

Conceptual foundations for forming students’ communicative competence through the use of multimedia technologies in the process of studying English

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Abstract. In terms of international integration processes in the system of higher education of the Republic of Kyrgyzstan and an increase in the proportion of foreign students, the issue of development of the communicative competence of future specialists becomes crucially acute. An analysis of foreign practice shows that the developed foreign concepts of teaching the “English language” academic discipline are being implemented with great difficulties. The scientific novelty of the study lies in the attempt made by the authors to answer the research question posed in the article related to the substantiation of the conceptual foundations for the formation of communicative competence in the course of studying the “English language” academic discipline using multimedia technologies. The assessment of the reliability of the presented results is based on an integrative approach, on the methods of analysis and synthesis of scientific literature. A comparative analysis of foreign experience in the formation of students’ communicative competence shows that the problem under study has not been sufficiently developed. The components of communicative competence are substantiated. The existing foreign concepts of the formation of communicative competence are analyzed. The analysis of domestic and foreign studies made it possible to establish that most of the scientific provisions put forward in the concept, characterizing the features of the formation of communicative competence using multimedia technologies, have been confirmed in other studies and do not contradict them. The results of the study are important for the theory and methodology of teaching English in higher education.

Keywords: competence; English; communication; concept; metacompetence; communicative competence; digital competence; communicative media competence

1. Introduction

At the present stage of information society development, information and communication technologies are the most important provider of changes in the system of higher education. According to the researchers the capabilities of these technologies can help to solve a number of educational and didactic tasks in the system of higher education. For this reason, digital multimedia technologies are a systemic factor in the training of future specialists in modern conditions. To a certain extent, this has been facilitated by the coronavirus pandemic, which has influenced the dynamic development of

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remote learning formats in special digital platforms. This circumstance does prevent such traditional components of higher education as pedagogical control and feedback from complete implementation. The integration of heterogeneous types of information into a digital format defines the current stage of multimedia technology development.

In modern conditions, the task of higher education is to develop future specialists' competences ensuring sustainable position in the society. Such qualities can be formed through the development of communicative competence during the study of English. The role of this discipline lies partly in the formation of meta-competences, the presence of which allows acquiring new professional knowledge. Therefore, English language has a special place in the methodology of teaching a foreign language in the formation of communicative competence in students. The analysis of practice in general shows that future specialists formally have sufficient knowledge of a foreign language. At the same time, educational standards increase the requirements for the quality of English-language training and the level of communicative competence, and to achieve such results by traditional methods of higher education is characterized by low efficiency. It is assumed that high results in communicative training can be achieved in this direction by supplementing traditional technologies with multimedia technologies while integrating them with the digital environment of educational organizations [1]. First of all, it should be related to communicative competence of functional and creative level. Pedagogical science faces the problem of rethinking the didactic potential of multimedia technologies and their didactic content in the formation of communicative competence among students.

Similar trends of digitalization of national education and penetration of multimedia technologies in language training can be observed in most countries of the world. In particular, significant changes are being observed in Central Asian countries. Being aware of the importance of these trends in the development of higher education in the information society, the Government of the Republic of Kyrgyzstan is expanding the legal framework for the introduction of multimedia technologies in the national higher education system. For this purpose, the national program of digital transformation “Clean Society” (“Taza koom”) was launched in 2017. Among the aims and objectives of the project is the development of e-education in the country. These measures are aimed at finding an innovative model for training specialists with knowledge of foreign languages, focused on the achievement of world-class national education, but contributing to the preservation of identity and national culture, and the growth of intellectual capital.

The English-language training of medical students through access to information resources is of particular importance in the Republic of Kyrgyzstan. Namely, the University of Osh trains students from near and far abroad, for whom learning English is of fundamental importance for mastering medical specialties (more than 20 specialties). The use of information and communication technologies has made it possible to create the only virtual multidisciplinary clinic in the Central Asian region, DIMEDUS, on the website of which there is English-language support for students, [2]. During their studies, medical students have the opportunity to develop their English-language communicative competence through the prism of the following areas of interaction (communication with the patient and their relatives, clinical thinking, medical skills training and teamwork). Similar digital medical education systems do not exist in the country.

A slightly larger change can be observed in the People's Republic of China, where communicative English language teaching has been introduced as part of the reform. Moreover, it is emphasized that the English language curriculum has been developed by the Chinese government, requiring teachers to adhere to it rigorously [3]. Chinese teachers experience a number of didactic difficulties in applying the communicative method. Equally didactic problems are experienced by the students, who implement the communicative method [4]. Analysis of global experience shows that the use of multimedia resources in the process of learning English is exponential [5]. Critical assessment of the practice of students' communicative competence formation in the course of learning English is given by Japanese researchers: students' simulated communicative activities do not allow them to develop interactive communication skills in English [6]. Against this backdrop, the results of the experience of teaching English to students in India, where multimedia technology is firmly integrated into a wide

variety of English language programs (CAI; CALA; MALL; TELL, etc.), which are distinguished by affordability, cost-effectiveness, comfort and efficiency, seem contradictory. However, according to Indian researchers, some negative effects are also observed.

The purpose of this article is to justify the conceptual foundations of students' communicative competence formation through the use of multimedia technologies in the process of studying English language.

2. Methods

The assessment of the reliability of the presented results is based on the methods of analysis and synthesis of the scientific literature. Theoretical analysis of scientific literature [5,6,7,8,9,10,11,12,13] shows that application of multimedia technologies for digital learning of English makes it possible to identify new pedagogical conditions that increase the effectiveness of learning.

The results of research made by the scientists from near abroad [5,9,12,14,15] and far abroad [6,16] show that the basis of communicative competence formation activities in the course of learning foreign languages is an integrative approach, this is largely facilitated by the existing teaching concepts and multimedia and distance learning technologies used in the professional education of future specialists in various fields. The use of integrative approach allowed to substantiate the concept of forming communicative competence of students using multimedia technologies in the course of studying English.

The semantic field of the term “communicative competence” indicates a certain evolution, represented by the following concepts: “digital competence”, “foreign language communicative competence”, “interactive communication skills”, “socio-cultural competence”, “political competence”, “communicative activity”, “communicative media competence”.

3. Results

Addressing the chosen subject of research shows that communicative competence should be considered as a personal quality and a component of culture of a future specialist, necessary for performing various types of professional activity of future specialists, which should be based on the reflexive approach. Its implementation requires the development of thinking orientation on self-improvement and self-actualization in communicative activity of future specialists. There is a contradiction between the growing need for developed communicative competence in future specialists and the need to develop a conceptual framework for its formation during the study of English by means of multimedia technologies. It should be acknowledged that this issue lacks the researchers' attention.

An important condition for substantiation of the model of communicative competence formation through the application of multimedia technologies in teaching English is to take into account the views of researchers presented in the relevant approaches. Therefore, the solution of this problem requires substantiation of conceptual provisions defining the views on the mentioned problem and the corresponding methodology. Besides, the concept should take into account the essential aspects of communicative competence formation, its main structural elements, goals, objectives and technologies of the problem solution. From a general scientific point of view, the concept of communicative competence formation should be considered in three main aspects: logical and epistemological, applied and socio-cultural. Therefore, it is advisable to apply an integrative approach to justify the concept. In the process of concept substantiation, other points of view characterizing the essence of the concept were also taken into account (See Table 1).

Table 1. Researchers' approaches to defining the term “concept”.

Author	Definition of the term “concept”
Ozhegov and Shvedova (1994) [17]	A certain way of understanding and interpreting phenomena
Shmyreva and Gubanova (2002) [18]	The logical coherence of theory concepts
Kretsan (2003) [19]	The basic intent of the research leading to the justification of the hypothesis and theory
Yakovlev and Yakovleva (2006)[20]	A system of key statements revealing the essence, content and specificity of the pedagogical phenomenon under study

The concept of communicative competence formation using multimedia for teaching English language presented herein consists of the following structural components: conceptual-theoretical part, methodological part and technological part.

When substantiating the conceptual-theoretical part of the concept, it was taken into account that the formation of communicative competence of students in the course of studying English language should be defined as a personally and socially significant activity in the process of which personal qualities are manifested, practical experience of behavior and joint activities is accumulated.

Moreover, when substantiating the concept, it was taken into account that the formation of communicative competence among students in the course of studying English language discipline with the help of multimedia technologies is considered in two main aspects: firstly, as a system of activity; secondly, as a process of competence change. Therefore, it is important to ensure students’ readiness for the communicative role with the help of multimedia technologies.

In the proposed concept, the methodological framework takes into account the ground that the formation of communicative competence during the study of English language discipline with the help of multimedia technologies should be considered as a problem of professional and ethical nature, which is governed by formal and moral prescriptions [21]. The realisation of such requirements usually manifests itself in the qualities of the individual. The system of professional and moral qualities necessary for communication through multimedia technologies forms the communicative image of a future specialist, and constitutes an important core of professional-status relations. Professional mastery of future specialists in communication and future professional-status relations will be expressed in qualitative changes and communicative orientation of students’ interests to implement their competence in educational, extracurricular, leisure, domestic and intra-collegiate activities. The solution of this problem requires students to have self-control for internal state management and its manifestation in the indicated spheres of student life. The specified structure contributes to the formation of moral-psychological readiness (creativity, self-development ability and discipline) of future professionals, necessary for the implementation of educational and professional tasks.

The use of multimedia technologies leads to the formation of ICT-competence in English language classes. Their synthesis with English competence forms digital competences – the universal meta-skills – in future specialists.

When defining the conceptual foundations for the formation of communicative competence in the course of learning English using multimedia technologies, the following methodological approaches were taken into account:

1. Efficiency, which allows to determine the degree of formation of communicative competence. Accounting for data on the effectiveness of the work done gives some idea of its effectiveness. At the same time, the goal of forming communicative competence may not in all cases coincide with the result obtained. However, their comparison makes it possible to monitor the development of the process, and its impact on the communicative behavior and participation of the future specialist in educational, extracurricular, leisure, domestic and intra-collective activities. Communicative competence will manifest itself as an integral quality of the future specialist’s personality. Increasing

the effectiveness of the formation of communicative competence requires students to continuously improve their skills, participation and activity in communication processes.

The digitalization of society and higher education in the Republic of Kyrgyzstan has led to an expansion of opportunities for the formation of communicative competence through digital skills. World Bank data show that its dynamics in the Republic of Kyrgyzstan for the period 2014-2016. changed significantly (See Fig. 1).

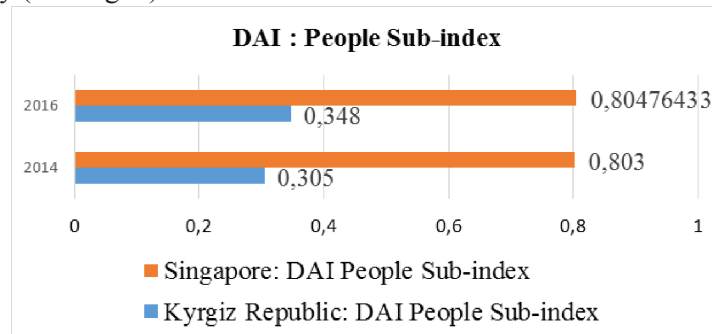


Fig. 1. Digital competency mastering people sub-index.

The World Bank is showing interest in the issue of digital communication competencies, and maintains its own country rankings. The DAI People Sub-index (empowerment and well-being of people) shows that between 2014 and 2016, the Republic of Kyrgyzstan shows a positive trend from 0.3 to 0.348. Republic of Kyrgyzstan shows a positive trend, from 0.3 to 0.348. This means that digital competence, the basis of which includes communication skills, has increased. Against the background of this index data from Singapore (DAI “People Sub-index is 0.8 – 1st place in the world), it is clear that the Republic of Kyrgyzstan has something to work on, and the dynamics show that such work is being successfully carried out. No data for 2020-2021 is available; however, the Coronavirus pandemic was the trigger that triggered the development of digital communications in the world.

2. Quality, which determines the amount of resources needed to achieve the goal. The use of this methodological approach makes it possible to influence the efficiency. Improving the quality of communicative competence formation requires improving the quality of educational activities with students in academic, extracurricular, leisure, domestic and intracollege activities. Assessing the quality of communicative competence formation in the course of English language discipline with the help of multimedia technologies requires substantiation of work objectives, monitoring of the current situation, diagnosis of deviations and selection of forms and methods of work on the formation of such competence.

Thus, the arithmetic mean of the sum of quality values of communicative competence formation and the result obtained will determine the effectiveness of this activity.

The nucleus for the design of the environment for communicative culture enhancement is the theory of personality and the theory of the main components of the quality of personality. Therefore, it is required to improve the communicative skills of teachers and supervisors on the organization of the process of formation of communicative competence in students. The latter is considered to be a personal quality of the student, the formation of which should be based on regulatory, ethical and standard requirements for the target training of specialists, as well as the requirements determining the regulations of training and educational work in the university.

The process of designing the concept should be based on the provision that the main purpose of pedagogical management of the system of forming communicative competence in the study of English using multimedia technologies is to achieve the effectiveness of functioning and development of this system. The achievement of such a result is possible by organizing special support for teachers of English language discipline to form communicative competence. For these purposes, the support should provide a consistent implementation of a number of procedures: justification and

decision-making, planning of communicative activities for teachers, goal-setting, assistance and support, control and correction of changes (if necessary).

The following provisions constitute the techno-recommendatory part of the proposed concept of communicative competence formation of medical students:

1. The proposed model of implementation of pedagogical conditions of communicative competence formation in the process of using multimedia technologies implies purposeful work on implementation with teachers of English and teachers of profile subjects of target program, providing participation in training and educational activities with students of legal, moral, ethical and other nature, as well as joint planning of courses, classes and sections of work programs.

2. In the process of academic, extracurricular, leisure, domestic and intracollective activities, there should be social and personal leitmotifs of communicative interaction (authenticity principle). The following leitmotifs should be emphasised: communication with the patient and his/her relatives, clinical thinking, medical skills training and teamwork.

3. It is also recommended that the proposed concept be based on the “4Cs” methodology, which includes the technological principles of learning such as content, communication, cognition and culture, where communication is used to implement the other principles. Multimedia technology is provided to implement the principle of communication.

4. In the process of studying English language discipline, it is recommended to use the scaffolding strategy to facilitate the students’ workload through elements such as professional glossary in English and visualisation of material through multimedia technology.

Ultimately, together the conceptual-theoretical part, the methodological part and the recommendation-technological part constitute the initial concept of forming students’ communicative competence with the help of multimedia technology in the study of English language discipline.

4. Discussion

The analysis of points of view of foreign and Kyrgyz researchers allows us to conclude that worldwide attempts are made to substantiate the concepts of forming communicative competence of students, but the multimedia technological component is not present in the research. This issue has been insufficiently studied in the academic space. Nevertheless, some conceptual aspects of communicative competence formation among students are considered in a number of studies.

It is important for the formation of conceptual views on the formation of communicative competence of students to have the point of view formulated by I. A. Zimna, who considers the term “competence” as an integral quality of a person, manifested in different types of activity. According to the researcher, any personal quality structurally consists of cognitive, motivational-valuable and emotional-volitional components [22]. *It should be recognized that this position also applies to the structure of communicative competence. In addition, it should be taken into account that the term “competence” distinguishes the moral and ethical content of professional interactions and communications (responsibility, moral obligations, sense of duty, etc.).* Therefore, competence should be understood as a personal quality of the subjects of professional activity, characterizing his/her ability to make decisions in accordance with the formal prescriptions and requirements of moral norms in the systems of division of labor [14,23]. *This approach resonates with the proposed concept.*

The conceptual aspects of teaching English have received considerable attention in Japan. In the country, the linguistic concepts of “lingua franca”, “concept of accommodation”, “international language”, “world English”, in which English acts as the main medium of inter-ethnic communication and communication, have been the object of close academic attention. Despite the linguistic context of the concepts, their application has important pedagogical implications: new didactic concepts for teaching English in the world are emerging. Drawing attention to this, Japanese researcher H. Nobuyuki criticises the pedagogical concepts of “communicative approach (CA)” and “communicative language teaching (CLT)”, where interaction, acting as a means and an end of teaching, “looks more like artificial simulations”, which, according to the scholar, do not contribute enough to the formation of interactive communication skills (communicative competence) [6]. Similar shortcomings are also

pointed out by Chinese scholars. Also, nothing is said about the use of multimedia technology in this process. To overcome this contradiction, the scholar proposed his original concept “Content and English as Lingua Franca Integrated Learning” (CELFIL), which aims to organize observable small group discussion (OSGD). Using communicative strategies such as clarification, confirmation, translation, feedback and non-verbal cues, and learning to co-create meaning in English lingua franca through a cycle of observation, reflection and practice.

The conceptual problems of intercultural communicative competence in China are pointed out by Yi'an Wang. Although the country borrows foreign concepts and adapts them to the language of instruction, the author cites the influence of Western communication traditions from the US as one of the conceptual problems, Wang et al.

In the process of justifying the concept of communicative competence formation, it should be taken into account that English is required to be studied by foreign students. This is a separate group of problems related to foreign educational traditions with which the use of communicative exercises (debates, role plays, trainings, etc.) in English language teaching comes into conflict. Therefore, for this group of students the conceptual framework of communicative competence formation should be oriented to the national peculiarities of cultural and learning and cognitive activities as much as possible. Drawing attention to this, Russian researcher A.B. Antonova emphasizes the importance of innovative methodological tools using the example of teaching English to Chinese students [5]. The author also believes that the socio-cultural characteristics (peculiarities of interaction) of Chinese students should be taken into account when determining the content and technologies of English language teaching. *The authors believe that multimedia technologies have significant potential in this matter, as they allow realizing the cognitive style of learning English characteristic for Chinese students (reliance on visual image, imitation, analogy, transformation and construction).* According to Chinese scholars, at the present stage, the traditional Chinese model of linguistic education is undergoing major changes caused by the integration of mobile, multimedia and Internet technologies. This trend is exponential. According to Yuehan Wang, the integration of online learning resources with educational resources contributes to the modernization of foreign language teaching for students of all backgrounds [16]. However, this view is focused on teaching Russian as a foreign language.

In the last decade the vector of research activities has been directed towards the implementation of the concept of subject-linguistic integration, known in the international scientific and pedagogical community as CLIL (Content and Language Integrated Learning). In this regard, topical scientific problems of using this concept in professionally relevant training of students in English language are reflected in the works of researchers from the neighboring countries. In particular, this approach was developed in the works of N.A. Gunina, E.Yu. Voyakina, L.Y. Koroleva and T.V. Mordovina, who propose to use the subject-language integrated approach to foreign language teaching specifically in distance English learning, because it involves learning English and content related to the chosen profession [12]. The competence approach in this case acts as a theoretical basis for the implementation of the author's original approach. The authors propose to implement the competence approach based on the implementation of the 4C model: content, communication, cognition and culture. It should be acknowledged that this approach meets modern realities, because it allows forming and developing functional and creative types of competences indicated in the Russian FSES educational standards and relevant to the chosen profession. According to A.I. Dubskikh, there are also problems of implementing the CLIL concept: the intersection of the studied profile subjects with the content of the English language discipline [8]. K.M. Yakhieva's research proposes a model of foreign language training for students of technical higher education institution of aviation profile, which is also based on “4C” methodology, which includes such areas of scholarly work as content, communication, cognition and culture [13]. Studying such component of 4C model as communication in the process of firefighters' training, E.V. Namychkina determined that the main result of this principle application is the increase of cadets' communicative activity time [15]. The researcher empirically proved that this methodology allows for an effective combination of subject content of professional cycle disciplines and English language. Giving her assessment of using the concept of subject-linguistic integration, I.N.

Mironova notes that its application forms students' competences in using communicative technologies according to the training profile, i.e. communicative competences acquire practical meaning for students [24].

According to O.V. Kuznetsova, in the period of active use of multimedia technologies in the educational process of technical universities, the task of forming communicative media competence comes to the fore [9]. This term is defined by the author as a personal quality, which is characterized by the specialist's ability to implement foreign language communication in professional activities and interpersonal situations with the support of multimedia technologies. Of scientific interest is the author's proposed concept of forming communicative media competence, which is based on methodological approaches and principles of forming this competence: the success of media technology training, the development of information reflection, media technology self-learning and self-development, media technology competence formation. In addition, the author proposes the use of an evaluation and results block as the basis of her model. *Similar ideas can be found in our proposed concept, which also refers to learning activity performance.* The author empirically proves that the CLILL methodology enables successful integration of English language learning with vocational training and multimedia technologies.

A new format of multimedia technology development is associated with the use of podcasts in higher education, whose didactic potential has yet to be explored. Certain successes in this direction have been studied in detail, both by scholars from near and far abroad. It is the integrated format that defines an innovative communication scenario. The multimedia format has its own set of invariant features: cyclicity, consideration of the features of the target audience, continuity, image features, language, connection with generally accepted rules and canons of information presentation. An advantage of podcasts is the fact that their use determines the emergence of such consumption formats as learning and self-learning "on the go" [10]. According to the Hong Kong researcher Dubey A., in the process of creating a podcast students improve their English language skills and enhance their communicative competence [11].

5. Conclusions

The study makes it possible to conclude that the problem under study has not been sufficiently elaborated. For this reason, our own concept of forming students' communicative competence for studying English language discipline using means of multimedia technologies was proposed. Communicative competence is to be understood as a personal quality of a future specialist, characterizing his/her ability to realize foreign language communication in professional activity and interpersonal situations with the help of multimedia technologies, and make decisions according to the formal prescriptions and requirements of moral norms in the systems of division of labor. Such methodologies as 4C, performance, quality, as well as scaffolding have been proposed to form the abovementioned competence.

The analysis of the research results on the selected topic of the study shows that many aspects of the proposed concept are similar in other studies. In particular, for the manifestation of competence, researchers necessarily establish the guiding nature of moral and formal requirements in the implementation of professional interactions. Among the components of communicative competence, a component of participation, management and reflection should be distinguished. In addition, the elements of communicative competence are the needs, motives, values, attitudes, emotions and feelings necessary to master the necessary skills of professional activity.

The analysis of foreign studies shows that the formation of communicative competence of students is given residual attention, but a universal concept has not yet been created. The main explanation for what is happening is the relationship between identity and culture. The application of most of the existing concepts of English language learning for international students is complicated by existing cultural differences and educational traditions. Therefore, an important task of the concepts is to adapt their provisions to the culture and traditions of foreign countries.

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