

## Формирование принципов научной этики у студентов при изучении иностранного языка

### The Formation of Scientific Ethics Principles among Students When Learning a Foreign Language

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#### Аннотация

Настоящая статья ориентирована на анализ проблем безопасности научной информации при изучении иностранного языка. Уточняется определение безопасности личности, в общем, и информационной безопасности, в частности, в контексте научной этики. Рассматриваются коммуникативно обусловленные подходы к освоению принципов научной этики исследователями с точки зрения использования языковых средств для различных видов цитирования и особой организации учебного процесса с учётом нравственных, когнитивных и лингвистических аспектов. Подчёркивается важность информационной составляющей в процессе овладения лингвистическими дисциплинами. Описаны уровни развития научной этики с использованием средств иностранного языка у исследователей. Проведён сравнительный анализ результатов развития умений в области соблюдения научной этики на занятиях иностранным языком у студентов экспериментальной и контрольной групп.

**Ключевые слова:** информационная безопасность, цитирование, плагиат, плагиатор, научная этика, иноязычные языковые средства.

#### Abstract

The paper is aimed at analyzing the scientific information security problems when learning a foreign language. It clarifies the definition of personal security, in general, and information security, in particular, in scientific ethics context. The paper considers the communicatively conditioned approaches to mastering the scientific ethics principles by the researchers from the viewpoint of using linguistic means for different citation types and special learning process organization with moral, cognitive and linguistic aspects having been taken to the account. The research emphasizes the information component importance in the process of mastering linguistic disciplines. It describes the scientific ethics development levels with the foreign language means being used in researchers. The paper compares the outcomes of developing the skills in the field of scientific ethics compliance for experimental and controlling students' groups in foreign language classes.

**Keywords:** information security, citation, plagiarism, plagiarizer, scientific ethics, foreign language means.

## INTRODUCTION

On the basis of the definition of security as a state of protection of individual or public vital interests from any threats, it becomes clear that security can be evaluated as one of the most important human needs. In turn, information security is understood as a practice aimed at preventing illegal access to information as well as operations thereto (storage, appropriation, distortion, destruction). In principle, the relevance of this topic is not in doubt, because information that includes any intelligence, regardless of the form of its presentation, is considered to be the most important economic resource needed to carry out various activities. Besides, there is a great variety of information including cultural, scientific, and technical information. Scientific information is considered as logical information obtained in the process of cognition which adequately reflects the patterns of the objective world and is used in social and historical practice. It is fundamental to social progress, since it is upon it and through it various scientific fields, engineering and technologies are developed. Moreover, ethics in general is a philosophical discipline that studies morality. Scientific ethics is known as a set of behavioral norms in the scientific world. The term "scientist", however, refers to a specialist who deals with a particular scientific field and contributes to its development. The professional mission of scientists requires them to possess not only a high level of scientific knowledge and skills, but also professional qualities, among which intellectuality and moral stability are of great importance. First of all, these personal traits are expressed in respect for other scientists' ideas or even discoveries. It means skillful citation, i.e. an extract containing the author's name and a title with the dates of publication of his printed work. Eventually, language in general is regarded in various sciences as a means of communication and thought. In particular, the term "foreign language" should be defined as a language that is not the mother tongue of those who study it. Therefore, the study of languages is considered extremely relevant in order to use it for different purposes such as everyday, cultural, professional, scientific, etc [8].

Consequently, the topicality of the subject may be seen from the standpoint of multidimensionality. First of all, it can be studied in the context of different scientific disciplines, including linguistics, philosophy, psychology, jurisprudence, linguodidactics. In addition, special training of future researchers in the basics of scientific ethics has mostly pedagogical, developmental and educational value [7].

## RESEARCH PROBLEM

On the one hand, the problem of the research stems from the essence of the concept of "plagiarism". On the other hand, from the difficulties of studying the discipline

"Foreign Language". As is known, Plagiarism is a deliberately committed illegal use of someone else's intellectual work results, accompanied by bringing to others false information about themselves as an author itself. Authorship is understood as the possession of rights to some intellectual property. However, there is a contradiction between a scientist's desire to avoid plagiarism and the need to rely on the works of other researchers in carrying out their own scientific work [4]. At the same time, the absence of references to the works of other researchers may seem to be a manifestation of scientific illiteracy and can lead again to plagiarism, since it is theoretically possible to make identical scientific discoveries by several scientists. In turn, the difficulties of learning a foreign language make it quite a complicated task to reformulate scientific ideas in own words in order to develop them further.

## RESEARCH SUBJECT AND OBJECT ANALYSIS

The subject of current research is the means of a foreign language that are used for the purpose of developing researchers' ethical behavior. Let us analyze the foreign language means used for citation from the grammatical point of view (i.e. from the point of grammatical models proper construction). Examples of such foreign language constructions can be the ways of direct speech transformation into indirect speech. This issue has been studied in the many authors' papers. Some of them performed a fundamental linguistic research (by Osmanov U.Yu, Mutalibov A.Sh.) [9]. Other scientists carried out applied research, allowing to apply methods of changing direct speech into indirect speech in various fields of science (for example, in literary criticism (Baidikova N.L.) [1]. In this paper we propose to apply the methods of changing direct speech into indirect in the course of citing scientific works, since we do not quote our own words, but the statements of other authors. Another grammatical construction of a foreign language, which can be used for the purpose of referring to an author's work, is a complex addition with a predicate in active voice. From a linguistic point of view, the peculiarities of the use and translation of this construction have been considered by a number of scientists (e.g., Uhina T.F.) [14, p.52]. Again, we will give the reasons for the selection of this grammatical construction as a method of citation in the scientific text amid which we can highlight: 1) the presence of an actor as a subject indicating authorship due to the combination with active voice constructions as part of a predicate; 2) the use of verbs with the meaning of opinion, scientific discovery, and recognition, which allows to reach a high level of variability in citation.

From the lexical point of view that implies the knowledge of words, for the convenience of its use, a number of verbs as well as word combinations with appropriate nouns have been grouped according to the meanings as:

1) verbs of speech activity (*to say, to write*); 2) word combinations and individual verbs of thought activity (*to conclude, to make a conclusion*); 3) verbs with the meaning of recognition, discovery (*to learn, to find out, to discover*); 4) opinions and assumptions (*to expect, to believe, to suppose, to guess*). In various works, attempts have been made to group verbs by their meanings. For example, the allocation of the verbs denoting the content of semantic parts (Timkina Yu.Yu., Mikhailova Yu.V.) [13]; features of mental activity (Pavlenko V.G.) [10].

Pronouns is another section of vocabulary which is important from the point of scientific ethics. Topical issue of the pronoun usage in the English language has been studied by many scientists (e.g. Voronin R.A) [2]. We certainly believe that it is important to use first-person plural pronouns (*we, our*) instead of first-person singular pronouns (*I, my*), because this way we show our understanding of the necessity of relying on other scientists' works in our own research.

However, the object of our study is considered to be the problem of information security. It has been studied in the papers of different scientists. In particular, Mayorov V.I. and Dorogova E.V. touched upon the issues related to the protection of an individual from harmful information [6, p.52]. Other researchers (e.g. Chipiga A.F.) examined the problem of information security in open computer networks [15]. Analyzing the problem of information security, we view it as a base of scientific and ethical behavior. In particular, the concept of scientific ethics, its origin and importance for an individual are reflected in the work of Kuzniakov E.V. [5].

### RESEARCH AIM, OBJECTIVES AND METHODS

The aim of the study is to analyze the role of foreign language tools in the consideration of the problem of scientific information security as a base of scientific ethics. Research objectives are: 1) analyze moral, linguistic and legal aspects of the concepts of "security of scientific information", "citation"; 2) compare the concepts of "plagiarism", "citation" and "development of other authors' ideas in their works"; 3) give examples of different ways of referring to scientific works for several branches of agricultural science with analysis of grammar structures of foreign language used in them; 4) develop an approach to teaching students the basics of scientific ethics in a foreign language; 5) identify the levels of ethical behavioral development among researchers.

We used several methods at different stages of the study performance. The first stage was conditionally determined as theoretical. In its course we applied the method of linguistic analysis by studying the peculiarities of language constructions selection for scientific works citations. The second stage is methodological that implied the use of comparative analysis method, involving the preparation

of tasks for students aimed at comparing the concepts of "plagiarism" and "citation".

The third experimental stage involved conducting a formative experiment. At the last stage, we applied the method of statistical analysis while processing the data.

### RESEARCH PROBLEM

The research problem is the difficulty of selecting authentic citations in a foreign language and the sufficient time needed to find direct sources and clarify all output data of works.

### HYPOTHESIS

The hypothesis of the study is that some indirect factors (such as correctness and variety of linguistic means when relying on citations in researches, collaborative nature of the tasks performed, thoughtful sequencing of teaching) can probably contribute to fostering the right attitude of students towards citation and plagiarism as well as to develop skills to build on the works of scholars in their own scientific research activities.

### EXPERIMENT

We have developed an experimental methodology for teaching students aimed at solving a number of tasks: didactic (teaching to compare the concepts of "plagiarism" and "citation"), developing (development of citation skills in scientific papers in a foreign language) and educational (fostering a sense of responsibility and decency in performing scientific work).

The study was conducted in the academic year 2022–2023 on the basis of Institute of Mechanics and Power Engineering named after Goryachkin V.P. in the course of foreign language classes during the first academic semester [12]. The second year study group (DM №201) of 15 students took part in it. There were conducted two knowledge tests of mastering the material, which took place in October and December.

The aim of the training was to form the skills of citing the authors' works as well as to develop ideas in preparation for writing a paper in a foreign language. At the beginning of the study, a discussion was held with students on the topic of "Citation advantages and disadvantages".

Here are several questions that were brought up for the discussion: 1) *Why is it necessary to base new scientific research on other scientists' papers? Is it possible to make a new discovery without having learnt much on the problem? Is there any risk to make the same discovery for several researchers? Can it be evaluated as plagiarism by the public? Does scientific community trust those who have not learnt the problems they study in a profound way? Are they going to refer to such authors' papers?* 2) *Do citation and plagiarism have something in common? Do both citation and plagiarism imply using other authors' ideas?* 3) *What*

*is the way out not to be considered as a plagiarist? Is the author capable of using other researchers' ideas correctly? Is the author capable of doing it from both scientific and linguistic standpoints?*

Based on this discussion, students will have to compose an argumentative monologue on the topic of "Comparing citation and plagiarism". In the context of this monologue, the questions to be discussed are: 1) education — *What kind of people are against plagiarism? Are they intelligent, honest, responsible? Are they scrupulous and hard-working? Why do you think so? Do researchers have to spend much time on finding the citation sources and their imprints?;* 2) consideration the problems of plagiarism and citation from different points of view. This may, for example, be seen from the point of law: *Is plagiarism considered as a crime from legal standpoint? Is a plagiarist considered as a criminal?*

In the latter aspect of the discussion, students are asked to choose the appropriate modal verb according to the meaning connotation: **Must** a researcher spend time on finding citation sources or **Should** researchers spend time on finding citation sources? Consideration of the meaning of the verb: duty (must) or advice (should) is made on the basis of the researcher's life position being formed.

Our approach reflects the peculiarities of working with students with different ways of thinking. To get the meaning of such a training, it is useful for students who tend to have a predominant logical thinking to summarize their approach to citing scientific publications with a single concept. In particular, reliance on the scientific works of other researchers is reflected in the presentations of research papers, appearing in a slide with a universal title in a foreign language: "The research theoretical foundation". Students with a dominant figurative thinking would have been benefited from having a conversation (i.e. based on the images formation of objects and phenomena of reality that have been visually perceived before) on the questions below: "Can a house stand without foundation? Is it going to be destroyed completely, provided it has not got foundation? Is it possible to conduct research without any theoretical foundation? Can your own research outcomes be valid without it?" In this case, students are comparing an abstract concept (*research theoretical foundation*) to a concrete object (*building foundation*). The metaphor use possibility here is based on the ambiguity of the term foundation.

Further, students were trained to formulate quotations in a foreign language in the correct form. Here is an example of a discovery in agronomy that students can make reference to in various ways: 1) a compound sentence with an explanatory clause: "Plant physiologists P. Noberkort and F.P. White discovered that plant cells are capable of unlimited growth under in vitro conditions"; 2) a compound clause with an active voice predicate: "Plant physiologists

P. Noberkort and F.P. White found out plant cells to be capable of unlimited growth under in vitro conditions" [3, p. 5]. Here it should be said that comparison of the constructions in the level of complexity revealed that the complement clause turned out to be easier in its use than in most others cases. That is because it does not require compliance with the rules of tense coordination (i.e. the change in the main sentence from present to past simple tense as scientific discoveries express certain facts that have come to light).

Below are the ways of developing the ideas of some authors by other authors, both in terms of content and linguistic means. The main criterion for the absence of plagiarism is meant to be the presence of novelty in research, which can be expressed in finding new objects, whose method was developed by another scientist; designing new equipment for the experiment; changing the experimental conditions.

The first technology in use is the paraphrasing of a thought into one's own words. For example, the literature defines photosynthesis: "Photosynthesis is known as the process plants, algae and some bacteria use in order to turn sunlight, carbon dioxide and water into sugar and oxygen". Avoiding plagiarism can be done from many angles, both grammatical and lexical. Here is the result: "Photosynthesis is known as the activity that is performed by plants for transforming solar energy, carbon dioxide and water into sugar and oxygen for its own nutrition".

Analyzing the grammar, we have changed the typical predicate of attributive clause to another and the infinitive of a modifier of purpose (*in order to...*) — to a complement with a preposition *for* accompanied by gerund, identical in meaning. In terms of vocabulary, we used synonyms — words close in meaning: *process* — *activity*, *to turn* — *to transform*. This approach requires a clear understanding of the terms used meaning.

From the passage above, we suppose that direct quotation is appropriate only in case that its formulation contains the techniques of artistic speech (for example, comparisons, metaphors), as their presence leads to a clearer understanding of the meaning of terms, phenomena, conclusions. Here is the example of a statement in biology: Robert Hook compared a cell with "the beehive segments" in shape as well as the way in which they are located in the organism [11].

The second technology in use is described as development of an author's ideas. Formulating the theoretical basis of research in a foreign language, the researcher uses verbs to base, to ground in the following example: "The plant unlimited growth theory **was based on** Hotlib Khaberlani's totepotency theory".

We clearly believe that collaborative learning nature plays a huge role in mastering the ways to rely on scientific papers. The right approach makes one feel like a

member of the scientific community. One of the assignments involving collaborative activities for students in a foreign language class is to compose mini-dialogues on the topic of "citation."

Here is the example:

– *What does a cell mean according to Robert Hooke’s ideas?*

– *According to Robert Hooke’s ideas, a cell means the main structural unit of all living organisms?*

– *Where did you read it?*

– *I read it in the paper "Cell theory: origins, postulates, modern significance"?*

– *What page is it on?*

– *It is on page 23.*

Using this cliché, students compose mini-dialogues by changing: the verbs with predicate relative clause sentences in the appropriate voice (active or passive — *is termed as...*), the names of researchers, the type and title of scientific literature (*dissertation-paper*) and the page number.

Besides, to master the basics of scientific ethics in preparation for writing articles in a foreign language students perform a training task on the choice of pronouns from brackets: 1) (*my, our*) *research relevance*, 2) (*I, we*) *have selected the topic...*

It is highly important to note that the types of training assignments, that are offered to students, should be given in the sequence we have suggested. As already mentioned, the quoting process is a rather time-consuming process, so the main task is to convince researchers that they need to observe all the rules to follow scientific ethics.

## RESULTS

For ease of interpretation of the study results, we have identified four levels of development of scientific ethics in researchers. A **high level** implies the ability to operate not only with a variety of techniques for using the scientific literature of other authors, but also with a variety of linguistic means for implementing them. In doing so, a researcher checks each idea for its knowledge by other scientists. This takes into account approaches from the perspectives of different scientific disciplines, not only their core discipline. In turn, by students it is understood as a contribution to the awareness of the relevance of the topic under study. A **good level** involves knowing different ways to apply information from a variety of scientific papers to one’s research. Language means are used according to the chosen method, but there is a lack of variability in their choice. The researcher refers only to the originator of ideas, omitting references to the names and works of researchers of average stages in the experimental work. Scientific ideas are explored from the per-

spective of only one underlying scientific discipline. An **average level** implies the ability to apply some way of relying on the information of other authors. Sometimes mistakes are made in the choice of language means. A **low level** is characterized by unwillingness to study the authors’ papers and inability to carry out either direct citation or develop their own ideas.

**Table 1 presents the results of the study (see Table 1).**

**TABLE 1. THE RESEARCH RESULTS**

Month	Level (a number of students in a subgroup)			
	High	Good	Average	Low
October	5	5	3	2
December	7	6	2	–

Thus, the dynamics of increasing the level of development of scientific ethics basics among the students have been accordingly determined in the experimental group. According to Table 1, thanks to specially organized instruction, at the end of the first experimental testing, the high-level and the good-level subgroups were equal in number, while exceeding the number of the average-level and the low-level students. Besides, at the end of the first testing, the number of students in the average-level subgroup exceeded the number of students in the low-level subgroup. At the end of the second experimental testing, we revealed an increase in the number of high-level students and a decrease in the number of average-level students. The low-level subgroup was not identified. As a result, the hypothesis of our study was confirmed.

## CONCLUSIONS

To sum up, as part of study, we have clarified the concepts of plagiarism, citation, development of an author’s ideas, as well as the meaning of some foreign language constructs, and developed a framework for the approach to teaching proper citation. In addition, justification of the lexico-grammatical material choice, forms and methods of work, sequence of the implementation have also been covered within the article. This allowed some of our students to publish their own scientific articles on foreign language under our supervision as well as to make reports at scientific conferences.

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