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**TEACHING FOREIGN LANGUAGE
PROFESSIONAL DISCOURSE TO STUDENTS
OF NON-LINGUISTIC PROFILES IN BELARUS**

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НАВЧАННЯ СТУДЕНТІВ НЕЛІНГВІСТИЧНИХ СПЕЦІАЛЬНОСТЕЙ ПРОФЕСІЙНОГО ДИСКУРСУ ІНОЗЕМНОЮ МОВОЮ У БІЛОРУСІ

Стаття присвячена одній з найважливіших проблем сучасної вищої освіти – підготовці фахівця нового покоління. Визначено характеристики конкурентоспроможного фахівця, основною яких є володіння навичками міжкультурної комунікації у системі професійного спілкування. Особлива увага зосереджується на необхідності формування у студентів іншомовної дискурсивної компетенції, яка є невід’ємною складовою компетенції комунікативної і складає основу знання різних типів дискурсів, правил їх побудови, а також умінь створювати і розуміти їх з урахуванням ситуації спілкування. Наведено приклади організації навчання іншомовного професійного спілкування на основі сучасних методів викладання іноземних мов. Зазначено, що ідея формування професіонала нового покоління виходить з Болонської декларації, відповідно до положень якої були розроблені спільні принципи Європейської університетської мережі. У зв’язку з цим європейські рамки кваліфікації вищої освіти виступають регуляторним механізмом, який багато в чому визначає соціально-економічний розвиток сучасного суспільства. Таким чином, можна не сумніватися, що в сучасному динамічному світі білоруська вища освіта повинна стати більш функціональною, орієнтованою на інноваційний науково-технічний прогрес і міжнародні освітні стандарти. Завдання формування загальноєвропейського освітнього середовища розв’язуються у контексті компетентнісного підходу, який визначає оптимальне розуміння змісту кваліфікації фахівців на рівнях професійної підготовки. Такий підхід передбачає формування набору базових компетенцій випускника закладу вищої освіти, що визначають як його професійно орієнтовані здібності, так і світоглядні концепції.

Уважаємо, що унікальність компетентнісного підходу полягає у наданні можливості моделювати інтегрований процес навчання. На наш погляд, певна цілісність інноваційно спрямованих професійно активних функцій фахівця, аналіз якої має бути комплексним, може служити основою для моделювання компетентнісних характеристик фахівця немовного профілю нового покоління. Підкреслюється, що формування іншомовної комунікативної компетенції випускників немовних закладів вищої освіти необхідно здійснювати в рамках парадигми “дискурс – спілкування – міжкультурна професійна комунікація”.

Ключові слова: конкурентоспроможний фахівець; компетентнісний підхід; дискурсивна компетенція; типи дискурсів; ситуація спілкування; метод; Білорусь.

TEACHING FOREIGN LANGUAGE PROFESSIONAL DISCOURSE TO STUDENTS OF NON-LINGUISTIC PROFILES IN BELARUS

The article deals with the problem facing modern higher education – the training of a new generation of specialists. To solve this problem higher education in Belarus should become more functional and advanced in its essence as well as focus on innovative scientific and technological progress. The concept of a competitive specialist with professional communicative competence is revealed. Particular attention is paid to the formation of foreign language professional discursive competence which is an integral part of intercultural communicative competence. Examples of the organization of teaching foreign professional communication based on modern methods and techniques, such as an educational project, visual aids, and working with text, are given.

It should be noted that the idea of forming a professional of a new generation comes out of the Bologna Declaration, according to which the joint principles of the European University Network were developed. In this regard, the European framework for the qualification of higher education is a regulatory mechanism that largely determines the social and economic development of the modern society. Thus, there is no doubt that in the modern super-dynamic world, Belarusian higher education should become more functional, guided by innovative scientific and technological progress and international educational standards. It should be emphasized that the tasks of the formation of a pan-European educational environment are being solved in the context of the competency-based approach, which determines an optimal understanding of the content of qualifications of specialists at the levels of professional training. This approach involves the formation of a set of basic competencies of a university graduate which define both his/her professionally oriented abilities and worldview concepts.

We believe that the uniqueness of the competency-based approach lies in the fact that it makes possible modeling an integrated learning process. In our opinion a certain integrity of innovatively directed professionally active functions of a specialist, the analysis of which should be comprehensive, can serve as the basis for modeling the competency-based characteristics of a non-linguistic profile specialist of a new generation.

Key words: *productive educational activities; non-linguistic specialties; educational technologies; educational process; professional communicative competence; independent activity; natural language environment.*

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Introduction

In the context of the rapidly accelerating pace of the global social changes taking place in the world, one of the pressing problems facing the scientific and pedagogical community today is the conceptual need for the formation of a new generation of professionals. In this regard, a mobile, dynamic and accurate reorientation of the regulatory and parametric standards of both industrial and humanitarian specialists is required (*Globalizatsiya i obrazovaniye*, 2004, p. 21). Therefore, the question arises: how to form a new competitive professional that complies with the needs of the modern society. It is obvious that a high-quality education is a part of the world culture and has the status of universal value (Hult, 2018). In our opinion, the higher the quality of education is, the higher the indicators of all spheres of human activity are. Undoubtedly, the intellectual, spiritual and cultural condition of the society depends on the quality of education. On the one hand, high-quality education gives the young professional an absolute guarantee of success. On the other hand, the success of each individual person in the society provides a high-quality standard of living for the society as a whole.

It is well known that the professional activity of a modern specialist involves a complex combination and interaction of the functions performed: information-analytical, diagnostic, organizational, communicative, etc. That is why the interests of many researchers in the field of teaching methods in training the professionals of the highest category turn to a synergistic concept, which provides for modeling the training process on the principle of interdisciplinary coordination. Synergetics, a term proposed by H. Haken (2009), focuses on the consistency of the interaction of parts in the formation of a structure as a whole. Practice shows that the role of synergetics in education is multifaceted.

We are talking about synergistic approaches to education, synergistic ways of organizing the process of training and education, as well as education through synergetics, through the transfer and dissemination of interrelated interdisciplinary knowledge. The above mentioned concept offers specific nonlinear approaches to learning such as awakening learning, learning as an adaptive modification, learning as a phase transition to continuous innovation-oriented self-education, etc. (Tsilenko, Tamrazova, & Klyukina, 2016, p. 129). Recently, theoretical and practical research of scientists from leading foreign and domestic universities is being actualized as well as new integrative approaches to training personnel are being developed. The priority trend of the educational strategy is the interdependent multidimensional professional and personal formation of the graduate, which has its own syncretic content (Zyryanova, 2004; Kissau & Algozzine, 2017).

Analysis of recent research and publications. In the modern globalized space of international partnership and cooperation, the role of a foreign language communicative competence of a specialist of any profile is growing. Therefore, a university graduate should be able to express innovative scientific ideas, algorithms, concepts in a foreign language both at the receptive and productive levels in

a figurative, graphic, audiovisual format in order to achieve effective solutions by expressive language in professional communication situations.

As for the communicative professional competence, it provides for the ability to master the complex communicative skills of foreign language speech in various social structures, which requires knowledge of social and cultural, extralinguistic, ethical, aesthetic, religious, national, mental and other applied aspects. Communicative activities between partners can be formal and informal, individual and collective, which creates the need to acquire the skills of a verbal and non-verbal model of behavior adopted in different cultures, the realization of a nationally specific preference for perceiving a value system, and the formation of a tolerant attitude towards foreign cultures, religions (Tsilenko, Tamrazova, & Klyukina, 2016, p. 130).

So, in our opinion, the discursive competence, which is an integral component of communicative competence and represents the knowledge of various types of discourses and the rules for constructing them, as well as the ability to create and understand them taking into account the communication situation, plays a huge role in the formation of multifaceted communicative competence of a competitive specialist. Discourse competence is based on the concept of discourse, which means speech, the process of linguistic activity, the way of speaking. In order to show the specificity of the discourse and its role in teaching foreign language professional communication, it is necessary, first of all, to determine this phenomenon.

The role of discourse in teaching foreign language professional communicative competence is studied in the works of J. Purpura (2016), Yu. Karaulov & V. Petrov (1989), N. Arutyunova (1990), M. Makarov (2003), V. Karasik (2002) et al. The discourse category is one of the fundamental categories in communicative linguistics and social sciences. The fact that in English the word “discourse” can be used both as a noun and as a verb is important for understanding the concept of “discourse”. Therefore, discourse should be understood not only as a process of interaction, but also, which is not less important, as the final result of mental activity and communication. It should be noted that discourse is a social process of creating and reproducing meanings. That is why, in the context of this article, we fully share the opinion of M. Makarov (2003, p. 117), who claims that the definition of a category such as discourse already implies some ideological orientation, its own point of view on the study of language and language communication.

The study of intercultural discursive interaction, considered as a process of communication between communicants who represent different linguistic cultures and, as a result, different cultural cognitive models, is conducted today mainly from the point of view of a social-pragmatic approach and represents a completely new direction in the analysis of discourse. In addition to purely pragmatic concepts, this trend also relies on a modern cognitive approach to the

consideration of the relationship between language and culture, based on the definition of culture as a national way of life shared by all members of society.

The study of human discursive activities in the context of intercultural communication from a cognitive point of view makes it possible to describe the structures of the representation of various types of culturally determined knowledge, as well as their impact on the language strategies of discursive activities that are characteristic of particular speech culture representatives. We believe that such an approach to the consideration of discourse is directly related to solving the problem of studying the linguistic image of the world, since it allows considering the discursive activity of a person as a reflection of the national picture of the world in the forms of his/her communicative behavior, and the linguistic means used in the communication process as a way of expressing a system of culturally determined values representing knowledge, assessments and value orientations shared by society members.

To our mind, as for the theory and practice of teaching a foreign language, in this context it is important to understand discourse as a complex speech work, which is not limited to a specific statement, but has certain extra-linguistic parameters, such as communicant, recipient, their personal, social characteristics and other aspects of the social situation. Depending on the field of activity, a stereotypical set of speech actions, typical communication situations inherent to representatives of a particular profession can be distinguished. In the process of teaching foreign language professional communication, studying the features of the discourse of a particular specialty, analyzing its form and content, we inevitably enter the semantic field of the sphere of knowledge from which this discourse is taken. Knowing this specific field, we begin to actively use the expressions characteristic of this discourse, thereby acquiring the ability to interact in various situations of professional communication.

It should be pointed out that all discourses are deterministic. In each specific area of professional communication, an oriented selection of language means, reflecting the intentional attitudes of communicants, is carried out (Zyryanova, 2004, p. 57). Therefore, the formation of foreign language communicative competence of graduates of non-linguistic universities should be carried out within the framework of the paradigm “discourse – communication – intercultural professional communication”.

The purpose of this article is to show that one of the most significant components of the characteristics of a competitive specialist is his/her readiness for communicative international activities, in other words, the possession of a foreign language professional communicative competence, in the formation of which a discursive competence plays an important role.

The research outcome. In this context, it seems advisable to consider the issue of organizing the process of training in professional foreign language communication based on modern methods of teaching foreign languages.

Many years of practical experience in teaching foreign languages allowed us to conclude that the modern methods used in foreign languages teaching should be aimed, on the one hand, at developing communicative competencies, and on the other, at grammatical competencies, i.e. for the conscious mastery of students of the system of the foreign language they study. In our opinion, the combination of both parts will allow students to improve the morphological and syntactic skills of building a statement in the process of speech activity, which will greatly contribute to the achievement of the main goal of training – formation of effective foreign language professional communication skills.

In our opinion, the goal of training can be achieved if students have a desire to use the acquired knowledge and formed skills. Therefore, the teacher needs to choose those methods of teaching that will motivate students to communicate effectively, given that the mastery of a foreign language will be carried out in a language environment with simultaneous reliance on the grammatical system of the foreign language which is studied. As for the method it can be defined as specific actions and operations of a teacher, the purpose of which is to transfer knowledge, form skills and abilities, stimulate students' learning activities to solve particular problems of the learning process (Zyryanova, 2004, p. 59), in other words, these are concrete ways to solve educational problems. Currently, in the process of teaching foreign languages, teachers of non-linguistic universities widely use in their practice methods such as project work, authentic professionally oriented texts, visual accompaniment of the studied material, communication resources, computer technology, and many others. Let us consider some of them more in detail.

We think that visual aids play an important role in the process of teaching foreign languages. So I. Pavlov in his doctrine of two signal systems says that all phenomena of reality are reflected in the human brain, firstly, in the form of sensations, perceptions, impressions (the first signal system, characteristic of both man and animals), secondly, in the form of special conventional signs – words that make up the second signal system of reality, characteristic only of man. The analysis and synthesis carried out by the cerebral cortex, in connection with the presence of the second signal system, concerns not only individual specific stimuli, but also their generalizations presented in words (Boyko, 1976, p. 48). Thus, words become equivalents of visual, auditory and other images, giving rise to speech and languages. According to psychologists, the main part of the information received by a person in the learning process is perceived through vision. Language material is no exception, since visual means become a visual-semantic support for the introduction, activation and consolidation of language units, being a connecting link between the semantic and sound side of a word (*Globalizatsiya i obrazovaniye*, 2004, p. 39).

L. Kryuchkova believes that the explanation of the new material should be based on joint visual reading of the printed or electronic text, and on the tables,

figures, graphs, photographs, presentations accompanying this text. In this case, the illustration plays the role of a kind of “an anchor”, that is, a kind of “supporting notes”, which allow reproducing both the vocabulary and the grammatical structure of sentences (Kryuchkova, 2013, p. 216). According to N. Moshchinskaya, the student’s work becomes more motivated if both the text and the illustration to this text exist in the same visual field, which creates a single information field for the material being studied (Moshchinskaya, 2013, p. 42). Of course, students are faced with a rather difficult task to draw a parallel between the visual image and the lexical material. However, when semantic connections have been found and the necessary lexical and grammatical forms have been used, it can be confidently stated that the main task has been solved, because as a result, students begin to build easily their own statement.

Another method actively used in foreign languages classes is the educational project activities of students. E. Polat (1998) believes that the project method is a way to achieve a didactic goal through the detailed development of a problem, which should have a very real, tangible practical result, framed in one way or another, focused on the independent activity of students – individual, in pairs, in group, which students perform over a certain period of time. Not being, in the absolute sense of the word, a modern method (it was developed in the first half of the 20th century based on the pragmatic pedagogy of J. Dewey), project activity, however, is currently becoming especially relevant in the methodology of teaching foreign languages in connection with the development of information technologies and widespread use of computers.

In our opinion, the use of this method provides for a certain algorithm of actions, which should be developed under the direct supervision of a teacher. Firstly, it is necessary to formulate a problem that students will work on (we believe that the range of problems should be connected with the formation of students’ foreign language professional competence), determine where and how information will be searched, decide how the final results will be framed (presentation, report, debate, round table, etc.). Secondly, the process of collecting, systematizing and analyzing the data obtained; thirdly, summing up, presentation of the results, reflection and conclusions.

Since the main purpose of educational project activity is the students’ ability to acquire knowledge independently in the process of solving the tasks assigned to them, this means that the project activity develops the students’ skills to search for information, to organize it in a systematic way, and what is the most important – to present it in an accessible for their classmates form. And since the search for information is accompanied by work with foreign texts, and, therefore, helps to expand the vocabulary, deepen the knowledge of the grammatical system of the studied language, the preparation of the presentation by students is nothing but preparation of their own discursive statement. Participating in a project activity allows students not only to acquire knowledge and experience in research, but

to form strong grammar and communication skills in the foreign language they study. According to T. Shaikhullin ([Shaykhullin, 2006, p. 17](#)), this method does not impose linguistic knowledge on students, but rather helps it to be born and developed. The process of learning a language should be that of its discovery, in other words, research and experimental process.

The following method, which is widely practiced in the process of developing communicative professional competence in foreign language classes, is working with text, since the text remains the main unit of information in the learning process, and also has cognitive and educational value, contains great opportunities for working on the language, serves as an incentive for the development of speech skills in the studied foreign language. The main methodological purpose of the text is to be the basis for the formation, development and improvement of all speech skills. In this context, the question arises of how to organize training in foreign language professional communication based on the language means of a text. As it is well known, special professional terminology, intended primarily for professional communication, is used by representatives of a certain part of society and has a pragmatic orientation. In this regard, in the process of preparation of manuals, educational complexes and other didactic material for non-linguistic profiles, it is necessary to pay special attention to issues related to the intensification of the learning process precisely in professional terminology.

Firstly, we believe that it is necessary to formulate clearly the basic requirements for texts that students work with independently or in foreign language classes, since the teaching of professional communication is carried out mainly on the bases of the text. We propose to select various types of texts according to the following criteria:

- the nature of the selected texts is determined by the communicative needs of students in certain types of texts and terms, involving different types of speech activity, reflecting the students' future professional tasks: texts-definitions, descriptions, instructions, abstracts, annotations, contracts, etc.;

- the texts are graduated by their simplicity/complexity depending on the stage of training;

- the selection of texts for training is carried out according to their richness in necessary professional terms, as well as the channel of information transfer: for students of non-linguistic universities the most relevant are written (printed or electronic) and computer audio texts;

- the selection is carried out depending on source/application scope: texts from textbooks/scientific texts, online texts of both types (educational and professional).

As practical experience shows it is better to build the system of work with the professional vocabulary on the basis of hypertexts both in the classroom and during the independent work of students. Since information and communication competence is an integral component of the professional competence of students of

non-linguistic universities, therefore, the specifics of the origin and formation of terms should be taken into account in the structure of textbook or teaching and methodological complexes and become the main criterion for constructing a system of exercises in accordance with the subject of the main text. In our opinion, it is advisable to divide the work on the terminological component of a professionally oriented text into pre-text, text, post-text and hypertext stages.

During the pre-text study of special vocabulary, students get acquainted with the professional terminology of the topic they study. We believe that this is an important stage in the study of professionally oriented vocabulary, due to the complexity and novelty of the introduced terms. Therefore, pre-text exercises should include such types of tasks as finding definitions of the new terms, synonyms and antonyms, as well as options for lexical compatibility. It is also advisable, in our opinion, to draw the attention of students to such moments as the internationality of terminological vocabulary, methods of word formation, polysemy. The text stage implies working with special text on the topic, finding in the texts the terms and phrases worked out in the pre-text exercises. An analytical reading with the study of lexical and grammatical features of the text is also carried out.

The post-text stage includes exercises that can be aimed at solving the following problems: consolidation of terminological units in speech; consolidation of the vocabulary by doing exercises for reverse translation, in terminological games as well as in question-answer exercises. This stage also includes a discussion of the text, during which questions that require knowledge of the terms and understanding of the text are asked. This stage is important for the formation of professional communicative competence of students, since during it analysis and modeling of professional activity, imitation of social and professional interaction by means of a foreign language are implemented. In our opinion, it is necessary to control lexical and grammar skills acquired by students by means of the final lexical and grammar tests.

The hypertext stage is aimed at the formation of monological/dialogical speech skills on problematic material. At this stage, graphic methods of presenting information (conceptual, semantic, network and mental maps; denotative text maps) that are widely used in practice are mastered. Other types of graphic supports help to improve understanding of the content of the text, form methods and techniques for mastering the language material, etc. We also believe that at this stage it is advisable to offer the students some creative exercises which involve using additional information in order to prepare a reasoned statement, write a scientific or popular science article or give a lecture or presentation on the issue considered in the text. The teaching methods for introducing, consolidating and reproducing professional vocabulary proposed above can, in our opinion, be changed and supplemented depending on the specifics of the audience, purpose, stage of training and etc.

Conclusions

Thus, it seems possible to assert that one of the priority components of a competitive specialist's characteristic is readiness for communicative international activity, in other words, possession of a communicative foreign professional competence, in the formation of which a foreign language training course plays the leading role. There is no doubt that a specialist of any profile who has a good command of foreign languages becomes a free, active and full-grown participant in the socio-economic life of society, able to effectively solve different problems, as well as find fundamentally new, sometimes non-standard, approaches to solving them.

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