



The paradigm of the formation of linguoculture in the process of self-education of students in teaching a foreign language

El paradigma de la formación lingüística en el proceso de autoeducación de los estudiantes en la enseñanza de una lengua extranjera

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ABSTRACT:

The topicality of the research in the article due to the ongoing reforms in Russia in the political, economic, social and cultural levels, has caused the necessity of transformations in the system of higher education. The purpose of the study: the development of a paradigm of formation of the linguistic culture in the process of self-education of students in foreign language teaching and its implementation in the University. The scientific novelty of this research is to develop a holistic paradigm, which reveals the essence, aims and objectives, content characteristics, technology, stages of formation of the linguistic culture in the process of self-education of students when learning a foreign language at the University. Practical significance of the research is to develop a mechanism and means of formation of linguistic culture in the process of self-education of students when learning a foreign language at the University.

Keywords: paradigm, linguistic culture, self-education, foreign language

RESUMEN:

La relevancia del tema de investigación en el artículo condicionada por transformaciones en Rusia en lo político, económico y sociocultural niveles, originaron la necesidad de transformaciones en el sistema de educación superior. El objetivo de la investigación: elaboración de un paradigma de formación de лингвокультуры en el proceso de autoaprendizaje de los estudiantes durante el aprendizaje de lenguas extranjeras y su aplicación en la universidad. La novedad científica de la investigación radica en el desarrollo integral de paradigma, que revela la esencia, los objetivos y tareas interesantes características, la tecnología, las etapas de la formación de lingüocultura en el proceso de autoaprendizaje de los estudiantes durante el aprendizaje de una lengua extranjera en la universidad. Significado práctico de la investigación consiste en la elaboración del mecanismo y herramientas de creación de lingüocultura en el proceso de autoaprendizaje de los estudiantes durante el aprendizaje de una lengua extranjera en la universidad.

Palabras clave: paradigma, cultura lingüística, educación, de la lengua extranjera

1. Introduction

The main feature of the organization of the work of the new format is that the student must independently manage their own linguistic and cultural process from target setting to evaluation, which contributes to the development of his internal and external self-organization, actively transforming attitude to received knowledge. In this connection, you need to provide the students with the linguistic culture in the process of self-education.

1.1. The urgency of the research problem

Analysis of the main theoretical sources on an investigated problem shows that the methodological questions of formation of the linguistic culture in the process of self-education of students when learning a foreign language is devoted to research (Apanasyuk, Soldatov, Kireeva, & Belozertseva, 2017; Dakhin, 2010; Davydov, 1996; Bobykina, 2009; Bobykina, 2011; Gelashvili, 1988.)

No less important for solving the problem of our research works on language teaching and modern methods of teaching foreign languages at the University are the following works: (Efanova 1990; Furmanova 1993; Giniatullin 1990).

In the last decade there were many papers showing on the revision of aims, content, forms and methods of self-cultivation students at the University (Bobykina, 2011; Ermakov, 1996; Gromtseva, 1983).

Despite the existing studies and their undoubted theoretical and practical importance, the problem of creating a unified paradigm of the formation of the linguistic culture in the process of self-education of students when learning a foreign language has not found its complete solution.

The analysis of the practice of linguoculture formation in the process of self-education of students in teaching a foreign language revealed the difficulties that arise due to unsolved methodological problems associated with the development of content, modern approaches and methods of work, the rationale for the methodology of forming a linguistic culture in the process of self-education of students in teaching a foreign language, diagnostic tools for an objective assessment of its formation.

Thus, the analysis of the degree of elaboration of the research problem allows us to conclude that both in methodical science and educational practice there are contradictions between the need of society and universities for an active personality capable of effectively learning throughout life, and the insufficiently developed paradigm of forming linguistic culture in students' self-education when learning a foreign language. The need to resolve this contradiction determines the relevance of the study. The identified problem, the relevance of its research, theoretical and practical significance, and insufficient development of the problem in the theory and methodology of teaching foreign languages led to the choice of the research topic: "The paradigm of the formation of linguistic culture in the process of self-education of students in teaching a foreign language."

2. Methodology

The basis for creating a paradigm for the formation of linguoculture in the process of self-education of students in teaching a foreign language was the research of Russian scientists in the field of development:

- principles of subject-activity, acmeological, competence, cultural and synergistic approaches (Evdokimova, 2007; Gessen, 1995);
- Theories of linguistic identity and polycultural education (Apanasyuk, Kaziakhmedova, Belozertseva & Kireeva, 2019; Kireeva, Apanasyuk, Grigor'eva, Bogatyreva & Alekseeva, 2018);
- Theories of self-education and purposeful preparation for self-educational activities (Bobykina, 2009; Bobykina, 2011);
- the main provisions of linguodidacty and methods of teaching foreign languages (Merkulova, Smirnova, Kaziakhmedova & Kireeva, 2018; Merkulova, Krasnoshchekova, Smirnova, Meteleva & Kireeva, 2019).

2.1. The main provisions of the paradigm of the formation of linguoculture in the process of self-education of students in

teaching a foreign language

The formation of linguoculture in the process of self-education of students in teaching a foreign language is a purposeful, dynamic model of a fragment of pedagogical reality containing theoretical, methodological and methodological-technological information that determines the logic of developing the process under study in the context of learning a foreign language at the university. As a result, we can consider the model developed by us as a logical way of forming linguoculture in the process of self-education of students in foreign language teaching, used by both teachers and students themselves.

Since the model of the formation of linguoculture in the process of self-education of students in teaching a foreign language is a kind of educational system, therefore, it includes the following aspects: morphological, structural, functional.

The developed technique includes the content presented by the mechanisms and means of forming linguoculture in the process of self-education of students in teaching a foreign language, as well as the technology of the student's individual linguo-cultural activity presented in the form of an algorithm of successive stages: motivational-cognitive, organizational-activity, projective-reflexive. The implementation of the method involves three stages: propaedeutic, modeling, heuristic.

The target component of the paradigm is represented by the unity of the goal and the system of interrelated tasks arising from it, the complex solution of which ensures the formation of linguistic culture in the process of self-education of students in foreign language teaching at the university. Based on the theoretical analysis of the essence of the phenomenon under study, it was established that the linguoculture in the process of self-education represents the student's ability and readiness to independently carry out targeted systematic linguocultural activities to improve their foreign language education, develop personal qualities and abilities, or meet cognitive needs using a foreign language. This composition of the linguoculture is the content of the target component of the presented methodological model.

2.2. The practical implementation of the paradigm of the formation of linguoculture in the process of self-education of students in teaching a foreign language in the course of experimental training

The technology of the formation of linguoculture in the process of self-education of students in teaching a foreign language is presented as a set of modules and tasks, methods, conditions, evaluation and correction. The developed technology modules are aimed both at disclosing the content of experiential learning and at achieving the planned result - the formation of a linguistic culture in the process of self-education of students in teaching a foreign language.

Each of the created modules has substantial and structural specificity and performs only its inherent tasks, that is, it is characterized by content-structural autonomy. At the same time, each module can fulfill its functional purpose only if it interacts with other modules, which indicates the integrativity of the modules.

To solve the problems of experiential learning and testing the effectiveness of applying the provisions of the paradigm, a complex of research methods was used (analytical, generalizing, interpretative, data collection, accumulation and processing, experimental verification), including:

- study and analysis of domestic literature on linguistics, psycholinguistics, psychology, pedagogy, linguodidactic and methods of teaching foreign languages;
- analysis and synthesis of the experience of the formation of linguocultures in the process of self-education of students in teaching a foreign language in Russian universities;
- analysis of normative documents, educational standards of higher education in Russia, curricula, educational and methodological complexes and manuals in foreign languages;
- modeling the formation of linguoculture in the process of self-education of students in teaching a foreign language at the university;
- observation and analysis of linguocultural activities in the process of self-education of students in Russian universities;
- collection and analysis of data on the content of linguocultural activities of students (questioning, interviewing, testing, individual and group conversations with students and teachers,

the method of self-assessment and expert assessments, reflexive analysis of products of linguocultural activities of students);

- Experimental verification of the methodological model of the formation of linguoculture in the process of self-education of students in teaching a foreign language at the university.

The source of empirical data in the course of experimental training were: 320 teachers and students working and studying in Russian universities: "Russian State Social University"; "Moscow State Institute of Culture"; Federal State Budget Educational Institution of Higher Education "K.G. Razumovsky Moscow State University of technologies and management (the First Cossack University) " , "Togliatti State University".

Organization and stages of research. The study was conducted from 2015 to 2019 and included four stages:

The first stage (2015–2016) - indicative - the analysis of the problem under study was carried out at the theoretical and empirical levels. Based on the study of methodological, psychological, pedagogical, linguistic literature and monographic studies, existing contradictions were identified, the problem was determined, the degree of its theoretical elaboration, conceptual approaches existing in the theory to solve the research problem were considered, the purpose and objectives, and the research hypothesis were formulated. To determine the state of the studied problem in educational practice, observation, testing, questioning of students and interviewing teachers, preliminary experimental research were conducted.

The second stage (2016-2017) - modeling, where the paradigm of the formation of linguoculture in the process of self-education of students in teaching a foreign language at the university was developed; studied scientific works on the subject-activity, acmeological, competence, synergistic, cultural, systemic approaches and their implementation in theory and educational practice. Also at this stage: a methodical model for the implementation of the process being studied is described, a method of forming a linguoculture in the process of self-education of students in foreign language teaching and diagnostic tools has been developed; Linguoculture training workshops, training and test materials were created and tested as tools for the formation of the educational environment.

The third stage (2017-2018) is an experimental one, which is aimed at testing the methodological model and methodology, their adjustment during the experimental study. In addition, the third stage was aimed at creating teaching and methodological complexes in foreign languages, in which the content of the developed paradigm of linguistic culture formation in the process of self-education of students in teaching a foreign language is realized; preparation of diagnostic methods for assessing the formation of linguoculture in the process of self-education and monitoring the effectiveness of the proposed paradigm.

The fourth stage (2018-2019) - generalizing - the analysis, synthesis, systematization and description of the obtained results of an experimental study were conducted; clarified theoretical and empirical findings, identified promising areas for further scientific research in the study area.

The personal contribution of the authors is to develop a holistic paradigm of linguistic culture formation in the process of self-education of students in teaching a foreign language at the university, creating methodological support for the formation of linguoculture in the process of self-education of students in teaching a foreign language (educational and methodological complexes, training workshops, guidelines).

Testing and implementation of the research results were carried out through speeches and reports at meetings of the departments of foreign languages of the above-mentioned Russian universities.

The validity and reliability of the research results are provided by the initial scientific positions in the study of the formation of linguaculture in the process of self-education of students in teaching a foreign language; development of methodological, theoretical and methodological foundations of the process under study based on the analysis of sources of methodological, linguistic, psychological and pedagogical, information and leading to uniform conclusions. In addition: using a complex of theoretical and empirical methods that are adequate to the subject and objectives of the study; positive results of pilot training; representative sample; correct processing of the results of research using mathematical statistics methods.

2.3. Analysis of the results of experienced training

The results of experimental training to test the effectiveness of the formation of linguoculture in the process of self-education of students in teaching a foreign language at the university allow to

formulate certain conclusions.

1. The preliminary stage of work devoted to the complex study and generalization of the experience of forming linguoculture in the process of self-education of students in teaching a foreign language revealed difficulties and contradictions in this process, as well as determining the initial level of formation of linguoculture in the process of self-education of students.

2. According to the results of diagnostics at the preliminary stage of experimental training, it was established that students of the groups studied have almost the same indicators in terms of the level of formation of linguoculture in the process of self-education. At the same time, the majority of students have low levels (students of experimental groups - 54, 9% and students of control groups - 55.2%), a small percentage of students have an average level (experimental groups - 13, 7% and control groups - 16%) of linguistic culture in the process of self-education. This circumstance confirms the relevance of the chosen research topic and the need for purposeful work on the formation of linguistic culture in the process of self-education of students in teaching a foreign language at the university.

3. The formative stage of experiential learning to test the effectiveness of the method of forming linguoculture in the process of self-education of students in learning a foreign language was natural, since it took place in the real educational space in the above-mentioned Russian universities. The logic of the formation of linguistic culture in the process of self-education of students in teaching a foreign language was built in accordance with the program of foreign language training for bachelors of non-linguistic faculties and the developed paradigm. The implementation of the technique took place in three stages. The propedeutical stage involved the formation of a positive motivation for linguocultural activities, the transition of a student to a subjective position through the development of his reflexive self-esteem and subjectivity. The modeling stage involved students mastering the knowledge, skills, strategies of self-education activities, that is, the development of the cognitive and procedural components of linguoculture. The heuristic stage envisaged the formation of a student as a full-fledged subject of linguocultural activity, possessing a wide range of effective strategies and rich experience of self-education, capable and ready for the continuous formation of linguoculture in the process of self-education of students in teaching a foreign language.

4. The control slice of the level of formation of linguoculture in the process of self-education of students in teaching a foreign language, conducted at the end of the formative stage of experiential learning, made it possible to identify the dynamics of changes in the level of linguoculture of students. The results of a comparative analysis of the levels of linguoculture in students of the experimental and control groups show that the greatest qualitative changes occurred in the experimental group in which the method of forming linguoculture in the process of self-education was implemented, based on the author's paradigm.

The number of students in the experimental group with the highest level of linguistic culture formation reached 18.9% (baseline data was 0 people), while in the control group the number of students with the highest level of linguoculture was 3.2%.

In the experimental group, there is a lack of students with a zero level of linguoculture, while in the control group the number of such students is 19%. The obtained data allow us to conclude about the effectiveness of the developed method of forming a linguoculture in the process of self-education of students in teaching a foreign language.

In addition to a quantitative assessment of the results of the cuts, the conclusion about the effectiveness of the implementation of the proposed method of forming linguistic culture in the process of self-education of students in teaching a foreign language is confirmed by the results of observation, focused conversations with students and teachers, organized at the general stage of experimental training.

3. Results

According to the results of the work, the positions that constitute the essence of the research paradigm were obtained.

3.1. Methodological results

The paradigm of the formation of linguoculture in the process of self-education of students in teaching a foreign language at the university fulfills its intended purpose at various levels: methodological, theoretical and practical.

Linguoculture in the process of self-education is the ability and willingness of the learner to independently carry out targeted systematic linguistic and cultural activities to improve their foreign language education, develop personal qualities and abilities, or meet cognitive needs using a foreign language.

The formation of linguoculture in the process of self-education is interpreted as the process of formation of personal readiness and a set of abilities that determine the success of linguocultural activities: the ability to self-manage activities, cognitive abilities, the ability to communicate in a foreign language in intercultural environments.

The content of the formation of linguoculture in the process of self-education includes two aspects: the auto-methodical and linguistic aspect (including professional applied), which are objectified in the linguocultural activity and create the basis for the development of a culture of self-education.

The methodological strategy of the formation of linguoculture in the process of self-education is an integrative-acmeological approach based on a theoretical synthesis of complementary approaches. Namely: the subject-activity, competence, cultural, system, synergistic. The synthesis of these approaches allows you to form a linguoculture in the process of self-education based on the unity of theoretical training and real practical self-education of the student in the process of foreign language training at the university.

The principles of the formation of linguoculture in the process of self-education of students in teaching a foreign language at the university, reflecting external (conditionality, efficiency) and internal (attributive) patterns of the process under study, form the core of the paradigm and the basis of the developed methodology

- orientation of the system of teaching a foreign language to the development of the personality of the student; optimal combination of group and individual forms of organization of the educational process; rational use of modern methods and means of education;
- the principle of humanization, continuity, variability, integration, communication;
- the principle of purposeful stimulation of linguocultural activity on the basis of a subject - the subject interaction of participants in the educational process; subjectivity and reflection of the student.

3.2. Scientific - practical results

The method of forming a linguistic culture in the process of self-education of students in teaching a foreign language provides an integrative cognitive, procedural and personal development of the student in mastering a foreign language based on the methodical model of a conjugate linguocultural and foreign language education and is implemented:

- through the learning by students of the content of the appropriate educational and methodological support, in which the methods and techniques of forming a linguistic culture in the process of self-education of students in teaching a foreign language are embodied in the exercise systems and tasks;
- based on the technology of an individual trajectory of linguocultural activities, including a system of sequential actions (goal setting, orientation and planning, implementation, self-assessment and self-correction) and a set of individual-personal ways of self-education activities.

Diagnostics of the formation of linguoculture in the process of self-education of students in teaching a foreign language reveals an increase in motivation and personal readiness for linguocultural activities, positive dynamics in the development of cognitive abilities, self-governing ability of self-educational activities, ability for foreign language communication ensuring the success of linguocultural activities. The proposed methods for diagnosing the formation of linguocultures in the process of self-education of students in teaching a foreign language can be used to monitor the quality of preparing students for continuous self-education.

4. Conclusions

In conclusion, the most important results of the study are presented. Theoretical and experimental results of the study provide grounds to draw general conclusions.

4.1. Theoretical and practical conclusions of the study

The developed paradigm of the formation of linguoculture in the process of self-education of students in teaching a foreign language at the university as a set of systematized methodological and scientific-theoretical statements about the nature and mechanisms of the process being studied has proved its effectiveness at different levels:

- methodologically as a productive base for building the process of preparing for the formation of linguoculture in the process of self-education;
- theoretically, as a systemic set of principles that reflect the patterns of formation of linguoculture in the process of self-education and ensure the achievement of goals;
- practical - as a methodical system, including a new content of the target, meaningful, technological and efficient components. At the same time, the methodological system is implemented through the method of linguoculture formation created on its basis in the process of self-education.

Integrative acmeological approach to solving the problem of linguoculture formation in the process of self-education of students in foreign language teaching at the university, synthesizing subject-activity, competence, cultural, synergistic and systemic approaches, is the most productive, as it allows to get a holistic view of the formation of linguoculture in the process of self-education students when learning a foreign language. Versatile consideration of the process under study and its description with the help of a system of interrelated categories according to the meaning allowed to present a correct theoretical substantiation of the paradigm, including:

- Leading idea: high-quality preparation of the student for the formation of linguistic culture in the process of self-education is provided through conscious, active enrichment of the experience of linguistic and cultural activities in teaching a foreign language at the university;
- external laws (conditionality, efficiency) and internal laws (attribute), as well as the corresponding groups of principles (social, didactic, special), ensuring the effective formation of linguistic culture in the process of self-education.

The methodical model of the formation of linguoculture in the process of self-education of students in teaching a foreign language, which reproduces the process under study, is implemented through a methodology aimed at:

- the students learn the content of the appropriate educational and methodological material, in which the methods and techniques of the formation of linguoculture in the process of self-education are embodied in the exercise systems and tasks;
- adequate technological support of the process of formation of linguoculture in the process of self-education of students in teaching a foreign language.

The method of forming a linguoculture in the process of self-education of students in teaching a foreign language provides an integrative cognitive, procedural and personal development of the student and is characterized by:

- integration of the formation of linguoculture in the process of self-education of students with foreign language teaching at the university;
- the construction of individual trajectories and models of the formation of a linguoculture in the process of self-education of students in teaching a foreign language;
- providing pedagogical assistance to the development of the ability and readiness of the student to form linguoculture in the process of self-education;
- evaluation of the effectiveness of the formation of linguoculture in the process of self-education of students in teaching a foreign language.

The developed method of linguoculture formation in the process of self-education of students in teaching a foreign language provides positive dynamics of cumulative ability and readiness of the student for continuous self-education and includes a special selection of methods, methods, means, organizational forms, implemented on the basis of the technology of an individual linguocultural cultural trajectory,

Diagnostics of the formation of linguoculture in the process of self-education of students in teaching a foreign language reveals an increase in motivation and personal readiness for linguocultural activities, positive dynamics in the development of cognitive abilities, the ability to self-manage linguocultural activities, the ability for foreign language communication to ensure successful self-education.

4.2. Conclusions on the results of the study

Summarizing the results of the study, it can be argued that the goal has been achieved, all problems have been solved. Theoretical, methodological and empirical materials confirm the hypothesis of the study that the formation of linguistic culture in the process of self-education of students in teaching a foreign language at a university will be effective if:

- developed a paradigm that reveals the theoretical foundations of the formation of linguoculture in the process of self-education of students in teaching a foreign language at a university, the core of which are regularities and principles explaining the essence of the process being studied;
 - a methodical model of practical implementation of the formation of a linguoculture in the process of self-education of students in teaching a foreign language, causing positive changes in the motivation for self-education, the level of knowledge and skills of linguocultural activity and the development of personal qualities, manifested in the ability and readiness of the student to effective self-education;
 - a method of forming a linguoculture in the process of self-education of students in teaching a foreign language was developed, including the content, methodological support and technology of an individual trajectory of linguocultural activities and self-education;
 - diagnostic tools were created to monitor the formation of linguoculture in the process of self-education of students in foreign language teaching at the university, based on scientifically based criteria for assessing the formation of linguoculture in the process of self-education.
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