the presentation.
 - Participation in the discussion and the reflection.

Topic 2.2 Suggestopedia

Objective:

1. Understand what suggestopedia is.
2. Learn how to use suggestopedia in the classroom.
3. Explore the benefits of using suggestopedia in teaching languages.

Assignment:

1. Preparation:

- Research **suggestopedia**, a method that uses relaxation and suggestion to help students learn languages.
- Learn how suggestopedia creates a calm and positive learning environment.

- Study examples of techniques used in suggestopedia, like music, relaxation, and imagination.

2. Group Work:

- Form groups of 3-4 students.
- Each group will focus on one of these topics:

1. What is Suggestopedia?:

- Explain what suggestopedia is and how it works.

2. Using Suggestopedia in the Classroom:

- Discuss how to use suggestopedia in language lessons.

3. Benefits of Suggestopedia:

- Talk about how suggestopedia helps students learn languages.

3. Presentation and Discussion:

- Present your findings to the class.
- After the presentations, there will be a discussion about how to use suggestopedia in teaching.

4. Reflection:

- Write a short reflection (up to 500 words) on:
 - The pros and cons of using suggestopedia.
 - How you could use suggestopedia in your own teaching.

How to Do the Assignment:

1. Study suggestopedia and its main ideas.
2. Work with your group to prepare the presentation.
3. Present your findings to the class.
4. Participate in the discussion and write your reflection.

Expected Results:

1. Students will:
 - Learn what suggestopedia is and how it works.
 - Understand how to use suggestopedia in teaching.
 - Recognize the benefits of suggestopedia for language learning.

2. The assignment will be graded on:
- Understanding of suggested topics.
 - Quality of the presentation.
 - Participation in the discussion and reflection.

Topic 3.1 Audio-Lingual Method

Objective:

1. Understand the audio-lingual method and its principles.
2. Learn about contrastive phonology and its role in language teaching.
3. Study phonetic ability and how to develop foreign language speaking skills.
4. Explore methods for assessing spoken language.

Assignment:

1. Preparation:

- Research the **audio-lingual method**, which focuses on teaching through listening and speaking.
- Study **contrastive phonology**, which compares sounds in the learner's native language with those in the foreign language.
- Learn about **phonetic ability** and its importance in language learning.
- Study methods for **assessing spoken language**, including common techniques and tools.

2. Group Work:

- Form groups of 3-4 students.
- Each group will focus on one of the following topics:

1. Audio-Lingual Method Overview:

- Explain what the audio-lingual method is and how it works in language teaching.

2. Contrastive Phonology:

- Discuss the concept of contrastive phonology and how it helps in language teaching.

3. Phonetic Ability:

- Explain how to develop phonetic ability and why it's important for learners.

4. Methods for Assessing Spoken Language:

- Discuss various methods used to assess students' speaking skills.

3. Presentation and Discussion:

- Present your findings to the class.
- After the presentations, we'll discuss how to apply the audio-lingual

method in your teaching.

4. Reflection:

- Write a short reflection (up to 500 words) on:
 - The benefits and challenges of the audio-lingual method.
 - How you can use the method to improve your students' speaking skills.
 - Your thoughts on assessing spoken language effectively.

How to Do the Assignment:

1. Study the audio-lingual method and related topics.
2. Work with your group to prepare the presentation.
3. Present your findings to the class clearly.
4. Participate in the class discussion and write your reflection.

Expected Results:

1. Students will:
 - Understand the audio-lingual method and its application in teaching.
 - Learn about contrastive phonology and phonetic ability in language teaching.
 - Understand how to assess students' speaking skills.
2. The assignment will be graded on:
 - Understanding of the audio-lingual method.
 - Quality of the presentation.

- Participation in the discussion and reflection.

Topic 3.2: Grammar-Translation Method of Foreign Language Teaching

1. Methodology and definition of the grammar-translation method of foreign language teaching.
2. Advantages and limitations of using the grammar-translation method.

Topic 3.2 Grammar-Translation Method

Objective:

1. Understand the grammar-translation method and its principles.
2. Learn about the advantages and limitations of using the grammar-translation method in language teaching.

Assignment:

1. Preparation:

- Research the **grammar-translation method**, which focuses on translating texts and learning grammar rules.
- Study the methodology behind the grammar-translation method and how it is applied in the classroom.
- Learn about the **advantages** and **limitations** of this method.

2. Group Work:

- Form groups of 3-4 students.
- Each group will focus on one of the following topics:
 1. **Overview of the Grammar-Translation Method:**
 - Explain what the grammar-translation method is and how it works in language teaching.
 2. **Advantages of the Grammar-Translation Method:**
 - Discuss the benefits of using this method in language learning.
 3. **Limitations of the Grammar-Translation Method:**
 - Discuss the challenges and limitations of this method in language teaching.

3. Presentation and Discussion:

- Present your findings to the class.
- After the presentations, we will discuss how the grammar-translation method can be used effectively or where it might fall short.

4. Reflection:

- Write a short reflection (up to 500 words) on:
 - How useful you think the grammar-translation method is in teaching foreign languages.
 - What are the advantages and disadvantages of this method in your own teaching context?

How to Do the Assignment:

1. Study the grammar-translation method and its methodology.
2. Work with your group to prepare the presentation.
3. Present your findings clearly and engage with the class.
4. Participate in the class discussion and write your reflection.

Expected Results:

1. Students will:
 - Understand the grammar-translation method and how it works.
 - Learn about the advantages and limitations of this method.
2. The assignment will be graded on:
 - Understanding of the grammar-translation method.
 - Quality of the presentation.
 - Participation in the discussion and reflection.

Topic 3.3 Community Language Learning

1. The status of vocabulary in community language learning.
2. Word lists and frequency counting. Dictionary and context.
3. Development and skills in performing and evaluating project tasks.

Topic 3.4 Community Language Learning

Objective:

1. Understand the role of vocabulary in community language learning.
2. Learn how to use word lists and frequency counting in teaching.
3. Develop skills in performing and evaluating project tasks.

Assignment:

1. Preparation:

- Research **community language learning** and its principles.
- Study how vocabulary plays a key role in this method.
- Learn about the use of **word lists**, **frequency counting**, and how dictionaries and context can support language learning.
- Explore how to develop and evaluate **project tasks** in a language learning context.

2. Group Work:

- Form groups of 3-4 students.
- Each group will focus on one of the following topics:
 1. **Role of Vocabulary in Community Language Learning:**
 - Discuss the importance of vocabulary in learning a language within a community.
 2. **Using Word Lists and Frequency Counting:**
 - Explain how to use word lists and frequency counting to improve language learning.
 3. **Dictionary and Context:**
 - Explore the relationship between dictionaries and context in learning vocabulary.
 4. **Developing and Evaluating Project Tasks:**
 - Discuss how project tasks can be used to assess language learning and the best practices for evaluation.

3. Presentation and Discussion:

- Present your findings to the class.

- After the presentations, we will discuss how to integrate community language learning methods into teaching and the use of vocabulary and project tasks in this approach.

4. Reflection:

- Write a short reflection (up to 500 words) on:
 - How vocabulary, word lists, and frequency counting are used in community language learning.
 - How you could apply this method and use project tasks in your own teaching.

How to Do the Assignment:

1. Study community language learning and its key elements.
2. Work with your group to prepare a clear presentation.
3. Present your findings to the class and engage in the discussion.
4. Write your reflection after the class discussion.

Expected Results:

1. Students will:
 - Understand the importance of vocabulary and word lists in community language learning.
 - Learn about the role of dictionaries and context in language acquisition.
 - Develop skills in creating and evaluating project tasks in language teaching.
2. The assignment will be graded on:
 - Understanding of community language learning principles.
 - Quality of the presentation and discussion.
 - Participation in the reflection and evaluation of project tasks.

ESSAY TOPICS FOR THE COURSE "MODERN METHODS OF FOREIGN LANGUAGE TEACHING"

1. The Role of Technology in Modern Language Teaching
2. The Communicative Approach: Principles and Practice
3. A Comparison Between Traditional and Modern Language Teaching

Methods

4. Task-Based Language Teaching: Benefits and Challenges
5. The Audio-Lingual Method: Effectiveness and Limitations
6. The Grammar-Translation Method: A Historical Perspective
7. The Role of Motivation in Foreign Language Learning
8. The Role of Authentic Materials in Language Teaching
9. The Use of Social Media in Language Acquisition
10. Blended Learning in Foreign Language Education
11. The Use of Games in Teaching Foreign Languages
12. The Direct Method: Advantages and Disadvantages
13. The Role of Pronunciation Teaching in Foreign Language Classrooms
14. Critical Thinking Skills in Foreign Language Learning
15. The Role of the Teacher in the Modern Foreign Language Classroom
16. Language Immersion: Benefits and Challenges
17. The Role of Translation in Language Teaching
18. Content and Language Integrated Learning (CLIL): An Overview
19. The Importance of Cultural Competence in Language Education
20. Using Video and Audio Materials in Language Teaching
21. The Use of Artificial Intelligence in Language Teaching
22. The Eclectic Method in Foreign Language Teaching
23. The Impact of Collaborative Learning in Language Acquisition
24. The Task-Based Approach vs. The Grammar-Translation Approach
25. The Role of Feedback in Language Learning
26. The Influence of First Language on Foreign Language Acquisition

27. The Use of Project-Based Learning in Language Teaching
28. Developing Listening Skills in Language Learners
29. The Role of Assessment in Modern Foreign Language Teaching
30. The Effectiveness of Mobile Apps for Language Learning

LIST OF QUESTIONS FOR THE ASSESSMENT

Topic 1 Theory of Methodological Research.

1. What is the difference between methodology and methods?
2. How does a research paradigm affect a study?
3. What are the main features of qualitative research?
4. Why is research design important for reliability and validity?
5. What is a theoretical framework in research?
6. What is the difference between inductive and deductive reasoning?
7. Why is hypothesis formulation important in research?
8. How do data collection methods affect research results?

Topic 2. Structuring Scientific and Methodological Research. Ethics of Scientific Research

1. What are the sections of a scientific paper?
2. What is the difference between qualitative and quantitative research?
3. Why is a clear research question important early?
4. What ethical principles should guide scientific research?
5. What is plagiarism, and how can it be avoided?
6. What are primary and secondary sources in research?
7. What is informed consent in research with humans?
8. Why is peer review important in scientific research?

Topic 3. Searching and Processing Various Sources for Conducting Scientific Research

1. What is the difference between primary and secondary sources?
2. Why are peer-reviewed journals important for research?
3. Which databases are used for searching scientific literature?
4. What is a systematic literature review, and why is it important?
5. How do citation indexes help evaluate research sources?
6. What is the difference between qualitative and quantitative sources?
7. How can you organize and manage research sources?
8. How do you assess the reliability of a source?

Topic 4. Main Methods of Scientific Research

1. What is the difference between qualitative and quantitative research?
2. How does the experimental method help scientific discovery?
3. What are the main steps in conducting research?
4. How do surveys gather data for scientific research?
5. What role does observation play in scientific research methods?
6. Why is the hypothesis important in scientific research?
7. How does case study research contribute to knowledge?
9. What is the purpose of a literature review?

Topic 5. Presentation and Forms of Implementing the Results of Scientific Research

1. What is the importance of presenting research results?
2. How do scientific conferences contribute to research dissemination?
3. What are common formats for presenting research findings?
4. How can research results be shared with the public?
5. Why is publishing in journals essential for researchers?
6. What role do patents play in research implementation?
7. How can social media help spread scientific knowledge?
8. What is the impact of academic collaborations on research?

Topic 6. General Characteristics and Methods of Accumulating Scientific Information

1. What are the main types of scientific information?
2. How is scientific information organized for research purposes?
3. What methods are used to collect scientific data?
4. Why is accuracy important in accumulating scientific information?
5. How do databases help in gathering scientific information?
6. What role do literature reviews play in research?
7. How is information validated during the research process?
9. What is the significance of peer-reviewed sources?

Topic 7. Working with Library and Bibliographic Information Sources

1. What is the purpose of bibliographic databases in research?
2. How do you search for books in libraries?
3. What is the difference between primary and secondary sources?
4. How do you organize references in a bibliography?
5. What are library catalogs used for in research?
6. How do you evaluate the reliability of sources?
7. What is an ISBN, and why is it important?
8. How do you access online academic journals effectively?

Topic 8. Regulatory Framework for Conducting Scientific Research

1. What are the main regulations for scientific research?
2. How do ethics impact scientific research regulations?
3. What is the role of research ethics committees?
4. Why is informed consent important in scientific research?
5. What laws govern the use of research data?
6. How do intellectual property laws affect research?
7. What is the purpose of research funding regulations?
9. How are human subjects protected in scientific studies?

RECOMMENDED LITERATURE

Матеріально-технічне та інформаційне забезпечення Методичне забезпечення

1. ID дистанційного курсу дисципліни у віртуальному освітньому середовищі на платформі MOODLE ХНУМГ ім. О. М. Бекетова – Режим доступу: <https://dl.kname.edu.ua/course/view.php?id=3685>

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