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Communicative Competence Formation of Teachers in the Sphere of Foreign Language Education in the System of the Advanced Training

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Abstract

The article gives the description of the notion “formation of teachers’ foreign language communicative competence in the system of the advanced training”. This competence is formed in the close connection with professionally oriented subjects in the process of the educational, scientific and practical activities in the field of foreign language education. Communicative competence is an integrative personal characteristic, which reflects peculiarities of teachers’ professional activity aimed at solving professional problems and promoting successful realization of communication with colleagues, foreign partners by using professional knowledge.

The research represents a new model of communicative competence formation in the process of the professional development of teachers in the system of the advanced training which presupposes the involvement of teachers in polycultural interaction in the process of solving professional tasks. These professional tasks are aimed at the improvement of educational, scientific and professional aspects of training.

Keywords: communicative competence, professional development, advanced training, foreign language education, teachers.

1. Introduction

In a globalizing world meeting the requirements of the new educational standards in the field of teachers’ professional training in the sphere of foreign language education during the advanced training is impossible without ensuring the adequate level of foreign language communicative competence. It is due to the fact that communication in a foreign language includes many aspects of teachers’ professional activity and promotes implementation of such communicative functions: an exchange of up-to-date professionally significant information, establishment of professional

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intersubjective relations, harmonization and coordination of interaction. Therefore, formation of teachers' foreign language communicative competence is a necessary condition of the successful solution of different professional problems. Meanwhile the process of formation of teachers' foreign language communicative competence, directed at ensuring professional interaction in a foreign language in the conditions of the advanced training, demands further studying and many researches of such scientists as E.I. Passov (2005), V.A. Slastenin (1997, 2004), E.N. Solovova (2006), P.V. Sysoyev (2016), A.V. Shchepilova (2017) prove it. However, we can see that there is some lack of theoretical investigations aimed at the formation of teachers' foreign language communicative competence in the conditions of the advanced training.

It should be noted that there is a certain scientific base considering the problem of formation of teachers' foreign language communicative competence. The analysis of some theoretical researches has shown that in recent years the scientists are interested in:

- theoretical bases of the competence approach (I.A. Zymnya, E.F. Zeer, A.V. Hutorskoy, T.I. Shamova (2006), etc.) and its implementation in the language education (N.I. Almazova, A.M. Akopova, etc.);
- specificity of communicative competence formation during a foreign language training (I.L. Bim, R.P. Milrud, J. Raven, P.V. Sysoyev, I.I. Haleeva, etc.);
- theoretical and practical aspects of the professional development in the system of the advanced training (I.V. Ilyina (2015), G.N. Podchalimova (2012), I.M. Podushkina (2014), V.A. Slastenin, etc.);
- theory and practice of teaching foreign language communication (N.A. Tarasuk (2017), I.I. Haleeva, S. Krashen, W. Rivers);
- working out of the estimation criteria of foreign language communicative competence during the professional training of different categories of learners (E.N. Solovova, O.G. Poljakov, N.S. Gribova (2015), O.M. Novikova (2014), etc.).

However, many issues of the formation of teachers' foreign language communicative competence in the conditions of their advanced training are insufficiently studied in the theory and methods of professional education.

The undertaken analysis of this problem reveals a contradiction in the foreign language learning process between the social order and the requirements for their professional communicative activity, and actually low level of formation of teachers' foreign language communicative competence.

2. Materials and methods

The methodological basis of the research is based on the conceptual ideas of modern pedagogics of higher education concerning the communicative processes in today's world and their role in implementation of education functions (I.A. Zymnya, V.A. Slastenin, I.I. Haleeva, etc.); communicative approach statements (N.I. Almazova, A.V. Hutorskoy, V.D. Shadrikov, etc.); communicative cognitive and communicative approaches ideas (A.V. Shchepilova, E.I. Passov, etc.), problem-activity approach (J.A. Efimova, F.M. Matjushkin, etc.), integrative approach (V.N. Shatsky, etc.).

Formation of teachers' foreign language communicative competence is fulfilled in the course of foreign language learning integrated with the professional cycle disciplines during educational, research and practical activities in the conditions of their advanced training and provides the use of means of speech impact adequate to a particular situation that promotes formation of innovative educational space and allows discovering teachers' personal and professional qualities in the conditions of the advanced training.

3. Discussion

The pedagogical model of formation of teachers' foreign language communicative competence in the conditions of the advanced training is based on the following principles of professional orientation, motivation, nonlinearity, integrity, communicative orientation, problematical character (Nikitina et al., 2015).

The model, as proposed, is based on a corresponding technology. In the research the concept "technology" is considered as "a complex, integrative process including people, ideas, means and ways of the organization of activities for the problem analysis and planning, implementation and

management of the problems solution covering all aspects of acquiring knowledge” (Slastenin et al., 2004: 131).

Let's focus on the key statements determining the efficiency of the technology application.

The first statement is concerned with the necessity of using authentic material characterized by functional variability and reflecting specificity of use of communicative means in situations of actual polycultural interaction. As a result learners should possess sufficient and necessary wealth of means of communication for the implementation of the tasks and fulfilling the goals in the main types of professional activity.

The second basic statement in the developed technology is about application of the mechanism of functional transfer from a native into a foreign language at mastering various communicative means.

The core of the offered technology is the algorithm based on the cognitive strategy of formation of communicative bases of foreign speech activity offered by S.V. Pavlova (Pavlova, 2002, 2007). Based on the strategy (its essence is stage-by-stage accumulation of sounding samples in a foreign language and development of communicative imagination), it is possible to represent the algorithm which includes the following steps:

1) creation of the motivation-stimulating environment involving the learners in the process of professional communication aimed at mastering the basic communicative functions in the professionally marked situations; 2) accumulation of samples of communicative acts in a native language for the purpose of integration of the received experience in a native language in the communication process in a foreign language; 3) comprehension, identification and differentiation of the basic professional functions of communication in a foreign language in a particular sociocultural environment; 4) designing and reproduction of the basic functions of communication in the professionally marked situations in a foreign language using support; 5) implementation of the basic functions of communication in the professionally marked situations in a foreign language without using support; 6) analysis and adjustment of communicative means according to constantly changing situations of communication in a foreign language; 7) creative actualization of the basic functions of communication in the professionally marked situations in a foreign language.

It would be appropriate to consider the application of the algorithm regarding a certain system of tasks. The objective of the specified system of tasks is teachers' preparation for effective professional interaction in a foreign language.

The special emphasis has been given to the tasks providing immersing of learners in the context of professional activity, showing samples of variable images functioning in the teacher's activity and peculiarities of their use depending on the specificity of the professionally focused situations.

Here are some typical kinds of the exercises carried out at various stages of the offered model of formation of teachers' foreign language communicative competence:

1. The stage of creation of the motivation-stimulating environment providing inclusion of the learners in the process of professional interaction aimed at mastering the basic communication functions in the professionally marked situations. At this stage of implementation of the algorithm a method of interest and emotions stimulation has a huge potential. Therefore at the stage documentary and feature films based on integration of a foreign language with such disciplines as «Intercultural communication», «Innovative technologies in linguodidactics» and others are widely used. For instance, the film «How to create communicative environment in the classroom» can be offered.

2. The stage of accumulation of samples of communicative acts in a native language aimed at integration of the received experience in a native language into the communication process in a foreign language on the basis of video and audio support (exercises on perception). At this stage doing the receptive exercises learners develop receptivity to samples of communicative behaviour by comprehension of the teacher's speech functions, analyzing his/her sounding speech and apprehending speech parameters functions. At the present stage learners watch video fragments in a native language, analyzing linguistic and paralinguistic means. There are some exercises:

- Analyze the dialogue between a teacher and a student and define how the teacher provides emotional support.

- How does the teacher's speech sound: a) monotonously, b) indifferently, c) friendly, d) neutrally?

- Are the pauses in the teacher's speech adequate to the communicative goals (excessive, insufficient, sufficient)? Prove your answer according to the conditions of the pedagogical situation and the purpose of communication.

- Listen to the dialogue once again and define what communicative parameters most effectively provide the achievement of the teacher's objectives?

- Listen to the teacher's remarks and underline the words with a logical stress in the marked sentences. Why are these words stressed?

3. The stage of comprehension, identification and differentiation of the basic communicative functions in a foreign language based on the use of video and audio support.

In this case comprehension, identification and differentiation of the basic communicative functions occur on the basis of the mechanism of functional transfer of these communicative functions from a native language into a foreign language. Analyzing the samples, learners indicate the peculiarities of a professional situation, teacher's adequate use of different parameters of the professional speech, point out similarities of communicative parameters in a native and foreign language, and carrying out functional transfer at perception and comprehension level. The samples anchored in the learners' consciousness are constantly reflected in the following stages of their work on professional speech at implementation of the regulating function during the training.

4. The stage of designing and reproduction of the communicative functions in the professionally marked situations in a foreign language taking into account linguistic and sociocultural specificity of the acquired language using support (imitating exercises). At this stage there is further accumulation of samples, differentiation of the basic communicative functions and imitation of the professional speech samples. The students learn to operate consciously various speech parameters, to compare adequacy of use of phonologic, intonation, lexical, grammatical and stylistic parameters in their own speech to the presented sounding samples. At the present stage reproductive exercises (full reproduction (imitation), partial reproduction) prevail. Functional transfer is based on verbalization of the accumulated communicative experience.

There are some examples of the exercises.

- Listen to the teacher's remarks and repeat them with the text support, paying attention to the use of intonation, lexical, grammatical and stylistic means.

- Reproduce the mute dialogue between a teacher and a student using adequate communicative parameters?

5. The stage of situational implementation of the basic communicative functions in the professionally marked situations in a foreign language without use of support for solution of communicative pedagogical tasks demands further mastering of communicative means.

At this stage learners are offered to reproduce fragments of the teacher's professional speech samples according to the model but with new purposes in the familiar situation.

- Role play the dialogue giving a particular attention to the professional characteristics of the speech.

- Calm the student worried about the examination mark and make recommendations how to improve his/her result.

6. A stage of analysis and adjustment of communicative means according to constantly changing situations of communication.

At the stage the purposes and directives change, communicative parameters vary. On completing the task the learners analyze the result and discuss it in groups. Thereby comprehension of teacher's professional speech parameters proceeds to develop based on the group analysis and adjustment of communicative means. The main exercises are reproductive-productive ones:

- Imagine that the teacher is convincing a poor student instead to use innovative training methods in order to increase the level of his/her knowledge. Discuss in groups, what changes will occur in teacher's speech.

- Discuss with your fellow students how successful you have managed to achieve the purpose of professional of communication using adequate means? What is to be changed, improved?

7. The stage of creative actualization of the basic functions of communication in the professionally marked situations in a foreign language assumes involving the learners in communicative creative activity in a foreign language with the use of communicative means. Learners make dialogues with students, gradually achieving the individual style of constructing

professional speech and expressing their own ideas. Upon completion of this stage teacher's speech is spontaneous, flexible and relevant to the purpose of the communicative situation. The ability to creatively and freely operate with the accumulated samples and speech skills is formed depending on conditions and purpose of the pedagogical situation.

At this stage the following productive exercises are used:

- Give emotional support to the student with a low level of linguistic abilities and offer him/her the most effective ways of perfection of the linguistic skills.

A special place in the technology is given to the formation of the teacher's abilities to express communicative intentions in implementing professionally significant pedagogical tasks.

This technology provides the organization of individual, pair and group work with the learners. Doing the tasks the learners are offered to organize communication with the subjects of pedagogical interaction representing various age groups.

The structure of teachers' foreign language communicative competence includes the following components: motivational, cognitive and operational (Slastenin, Podymova, 1997).

The basic criteria and indicators of the model are the following: motivational criterion (indicators: motivation towards professionally oriented teaching; professional interests in the sphere of foreign language education); cognitive criterion (indicators: linguistic knowledge in the sphere of foreign language education (lexical, grammatical and pronunciation aspects); professionally oriented pedagogical knowledge); operational criterion (indicators: ability to analyze situations of professional interaction; ability to solve professionally oriented problems in the sphere of foreign language education).

The basic pedagogical conditions of effective implementation of the model of formation of teachers' foreign language communicative competence in the conditions of the advanced training are: formation of positive motivation to mastering foreign language communicative competence; immersing in professionally directed communicative intercultural environment reflecting the problems of pedagogical specificity; interaction with representatives of the international community; use of interactive and research methods of training, maintenance of interrelation of group interactive and individual work; creation of a complex of training and methodical means reflecting specialized aspects of teachers' activity in the conditions of the advanced training (Shamova et al., 2006).

4. Results

Approbation and application of the research results were carried out at regional, all-Russian and international conferences in Kursk State University and Kursk State Medical University, at the faculty of the advanced training and professional retraining in 2015-2018. The period of the experimental work was rather long because it was necessary to check out the experimental materials and technologies at different stages of their implementation. The materials were constantly improved within this period in accordance with the contemporary demands reflected in the modern standards of foreign language higher education.

To verify the efficiency of the pedagogical model there was carried out a pilot training with 214 listeners of the faculty of the advanced training. During the experimental work the following problems were solved: 1) estimation of the initial level of formation of teachers' foreign language communicative competence in the conditions of the advanced training; 2) approbation of various forms of training sessions and estimation of their efficiency from the point of view of formation of all components of the foreign language communicative competence directed at development of cognitive, motivational and activity qualities in the advanced training listeners; 3) revealing the dynamics of formation of teachers' foreign language communicative competence in the conditions of the advanced training based on the developed criteria and indicators; 4) empirical monitoring of the pedagogical conditions and technology of formation of teachers' foreign language communicative competence in the conditions of the advanced training.

During the ascertaining experiment the following tools have been used: diagnostic tasks, questioning, testing, supervision, conversation, interviewing, documentation collection and analysis. All the listeners were divided into two groups: control group (CG) including 102 students and experimental group (EG) with 112 learners.

During the diagnostics of the level of the motivational criterion formation the technique «Motivation towards professional activity» developed by K.Zamfir in A.Rean's modification was

applied, and questionnaire survey was also carried out among the students who were asked to express their attitude towards such aspects of their professional activity: material satisfaction (a salary); career prospects; conflicts in the professional sphere; social status and advancement; moral satisfaction; self-development in the professional sphere.

The results have proved that the motivation level of teachers to foreign language professional communication in the conditions of the advanced training has been low (the data are represented in figure 1) and demands further formation.

In the experimental work a special attention was paid to cognitive criterion. So, listeners were offered to take part in a virtual space bridge with foreign representatives of pedagogical community.

Before the online meeting it was necessary to coordinate the space bridge theme, to study the material on the theme, to visit the university-partner web site, to formulate the questions to foreign participants, to design the scenario of the online meeting and to test it in class (offline communication). The theme choice for discussion was due to the aspect of foreign language communicative competence (e.g. «Peculiarities of professional pedagogical interaction in globalization conditions»). The listeners were suggested expressing their opinion on the theme, communicating with various social partners, representatives of the academic environment, workers of the methodical centers. The level of the cognitive criterion wasn't always enough to carry out the offered professional tasks (Table 1).

At the ascertaining stage the level of formation of operational criterion was also determined, as well as the ability to use foreign language communicative means according to the norms of the acquired foreign language was analyzed. The listeners were suggested watching video seminars on problems of foreign language education with the representatives of the USA educational centers. At the seminars the listeners and students from other countries introduced themselves and the educational institutions where they perform educational activity. Then the listeners analyzed and made comments on statements, estimated speech activity, prepared presentation in English, representing possible ways of solution of the given problems in the conditions of modern Russian and foreign high school. The analysis of the listeners' opinion showed a low level of formation of the operational criterion (Table 1).

To confirm the validity of similarities and differences in the values of the criteria of formation of teachers' foreign language communicative competence obtained during the ascertaining stage of the experimental work, it is necessary to apply methods of statistical data processing. The use of statistical criteria allows us to correctly and reliably justify the fact that the increase in the level of formation of teachers' foreign language communicative competence for each criterion in the experimental group is due to the use of experimental teaching methods.

Generalizing the data with a dichotomous scale enables to compare the experimental and control groups at the ascertaining stage using Fisher criterion. This criterion was applied in order to check up the dynamics of all the determined criteria in the process of the pedagogical experiments at its stages.

Table 1. Experimental data to determine the level of formation of teachers' foreign language communicative competence in the system of the advanced training *at the ascertaining stage*

Criteria and indicators of formation of teachers' foreign language communicative competence		Control group	Experimental group	Fisher criterion	Null hypothesis
1	2	3	4	5	6
1) motivational criterion	1. Motivation towards professionally oriented teaching	53	44	0,86	accepted
		49,1%	43,1%		
	2. Professional interests in the sphere of foreign language education	49	43	0,47	accepted
		45,4%	42,2%		
2) cognitive criterion	3. Linguistic knowledge in the sphere of foreign language education	38	39	0,46	accepted
		35,2%	38,2%		
	4. Professionally oriented pedagogical knowledge	23	21	0,13	accepted
		21,3%	20,6%		
3) operational criterion	5. Ability to analyze situations of professional interaction	31	30	0,11	accepted
		28,7%	29,4%		
	6. Ability to solve professionally oriented problems in the sphere of foreign language education	14	12	0,26	accepted
		13,0%	11,8%		

As an example, we apply Fisher statistical test for the indicator “motivation towards professionally oriented teaching” at the ascertaining stage of experimental work. We formulate the null hypothesis as follows: there are no differences in the levels of motivation towards professionally oriented teaching of the control and experimental groups. In turn, the alternative hypothesis is determined by the value of differences: the levels of motivation towards professionally oriented teaching of the control and experimental groups have significant divergence.

We calculate the empirical value of Fisher's test $\varphi_{\varepsilon mn}$ for this criterion by the formula (1):

$$\varphi_{\varepsilon mn} = \text{abs}\left(2 \cdot \arcsin(\sqrt{p}) - 2 \cdot \arcsin(\sqrt{q})\right) \cdot \sqrt{\frac{M \cdot N}{M + N}} \quad (1)$$

In the formula (1) p represents the share of students of the control group with the formed criterion "motivation towards professionally oriented teaching" and is defined by the formula (2)

$$p = n / N, \quad (2)$$

where n – the number of students in the control group with the formed criterion ($n = 53$), N – the number of students in the control group ($N = 108$). Consequently, $p = 53 / 108 = 0,491$.

Accordingly, q is the proportion of students with formed criterion in the experimental group and is determined by the formula (3)

$$q = m / M, \quad (3)$$

where m – the number of students in the experimental group with the formed criterion ($n = 44$), N – the number of students in the experimental group ($N = 102$). Consequently, $q = 44 / 102 = 0,431$.

Using the formula (1) we obtain the empirical value of Fisher criterion:

$$\varphi_{\varepsilon mn} = \text{abs}\left(2 \cdot \arcsin(\sqrt{0,491}) - 2 \cdot \arcsin(\sqrt{0,431})\right) \cdot \sqrt{\frac{108 \cdot 102}{108 + 102}} = 0,86$$

For a significance level of 0.05, the critical value of Fisher criterion $\varphi_{0,05}$ according to a special table is 1,64. If we obtain the following inequality $\varphi_{\varepsilon mn} \leq \varphi_{0,05}$, it is necessary to accept the null hypothesis with the level of significance 0,05; if $\varphi_{\varepsilon mn} > \varphi_{0,05}$, it is necessary to reject the null hypothesis and accept the alternative one.

For the criterion "motivation towards professionally oriented teaching" we get the inequality: $\varphi_{\varepsilon mn}(0,86) < \varphi_{0,05}(1,64)$. Therefore, the null hypothesis is accepted and, as a result, there has been revealed a reliable coincidence of levels of motivation towards professionally oriented teaching at the ascertaining stage with a five percent probability of error.

We calculate the empirical values of Fisher's test for the following criteria for students at the ascertaining stage of the experimental work. The results are presented in column 5 Figure 1 and allow us to draw a conclusion about a reliable coincidence of the levels of formation of teachers' foreign language communicative competence, as all the empirical values of Fisher's test were determined as smaller in comparison with the critical one.

The results of the ascertaining experiment as a whole testify that the listeners experienced communicative difficulties both in native and foreign languages on problems of foreign language education. The data received in the diagnostic research, specify that formation of teachers' foreign language communicative competence wasn't enough in order to solve professional problems in the sphere of foreign language education. Hence, application of the specially developed pedagogical model and its technological maintenance directed at the solution of this problem is required.

The logic of the forming experiment was to create for one of the groups an experimental situation in which on the basis of the corresponding pedagogical conditions there is a possibility to trace the degree of expression and stability of results of implementation of the developed pedagogical model.

The purpose of the forming experiment was to determine the pedagogical conditions and to check experimentally the efficiency of the technological maintenance of formation of teachers' foreign language communicative competence in the conditions of the advanced training.

At the forming experiment the special educational guide «Foreign language: Professional English for Teachers» was used in the course of teaching the discipline "Foreign language"; a special system of exercises modelling peculiarities of foreign language communication in the sphere of pedagogical education was used; communication and information means (materials from

professional websites in a foreign language, educational online platforms), and also audiovisual (documentary and feature films) were involved. Authentic materials represented natural situations of communication and reflected behavioral traits of subjects of communication in foreign language education.

Various kinds of exercises directed at formation of foreign language communicative competence were used.

During the forming experiment an innovative association has been organized – the club «Foreign language education without borders», providing communication with foreign participants of training courses and practice abroad by means of interactive technologies (social networks, blogs, wikis) for collecting information on pedagogical activity in foreign language education.

On completion of the experiment the level of formation of foreign language communicative competence was measured. The data received during the forming phase of the investigation was compared to the results received during the ascertaining phase of the investigation in control and experimental groups (Table 2).

Quantitative and qualitative interpretation of the control profiles results after the experiment by all three criteria shows constant increase in number of the listeners who have coped with all the tasks at high level and reduction in quantity of listeners, who have shown the average level; simultaneously the number of those who have coped with all the tasks at the average level increases, and the number of those who did the tasks at a low level decreases (Table 2).

Table 2. Experimental data to determine the level of formation of teachers' foreign language communicative competence in the system of the advanced training *at the final stage*

Criteria and indicators of formation of teachers' foreign language communicative competence		Control group	Experimental group	Fisher criterion	Null hypothesis
1	2	3	4	5	6
1) motivational criterion	1. Motivation towards professionally oriented teaching	67	78	2,28	<i>rejected</i>
		62,0%	76,5%		
	2. Professional interests in the sphere of foreign language education	61	72	2,13	
		56,5%	70,6%		
2) cognitive criterion	3. Linguistic knowledge in the sphere of foreign language education	45	75	4,76	<i>rejected</i>
		41,7%	73,5%		
	4. Professionally oriented pedagogical knowledge	33	48	2,47	
		30,6%	47,1%		

3) operational criterion	5. Ability to analyze situations of professional interaction	42	60	2,91	<i>rejected</i>
		38,9%	58,8%		
	6. Ability to solve professionally oriented problems in the sphere of foreign language education	27	45	2,94	
		25,0%	44,1%		

5. Conclusion

The research made it possible to define the essence of teachers' foreign language communicative competence in the conditions of the advanced training which is considered to be the competence determining their readiness for communication in the course of learning a foreign language in integration with professional cycle disciplines during educational, research and practical activities.

Teachers' foreign language communicative competence is a component of the professional competence directed at intercultural communication and is formed during learning a foreign language and special preparation disciplines. This competence being teachers' integrative personal characteristic and reflecting peculiarities of their professional work provides teachers' effective self-realization at solving professional problems and promotes successful realization of communication with colleagues, foreign partners by using professional knowledge, abilities, mastered ways of creative activity and experience with the help of system of linguistic, sociolinguistic, sociocultural, pragmatic, discourse and strategic means.

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