

# Methods of studying the changes in the general cultural competence of students when they learn a foreign language

## Métodos para estudiar los cambios en la competencia cultural general de los estudiantes cuando aprenden un idioma extranjero

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#### ABSTRACT:

The objective need to study the changes in the general cultural competence of students when mastering a foreign language, which allows optimizing the international activities of universities based on a dialogue of cultures and civilizations, actualizes the research in the article. The purpose of this work is to create a methodology for studying changes in the general cultural competence of students, while mastering a foreign language. It was concluded that the methodology for studying changes in the general cultural competence of students' young people is a combination of procedures and methods, which makes it possible to conduct a sociological analysis of language changes and reveal the essence of the relationship between culture and language.

**Keywords:** methods, general cultural competence, foreign language, international activities.

#### RESUMEN:

El objetivo es estudiar los cambios en la competencia cultural general de los estudiantes al dominar una lengua extranjera, lo que permite optimizar las actividades internacionales de las universidades basadas en un diálogo de culturas y civilizaciones, actualiza la investigación en el artículo. El propósito de este trabajo es crear una metodología para estudiar los cambios en la competencia cultural general de los estudiantes, mientras se domina una lengua extranjera. Se llegó a la conclusión de que la metodología para estudiar los cambios en la competencia cultural general de los jóvenes estudiantes es una combinación de procedimientos y métodos, que permite realizar un análisis sociológico de los cambios lingüísticos y revelar la esencia de la relación entre cultura y lenguaje.

**Palabras clave:** metodología, competencia cultural general, lengua extranjera, actividad internacional.

## 1. Introduction

Theoretical and practical bases for the formation of general cultural competence of students, the search for and scientific approbation of the most effective ways and forms in which this process is carried out at different levels of higher education, are among the key research priorities in Russian higher education.

## **1.1. The urgency of the research problem**

The solution to the problems of changes in the general cultural competence of students when they learn a foreign language is presented today in the Russian psychological-pedagogical science (Apanasyuk, Soldatov, Kireeva & Belozertseva 2017; Baskakov, 1976; Bell, 2000; Borysnev, 2003; Grushevitskaya, Popkov & Sadokhin, 2002; Gudkov, 2003; Ionin, 2006; Kapustina, 2006; Kobozeva, 2000; Krejdlin, 2002).

The importance of continuous improvement of the general cultural competence of students in the conditions of modern Russia is determined by the diversity of generally accepted facts, the incomplete realization by the individual of his creative potential in the international professional environment.

Meanwhile, the modern sociocultural situation in Russia in general and in Russian education, in particular, indicates the predominance of destructive rather than creative tendencies. The natural reassessment of values in professional activity is not sufficiently correlated with the changing needs of the individual and society. In higher education, copying foreign samples, rather than a constructive understanding of the negative and positive experience of the past Soviet period in Russian history, leads to a rupture of ties with spiritual, moral, aesthetic, ethical values that have been accumulated for decades. The priority of material values over spiritual values is obvious, respect for national history, science, technology and culture is decreasing. The task of the modern higher education system is to direct the process of choosing and rethinking educational values in the direction of a constructive culture-like dialogue.

Preparing students for a dialogue of cultures in future professional activities involves achieving a harmonious balance in the structure of general cultural competence. Analysis of modern trends in the development of educational theory and practice shows that in the system of higher education the effect of harmonization should have a through-action mode at all levels. Only a harmoniously developing student with general cultural competence is capable of successful professional activity in the international labor market, for which it is necessary to study the changes in the general cultural competence of students when they learn a foreign language. Innovative changes in the general cultural competence of student youth form the vast problem field of pedagogy, in which the corresponding research method presented in the article takes a special place.

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## **2. Methodology**

Based on the analysis of scientific and pedagogical literature (Leontev, 1977; Levina, Apanasyuk, Yakovlev, Faizrakhmanov, Revzon, & Seselkin, 2017; Merkulova, Smirnova, Kaziakhmedova, & Kireeva, 2018; Merkulova, 2011; Razumovskaya, E.A. Kaziakhmedova, & Kireeva, 2017; Sadokhin, 2005; Safonova, 1996; Ter-Minasova, 2008; Shchukin, 2007; Vasilik, 2003; Zinchenko, 2008), the requirements for the process of forming the general cultural competence of students are specified.

### **2.1. The theoretical basis of the methodology for the study of changes in the General cultural competence of students**

It was revealed that changes in the General cultural competence of student young people are the result of their preparations for cross-cultural communication; consider the possibility of Russian higher education, the methodology of the study changes in the total cultural competence and identified pedagogical conditions of its implementation.

The analysis of scientific-pedagogical researches and pedagogical activities when working with students allowed us to conclude that the emergence of teachers' new professional

tasks regarding the investigation of changes in the General cultural competence of students. Based on the conducted content analysis of the definitions existing in the science of this concept, it was concluded that this quality is considered as a sociocultural phenomenon and a decisive factor in the productive interaction of a university graduate with the socio-cultural reality. Therefore, it is necessary to study the changes in the general cultural competence of students, which ensures the steady, purposeful character of the flow of pedagogical activity in the conditions of intercultural communication of students. In determining the essential characteristics of general cultural competence, it is based on the idea of competence as an integral characteristic of a person, determining the ability to solve professional problems and tasks arising in real situations of professional activity using knowledge, professional and life experience, values and inclinations.

The methodology for studying the changes in the general cultural competence of students is a set of procedures and methods that allow for a sociological analysis of language changes and identify the essence of the relationship between culture and language, as well as continue to analyze and implement the process of enculturation of students with a foreign language. As a result of the application of the developed methodology, the nature of the influence of Anglo-American borrowings on the everyday culture of students is revealed. We consider the culture of everyday life as a set of social practices characteristic of everyday life of people (behavior, thinking, speech, work, rest, etc.), along with deviations from these practices that may be of interest as a potential source of cultural renewal. The culture of everyday life exists in the context of a specific intercultural and epoch.

Thus, the importance of the methodology for the study of changes in general cultural competence is necessary for the effective preparation of student youth for adaptation and the social order of life in a foreign country.

## **2.2. The structural and informative components of the methodology for the study of changes in the general cultural competence of students**

The methodology for studying the changes in the general cultural competence of students when mastering a foreign language has been developed taking into account the practical bases of the enculturation process, which implies a wider impact, namely, introducing the individual to the cultural heritage of the country of the studied language.

To study the changes in the general cultural competence of students, it is advisable, in our opinion, to use the following modern educational technologies:

1.) Projective. Developed on the basis of the concept of projective education (projective pedagogy): the formation of projective competencies through the integration of the project method with information technologies.

2.) Reflexive. The way of self-knowledge and self-esteem of personality and professional growth. Implemented through the use of such forms: training business communication, personal growth, communication skills.

3.) Communication and business. Forms: virtual conferences, dialogue, polylogue, press conference, debates, discussions aimed at the development of academic and research competencies, experience of creative activity, etc.

4.) Problem-search. Forms: electronic workshop, problem video workshop, socratic dialogue, case-methods, scientific serpentine.

The authors developed a methodology for studying changes in the general cultural competence of students, which includes five steps:

Step 1: identification of changes in general cultural competence and their structure tours in the direction of study;

Step 2 - Determination of Methods for Sharing General Cultural Competence for the discipline "Foreign Language";

Step 3 - the formation of the base of control and assessment tools for diagnosing the study of changes in general cultural competence for the discipline "Foreign Language";

4 step - formation of the student's professional profile, including

integrated assessment of changes in overall cultural competence;

5 step-analysis of the results of diagnostics of changes in the general cultural competence of students and teachers.

The methodology for studying the changes in the general cultural competence of student youth implements the structuring function of the employer in relation to the objectives of the educational content, the control function (development of control evaluation tools, their information support and continuous monitoring) and the control function (based on the adjustment of the development process of the educational material of the discipline based on the results of common cultural diagnostics competence).

### **2.3. The implementation of the methodology for the study of changes in the general cultural competence of students when they master a foreign language**

The study of changes in the general cultural competence of student youth was conducted within the framework of Russian universities (Togliatti State University; GOU SPO "College of modern technology named after Hero of the Soviet Union M. F. Panov"), using the author's methodology. The research methods were divided according to the following criteria: objectivity / subjectivity (expert survey, content analysis / semantic differential method, questioning); quantitative / qualitative (content analysis / qualitative content analysis, semantic differential method).

The logical scheme of the study of changes in the general cultural competence of students with a foreign language in 2015-2018 suggested a number of stages:

1. at the first stage, an expert survey is conducted, which identifies the main thematic groups of vocabulary that became the basis for the content analysis of the youth press;

2. at the second stage, as a result of the content analysis, the main areas of Americanism penetration into the culture of everyday life of students are highlighted;

3. at the third stage, the purpose of applying the method of semantic differential is to identify the assessment, the attitude of students to Anglo-American borrowings in speech;

4. at the fourth stage of the study, as a result of the survey, a sociological analysis is carried out, which establishes the dependence of various personality parameters (social, sociocultural, cultural) and the nature of the use of Americanisms in the speeches of students;

5. at the fifth stage (based on the results of the survey), a typology of linguistic carriers of Americanisms is presented: the type of sociocultural situation of their use, the main communication partners in selected situations, the intentions of the speakers of the Anglo-American vocabulary in communications.

The methodology for studying changes in the general cultural competence of students included five steps within the framework of structural and informative components.

The categories of analysis of changes in general cultural competence are the concepts according to which the units of analysis will be sorted. They must have a number of characteristics: to have reliability, to cover all parts of the content, that is, to be exhaustive. In our study, it would be expedient to distinguish two levels of categories: the first row of categories is developed by experts - these are lexical thematic groups; The second row of categories consists of distinguished spheres of social reality and interaction, into which Anglo-American vocabulary potentially penetrates.

The categories of analysis in this case perform two functions:

1) a means of extracting information;

2) the method of grouping information fields into categories, which is convenient for

interpretation.

The procedure of coding results for the study of changes in general cultural competence on the part of experts consists in assigning each change simultaneously to two levels of categorical series: thematic vocabulary groups; to the realms of social reality.

In the present methodology, it is advisable to use the following scales:

- according to the factor of strength ("weak - strong", "cruel-kind", "unsuccessful-successful");
- according to the factor activity in the social sphere ("passive-active", "chaotic - punctual", "old-new");
- according to the factor of attitude ("bad - good", "unimportant, important", "colorless - colorful").

For the convenience of processing the information received, a tabular and graphical presentation of the data is used, and a differential is calculated, with which the difference in the respondents' estimates is expressed.

The calculation of the differential is carried out according to the formula:

$$D_{xy} = \sqrt{\sum_{i=1}^n d^2(x_i - y_i)}$$

Where D is the differential value, showing the degree of difference in relation to objects X and Y over a set of n scales; d is the difference between the average estimates of objects X and Y on a scale i. The value of the differential is expressed by a positive number, and the closer it is to zero, the higher the similarity in relation to the objects being compared.

Comparison of the absolute values of the differentials leads to the conclusion about differences in the attitudes of the respondents and to unite some of them into independent groups.

Preliminary use of the survey method involves the preparation of the questionnaire, which highlights the main qualifiers (linguistic variables), which will become the basis for the design of questionnaires.

The study used a multi-stage selection. At the first stage, the units of the first stage are selected using zoned selection, that is, the territory on which the empirical study will be conducted. From each unit of the first stage, a sample of the unit of the second stage is taken - institutes and universities. In our case, according to the objectives of the study, it is necessary that the number of respondents in an empirical study be approximately 300 people. The sampling error in this case can be calculated by the formula:

$$M = \sqrt{\frac{pq}{n} \left(1 - \frac{n}{N}\right)}$$

where M is the average sampling error;  
p - the proportion of units with a given sample value;  
q = 1-p - the proportion of units in which there are no signs;  
n is the volume of sample values;  
N is a set of results.

The complexity of applying qualitative and quantitative assessments in the study of changes in the general cultural competence of students when mastering a foreign language is due to the fact that quantitative analysis often erases individual characteristics, does not notice the modality of the statement, key points may be lost due to their minimal use, and in the future, not observed by the researcher to be of paramount importance. The individual-local focus of the research is determined by the fact that the method of semantic differential is chosen as the key method, which allows interpreting the results through students' attitudes to certain concepts according to the meanings that informants put into them. These meanings are motives for activities, interactions, and behavior of future specialists.

## **2.4. The results of the application of the methodology for the study of changes in the general cultural competence of students when mastering a foreign language**

In the course of applying the author's methodology, changes in the general cultural competence of students when they learn a foreign language were identified and substantiated, and the role and nature of Anglo-American borrowings in the culture of everyday life of students was determined.

As a result, it was found that modern student youth is focused on slang communication, in which the layer of English-speaking vocabulary is very significant. American slang becomes an attribute of the reference youth group that forms its norms and values.

The speech of modern youth consists of specific combinations of Russian and English words and expressions that signal group age solidarity, reflect an oppositional attitude to the values of the adult world. Slang is the only way to communicate.

Among the main sources of Anglicism in the speech of young people can be called hippies, musicians, as well as the language of computer users. The introduction of Anglicisms in the speech of young people is promoted by pop and rock music in English. Also, the youth masters Anglicisms through television.

Let us consider the main types of changes in general cultural competence as a result of the penetration of Anglo-American vocabulary into the language of youth. Preliminary, it should be noted that the culture of everyday life for an individual is embodied in social practice, which means it reflects the attitude of the individual to the profession, to work in general, and relationships with each other, everyday interpersonal communications, in which speech messages affect the emotional-sensual aspect of interaction.

Thus, changes in the general cultural competence of students' youth are viewed through social transformations - changes in the professional culture, reassessment of such concepts as "career", "prestigious profession", and "work". Anglo-American vocabulary as a factor of influence in the culture of student youth is manifested, firstly, in the sphere of work, professional activity, when the language personality is forced to use foreign language vocabulary in its speech. In this case, the English language can be interpreted as a marker of social prestige, mobility, economic prosperity.

Secondly, in the sphere of interpersonal communication, when a foreign language becomes a cause of a breach of continuity between the generation of young people and the generation of older people who do not use English in their daily speech.

To determine the effectiveness of the methodology for the research and development of General cultural competence of students, it was necessary to compare the results of learning a foreign language in all five stages. As objects of control was selected, the same knowledge, skills and personal qualities of students that was assessed in the framework of the logical framework of the study changes in the total cultural competence of student young people in mastering a foreign language. The benchmark for us was the technique to study changes in overall cultural competence, involving interdependent development of components, which was a key evaluation parameters. The first component is empirical indicators: theme group; the semantics of Americanisms; subjectivity; the sphere of consumption; the lexical level; a form of speech. The second component is the result: identification of the major areas of the spheres of penetration of Americanisms; the evaluation study, the relationship of the individual to the Americanisms as the expression of the ideological preferences of the person; the analysis of sociocultural variables of personality as a factor in the use of Anglo-American vocabulary in the speech; the levels of vocabulary, selected on the criterion of "career" as a reflection of specific features of its use; analysis of the degree of penetration of Anglo-American borrowings in the culture of everyday life .

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## **3. Results**

In accordance with the goal setting, the tasks were solved, the results were tested and introduced into the scientific and pedagogical practice of Russian universities and colleges.

### **3.1. Practical results**

According to the results of the study the following tasks were solved:

- demonstrated sociological and cultural approaches to the problem of language;
- highlighted the concept of a culture of everyday life of young people;
- the interrelation of concepts "language-culture" is shown;
- analyzed linguistic space of the culture of everyday life of young people;
- the essence of changes in the general cultural competence of students in the interaction of languages is revealed;
- Changes in the linguistic culture of youth as a result of interaction with Anglo-American borrowings are shown;
- revealed the nature of the influence of Anglo-American borrowings on the culture of everyday students;
- identified the sociocultural consequences of changes in the language of youth;- revealed theoretical approaches to the study of linguistic (linguistic) space of the individual;
- identified and established changes in the general cultural competence of students when mastering a foreign language, as well as the role of Anglo-American borrowings in the culture of everyday life;
- a methodology has been developed for the study of changes in the general cultural competence of students;
- the results of the methodology for studying changes in general cultural competence, practically justified and experimentally confirmed, taking into account the peculiarities of the influence of Anglo-American borrowings on the culture of everyday life of students;
- the results of the effectiveness of the use of the methodology for the study of changes in the general cultural competence of students when they learn a foreign language in Russian universities are indicated.

In practical terms, the diagnosis of the study of changes in general cultural competence seems to be significant, where the end result is a person competent in culture (language, rituals, values).

In the context of globalization, the interaction of languages is not only a prerequisite for multiculturalism, but also often is the cause of the crisis of culture, since language is a sign of its carriers in a particular culture, society.

The findings of the study can be included in the composition of regional comprehensive programs on the organization of intercultural interaction of students in Russia and in the countries of the language being studied, and also serve as the basis for the innovative activities of educational institutions and sociocultural institutions working with university students. The results of the study can be applied in studying the intellectual potential of students, as well as in developing the theory and methodology of teaching foreign languages and cultures.

### **3.2. Directions of approbation and implementation of results**

Testing and implementation of the results was carried out in a number of areas:

- authors' speeches at scientific and practical seminars in Moscow, St. Petersburg, Nizhny Novgorod, Stavropol, Samara and Tambov;
- participation in international, all-Russian, interregional, regional, scientific and practical conferences, meetings and round tables in Moscow, St. Petersburg, Nizhny Novgorod, Stavropol, Samara, Penza, Chelyabinsk, Tambov, Samara and Tolyatti, in 2015-2018. ;

- coverage of the main provisions and results of research in 75 scientific publications in the form of scientific articles, theses, including those published in journals, indexed in Scopus and Web of Science;
  - development of the author's pedagogical program for the practical course of intercultural communication on the basis of modern pedagogical technologies and direct participation in its implementation;
  - use of research results in teaching practice at the universities of Moscow, Samara, Tambov, Tolyatti.
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## 4. Conclusions

As a result of this work, the main conclusions were formulated. Experimental findings of the development implementation.

### 4.1. Theoretical and methodological conclusions

Identified and justified changes in the general cultural competence of students when mastering a foreign language, where the main role is played by Anglo-American borrowing in the culture of everyday life.

We believe that the general cultural competence of students when mastering a foreign language includes:

- respect for the dignity of another person and the preservation of their own dignity in various situations of social interaction (domestic, professional, social), i.e. personality culture, self-regulation;
- the adequacy of a person to situations of domestic, professional, social interaction;
- observance of sociocultural traditions, customs, norms, etiquette in cross-cultural interaction;
- the current readiness to use the general cultural individual fund of knowledge (humanitarian, natural sciences, economic, political, legal, etc.) formed by the content of higher education in the process of solving problems of social interaction culture of intellectual and substantive activity, culture of intellect;
- saturability of the need to meet and extend personal socio-cultural (moral, intellectual, aesthetic, etc.) development and self-development, i.e. culture of self-regulation, personal self-determination;
- orientation in the basic value-semantic do → minants of the modern world, country, society; in the main directions of the history and preservation of the cultural life of the world, the country, i.e. general civilization culture;
- social responsibility as a culture of social being.

It is important to consider the concept of "youth language". From the standpoint of a sociocultural-communicative approach, the language of youth is determined by the social, socio-cultural, and cultural parameters of its speakers, respectively.

By differentiating the concepts of "competence" and "competence" by the basis of the potential - the actual, cognitive - the personal, by the "competence" is meant the current, formed personal quality as based on knowledge, intellectually and personality-conditioned socio-professional characteristics of a person his personal quality. The linguistic (linguistic) space of an individual cannot be called a mirror reflection of a real-life world, it is a dynamic formation that, firstly, is influenced by the situation of interaction of languages, secondly, the linguistic space becomes dependent on the wealth of an individual's individual life experience, collective consciousness, mentality.

The analysis of theoretical and practical provisions in the method of studying changes in the general cultural competence of student young people while mastering a foreign language has been carried out. In order to form the necessary changes in the general cultural competence of students, it is advisable, in our opinion, to use the following modern educational



technologies: projective; reflexive; business communicative; problem-searching.

## 4.2. Practice - oriented conclusions

In view of the foregoing, our proposed methodology for studying changes in the overall cultural competence of student youth is a set of procedures and methods that allows for a sociological analysis of language changes and revealing the essence of the relationship between culture and language, as well as continuing to analyze and implement the process of student youth inculturation mastering a foreign language. As a result of the application of the developed methodology, the nature of the influence of Anglo-American borrowings on the everyday culture of students has been revealed.

To realize the goal of the research, the following content analysis mechanism is proposed, in which the following categories are highlighted: analysis categories, units of analysis, units of account, characteristics of units of analysis.

Experts analyzed the influence of Anglo-American borrowings on the culture of everyday students. As a result, the following conclusions were made. Through the use of Americanisms in speech, young people:

- gives to its behavior a special style that is distinguished by expressiveness, dynamics of changes, while performing the function of separating young people relative to other groups in society. Americanism masks and veils many phenomena in youth culture;  
strives to assert itself. Foreign vocabulary emphasizes the language game in the vocabulary of youth, which also serves as a constant confirmation of the common views of young people;
- saves language means, intensifying the function of communication;
- identifies itself to certain social, professional groups.

The results of an empirical study of the influence of Anglo-American borrowings on the culture of everyday life of students make it possible to draw the following conclusions:

- the value of the English language will increasingly increase due to its prevalence in the world, youth tourism, open borders in all areas of communication;
- the purity of the Russian language is threatened by the serious danger of clogging by Anglicisms and Americanisms, exacerbated by the "pressure" of the media;
- Anglo-American borrowing in the culture of everyday life contributes to a more effective enculturation of students.

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