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On the formation of foreign language written communicative competence of students of language specialties based on a methodological system using social network services

This article presents a methodological system developed by the authors for forming foreign-language written communicative competence of students of language specialties based on social services. In the methodology of foreign language education, there is a tendency to an increasing role of written speech due to the socio-economic needs of modern society. The formation and development of the ability to create written statements in a foreign language remain problematic tasks at all levels of foreign language teaching. Modernization of education affects the expansion of educational technologies and electronic learning tools. Modern information and communication technologies provide additional opportunities for students to move to a more advanced level of formation of foreign-language written communicative competence, which is understood as the ability to carry out foreign-language written speech activity with the help of a complex of linguistic knowledge and speech skills and abilities to create a foreign-language written text in accordance with the communicative situation. Social network services Instagram, Twitter, and others, which allow users to transmit written messages, have a number of didactic properties and methodological functions with the possibility of their use in the foreign language educational process. The authors describe the main components of the methodological system, the methodological conditions for the formation of a foreign written communicative competence, the conducted experiment, and its results. The analysis of experimental teaching confirms the positive dynamics of indicators of the degree of formation of foreign-language written communicative competence of students of language specialties in all aspects: possession of methods of constructing a foreign-language written statement adequately to the language situation, the formation of socio-cultural, sociolinguistic, linguistic competencies, high motivation, and adequate self-esteem.

Keywords: written speech, competence, formation of foreign language written communicative competence, social networks, online services, ICT, methodological system, teaching tools, students of language specialties.

Introduction

The modern stage of modernization and informatization of education of Kazakhstan and science system assumes accessibility for every high-quality preschool education and school education, the opportunity to acquire new professional skills at college and university, and to develop research and creative competencies [1].

The process of modernizing education significantly influences the speedy progress of educational technologies and electronic learning tools. Modern information and communication technologies create a conducive environment for nurturing students' intercultural interaction skills, which, in turn, facilitates their transition to a more advanced level of foreign-language written communicative competence. Foreign language written communicative competence refers to students' proficiency in executing written speech activities in a foreign language. This proficiency relies on a combination of linguistic knowledge, speech skills, and the ability to generate foreign-language written texts that align with specific communicative contexts.

Kaplich L.V. and Kudryashova O.V., renowned researchers focusing on the development of foreign language written communicative competence among language specialty students, delineate its key components as follows: linguistic, discursive, pragmatic, strategic, and socio-cultural competence.

Let's delve into these facets of foreign language written competence:

Linguistic Competence: This encompasses the precise use of linguistic elements within a language, encompassing an understanding of rules pertaining to phonology, morphology, syntax, and vocabulary.

Linguistic competence, when applied to written communication, grants the ability to adeptly utilize language components to construct written statements that serve as effective means of communication.

Discursive Competence: This entails the mastery of various forms of discourse. It entails the skill to interconnect statements logically in written communication. It includes knowledge of how to amalgamate grammatical structures and semantic content to produce coherent oral or written texts across diverse genres and communication scenarios [2]. Some scholars further perceive discursive competence as comprising ver-

bal, nonverbal, and paralinguistic knowledge that shapes the capacity to methodically structure the semantic content of both oral and written expressions [3].

As Brown articulates, “Discursive competence involves the aptitude to merge sentences into fragments of discourse and synthesize a semantic whole from a series of statements”. Drawing from foreign authors' definitions, domestic scholars elucidate discursive competence as the capacity to weave individual sentences into microtexts (paragraphs) using grammatical, logical, lexical, and figurative tools to forge a written text or discourse that functions as a medium for written communication [4].

Pragmatic Competence: This pertains to the capability to attain communication objectives in both oral and written exchanges, employing diverse techniques for acquiring and disseminating information. According to contemporary methodological literature, pragmatic competence is defined as the art of optimizing linguistic resources to resolve communicative tasks effectively, ensuring accurate transmission of semantic content [5].

Strategic Competence: As a constituent of foreign-language written competence, this denotes the skill to offset any deficiencies in linguistic resources during communication. It encompasses an array of abilities and communicative aptitudes that enable the selection and, if necessary, the adjustment of the appropriate intercultural communication setting. This involves crafting a foreign-language model of a written text or discourse that aligns with the author's communicative intentions and intended semantic content.

Socio-Cultural Competence: This encompasses familiarity with the cultural backdrop, regional distinctions, and general cultural knowledge specific to certain groups, reflecting their culture, lifestyle, traditions, and customs. Socio-cultural competence implies awareness of the socio-cultural context of specific situations, the value systems of participants in foreign written communication, communicative and speech etiquette, as well as linguistic and culturological aspects governing the logical and compositional structure of foreign written statements [6].

One effective approach to enhancing students' foreign-language written communicative competence is through the integration and active utilization of information and communication technologies (ICT) and associated tools in the educational process. Presently, the virtual educational landscape, online services (including social networking, email, and web 2.0 applications), Internet blogs, and wiki technologies are deemed the most popular mediums for instructing foreign language writing. These methods hold significant promise, particularly in higher education, as they allow students to engage with professionals, experts, and enthusiasts within their fields, both during class and beyond (as articulated by E. Wenger) [7].

The introduction of Web 2.0 technologies into educational practice is a relatively recent development. Coined by Canadian scholar Downes S. in 2006, the concept of “Education 2.0” embraces the potential of these technologies, fostering a new educational approach. Education 2.0 is conceived as a collection of foundational principles and corresponding educational systems that align with the modern educational objective: creating conditions that facilitate the fullest realization of each student's potential, nurturing their entrepreneurial spirit, honing self-education skills, and fostering the capacity to make informed decisions in a multitude of situations [8].

Having analyzed the studies devoted to Web 2.0 technologies in teaching aspects of language and types of speech activity, we can identify methodological conditions for the formation of foreign language written communicative competence among students of language specialties based on social network services: formation of students' competence in ICT, motivation of students to study in cooperation, the work of a teacher aimed at forming students' need for independent work, availability of technology or algorithm for working with social network services, the present in the methodology of tasks for working on the content, structure, correct grammatical and spelling design of messages, and created written and speech works.

Insufficient development of practical methods for the formation of foreign-language written communicative competence among students of language specialties using electronic learning tools, by which we mean Internet blogs, online services, and social networks, made it necessary to develop and describe a methodological system for the formation of foreign-language written communicative competence among students of language specialties based on social network services.

Methods and materials

In the article, we describe a methodological system for the formation of foreign-language written communicative competence with the help of social network services that have firmly entered our lives. The methodological system is an ordered and internally organized set of interrelated and forming unity of objects. The components included in the system make up an integral complex and together allow you to model the

process of education and upbringing. The main components of the methodological system are the goals, content, approaches, principles, methods, means, organizational forms of teaching, methodological conditions, as well as the results, outcomes, and consequences of the transformation of the educational process with an assessment of the quality of solving the problem.

The main goal of our methodological model is the formation of foreign language written communicative competence of students based on social network services.

Achieving the goal of the described methodological system is possible when solving tasks aimed at the formation and development of the following competencies: to express clearly and logically your thoughts in writing and cover your views in detail, arguing your point of view, show agreement / disagreement in an adequate and non-aggressive form, using the necessary linguistic means; to present complex problems in detail in letters, essays, and reports, highlighting what seems to be the most important; to use the language style corresponding to the intended addressee; to write articles and stories on social and professional topics; to write essays of various types [9].

The theoretical basis of the methodological system includes approaches that should be used in the formation of foreign written communicative competence, based on social network services: competence-based, personality-oriented, communicative-activity, communicative-cognitive [10, 11]; principles of teaching foreign languages by means of ICT: interactivity, informatization of learning; methods of formation of foreign written communicative competence: communicative, interactive, informational-receptive, control [12, 13].

The organizational forms of study that students are involved in while working with social network services can be individual and group, classroom, and extracurricular.

The process of formation of foreign language written communicative competence among students of language specialties based on social network services includes 4 stages: organizational, preparatory (technical), processual, and evaluational [14].

Summing up the above, the methodological system for the formation of foreign language written communicative competence of students of language specialties with the help of social network services can be presented as follows (Fig. 1):

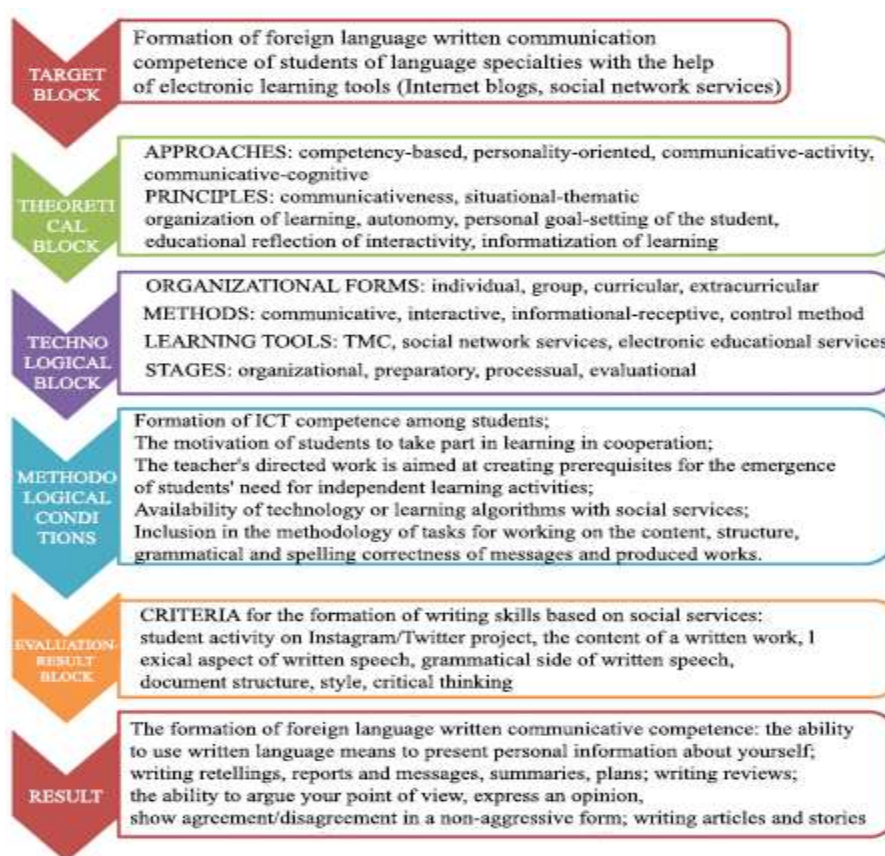


Figure 1. Components of the methodological system

Results and discussion

In the course of the experimental work, the effectiveness of the technology being developed was tested, as well as the reliability and conditionality of the methodological system for the formation of foreign-language written communicative competence of students of language specialties based on social network services.

In order to confirm the effectiveness of the proposed methodological system, experimental teaching was organized in practice, in which took part 30 4th-year students of the Foreign Language Faculty of the specialties 5B011900 – “Foreign language: two foreign languages”, 5B021000 – “Foreign Philology”, 5B020700 – “Translation” of Buketov University, studying French as a second foreign language. The level of proficiency in French as a second foreign language in 4 courses corresponds to the level B1 – threshold or B1.2 – threshold, in accordance with the European scale of foreign language proficiency (Common European Framework of Reference, CEFR, Strasbourg, 2001).

The students of the experimental group (EG – 15 people) and the control group (CG – 15 people) studied according to the textbooks of the French language: Catherine Dollez, Sylvie Pons. *Alter ego 3. Méthode de français* (B1), Hachette FLE, 2013; Michel Guilloux, Edith Turbide *Alter ego 3. Guide pédagogique*, Hachette FLE, 2013; Emmanuelle Daill, Pascale Trévisiol. *Alter ego 3. Cahier d'activités*, Hachette FLE, 2013; Claire Miquel Vite et Bien 2 (B1). *Méthode rapide pour adultes*, CLE international, 2009; Popova I.N., Kazakova J.A. *Grammar of the French language (practical course)*. M.: “Nestor Academic Publishers”, 2000.

Students' writing papers in social networks was carried out in practical classes and individual works.

In the 7th semester, 4th-year students study 7 topics. The following types of work are carried out on these topics:

1. Writing a film review;
2. Writing a short story;
3. Writing a short article on a socially acute topic;
4. Writing a message or report;
5. Writing the final summary on the topic.

To assess the performance of each writing skill, we used a 4-point scale: “1”, “0,75”, “0,5”, and “0”. The grade “excellent” for written work was encoded in “1”; “good” corresponded to “0.75”; “satisfactory” – “0.5”; “unsatisfactory” – “0”.

Figure 2 shows a comparison of the indicators of the formation of foreign-language written communicative competence of students of CG and EG by levels at the ascertaining stage of the experiment.

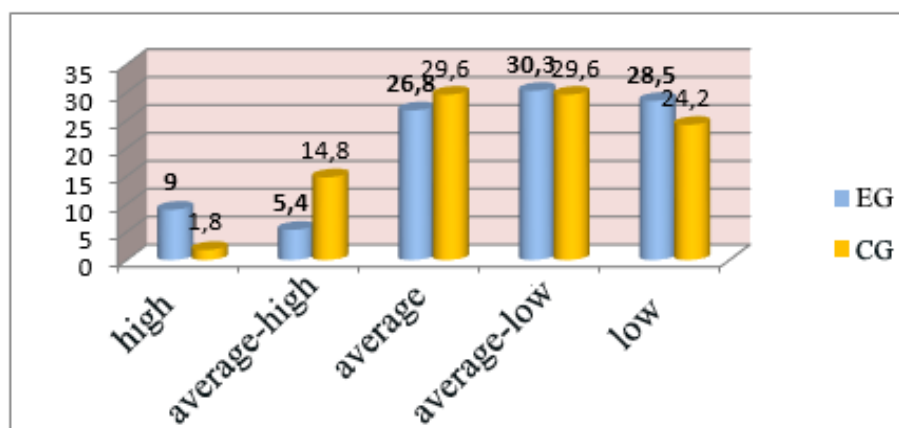


Figure 2. Comparative analysis of the levels of formation of foreign language written communicative competence of students of CG and EG (in % of students) at the ascertaining stage of the experiment

The obtained indicators give us reason to assert that the main part of the students of the two samples (more than 80%) before performing experimental work had levels of formation of foreign language written communicative competence from medium to low. Only 16% of CG students and 14% of EG students showed high and medium-high levels. The average score of the papers is 0.5 points, which corresponds to 50% of the task completion and marks the overall average-low level of formation of foreign language written communicative competence among students.

According to the developed algorithm, EG students received the teacher's recommendations in the classroom on implementing a Twitter/Instagram project, discussed future work, and evaluated each student's participation in these projects. At the individual works, students searched for the necessary information, analyzed and selected the most suitable materials for the content of classes, and posted written works on the Internet in accordance with the task, thereby forming and developing the skills of foreign language writing based on social network services. The work was carried out individually, in pairs, or in groups of three students.

Two types of control were used in experimental teaching:

1. The teacher conducted a control during the experimental teaching to check whether all students participate in-group discussions of projects and writing individually written works through social network services and at the end of the experimental teaching in the form of a general discussion.

2. The teacher conducted a control on each of the writing skills before and after the experimental teaching.

The evaluation of student written works was carried out according to the following criteria, which were used in the process of experimental teaching:

- conciseness (max. 130 characters), but taking into account the content of the written statement;
- the ability to find relevant information to the topic;
- analysis, and synthesis of the received information;
- the ability to classify publications by emotional and factual content;
- placement of links to related resources;
- use of abbreviations that are understandable to the rest of the project participants;
- publication of questions, and explanations;
- activity in posting messages on the Internet, searching and posting new content in accordance with the topic;
- the ability to give comments, and express their views in a correct and non-aggressive way;
- implementation of work on Instagram/Twitter project in accordance with the theme and content;
- compliance with the specified text format;
- grammatical, lexical, and stylistic correctness;

In Figure 3, we present a comparative analysis of the obtained results of the formation of foreign-language written communicative competence of students of CG and EG by levels after experimental teaching.

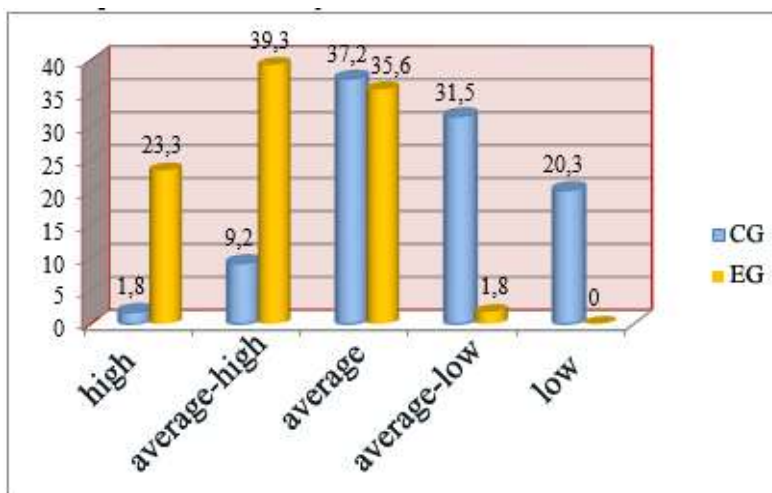


Figure 3. Comparative analysis of the levels of formation of foreign language written communicative competence of students of CG and EG (in % of students) at the control stage (after teaching)

These data make it possible to conclude that most EG students demonstrated a sufficiently high level of formation of foreign-language written communicative competence (from medium to high) after performing experimental work. At the control stage, the level of formation of foreign-language written communicative competence was from medium to low for the majority of students of the CG.

According to all criteria, EG students showed an average score of 0.75, which corresponds to 75% of the completion of tasks, and the overall average-high level of formation of a foreign language is written communicative competence. The average score of CG students according to all criteria was at the level of 0.5 points, i.e. corresponded to 50% of the completion of tasks and the overall average-low level of formation of foreign-language written communicative competence.

Based on the results obtained, it can be concluded that EG students have a higher level of formation of foreign-language written communicative competence according to all criteria compared to students of CG.

Conclusion

Based on the above, we can draw the following conclusions:

- The content of teaching writing to students of language specialties based on social network services includes the following components: lexical-grammatical, spelling and punctuation, stylistic, structural-organizational, informative, and socio-cultural.
- Analysis of modern regulatory educational documents, as well as taking into account the features and functions of social network services such as Twitter and Instagram, allowed us to highlight the writing competencies formed by students when working with social networks
- The described methodological system for the formation of foreign-language written communicative competence of students of language specialties using a set of electronic learning tools, which are understood as Internet blogs, online services, and social networks, will be effective if the following criteria are met:
 - taking into account the features of social network services: brevity, publicity, linearity, hypertextuality, contextuality, and research potential.
 - the presence of lexical-grammatical, spelling, punctuation, stylistic, structural-organizational, substantive, socio-cultural, and psychological components in the content of teaching foreign-language written speech;
 - compliance with specific methodological conditions for the formation of foreign language written communicative competence of students using social networks;
 - organization of teaching in 4 stages: organizational, preparatory (technical), processual, and evaluational.

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Е.В. Кружкова, В.С. Кумпейсова, В.Д. Смольянинов

Әлеуметтік қызметтерді пайдалана отырып, әдістемелік жүйе негізінде тіл мамандықтары студенттерінің шетел тілі жазбаша коммуникативтік құзыреттілігін қалыптастыру туралы

Мақалада әлеуметтік қызмет көрсету негізінде тіл мамандықтары студенттерінің шетел тілінің жазбаша коммуникативтік құзыреттілігін қалыптастыру үшін авторлар әзірлеген әдістемелік жүйе берілген. Шетел тілін оқыту әдістемесінде жазбаша сөйлеудің рөлінің артуы тенденциясы байқалды, бұл қазіргі қоғамның әлеуметтік-экономикалық қажеттіліктеріне байланысты. Шетелдік жазбаша мәлімдемелер жасау қабілетін қалыптастыру және дамыту шет тілін оқытудың барлық деңгейінде проблемалық міндеттердің бірі болып қала береді. Білім беруді жаңғырту білім беру технологиялары мен электронды оқыту құралдарының кеңеюіне әсер етеді. Заманауи ақпараттық-коммуникациялық технологиялар білім алушыларға коммуникативтік жағдайға сәйкес шет тіліндегі жазбаша мәтінді құру үшін лингвистикалық білім мен сөйлеу дағдылары мен дағдыларының кешенін қолдана отырып, шет тіліндегі жазбаша сөйлеу қызметін жүзеге асыру қабілеті ретінде түсінілетін шет тіліндегі жазбаша коммуникативтік құзыреттіліктің қалыптасуының неғұрлым жетілдірілген деңгейіне өтуге қосымша мүмкіндіктер береді. Қолданушыларға жазбаша хабарламалар жіберуге мүмкіндік беретін Instagram, Twitter және т.б. әлеуметтік қызметтер шетел тіліндегі оқу процесінде қолдану мүмкіндігімен бірқатар дидактикалық қасиеттерге және әдістемелік функцияларға ие. Авторлар әдістемелік жүйенің негізгі құрамдас бөліктерін, шетел тілінің жазбаша коммуникативтік құзыреттілігін қалыптастырудың әдістемелік шарттарын, эксперимент және оның нәтижелерін сипаттайды. Эксперименттік оқытуды талдау тіл мамандықтары студенттерінің шет тілінің жазбаша коммуникативтік құзыреттілігінің қалыптасу деңгейі көрсеткіштерінің оң динамикасын барлық аспектілер бойынша растайды: тілдік жағдаятқа сәйкес шетел тілінің жазбаша мәлімдемесін құрастыру әдістерін меңгеру, әлеуметтік-мәдени, әлеуметтік лингвистикалық, лингвистикалық құзыреттілік, жоғары мотивация және адекватты өзін-өзі бағалау.

Кілт сөздер: жазбаша сөйлеу, құзыреттілік, шетел тілінің жазбаша коммуникативтік құзыреттілігін қалыптастыру, әлеуметтік желілер, желілік қызметтер, АКТ, әдістемелік жүйе, оқу құралдары, тіл мамандықтарының студенттері.

Е.В. Кружкова, В.С. Кумпейсова, В.Д. Смольянинов

О формировании иноязычной письменной коммуникативной компетенции студентов языковых специальностей на основе методической системы с использованием социальных сервисов

В статье представлена разработанная авторами методическая система формирования иноязычной письменной коммуникативной компетенции студентов языковых специальностей на основе социальных сервисов. В методике иноязычного образования наметилась тенденция к возрастающей роли письменной речи, что обусловлено социально-экономическими потребностями современного общества. Формирование и развитие умений создавать иноязычные письменные высказывания остается одной из проблемных задач на всех уровнях обучения иностранному языку. Модернизация образования влияет на расширение возможностей образовательных технологий и электронных средств обучения. Современные информационно-коммуникационные технологии дают дополнительные возможности перейти обучающимся на более продвинутый уровень сформированности иноязычной письменной коммуникативной компетенции, которая понимается как способность к осуществлению иноязычной письменной речевой деятельности с помощью комплекса лингвистических знаний и речевых навыков и умений для создания иноязычного письменного текста в соответствии с коммуникативной ситуацией. Социальные сервисы Инстаграм, Твиттер и другие, позволяющие пользователям передавать письменные сообщения, обладают рядом дидактических свойств и методических функций с возможностью их использования в иноязычном образовательном процессе. Авторы описывают основные компоненты методической системы, методические условия для формирования иноязычной письменной коммуникативной компетенции. Анализ экспериментального обучения подтверждает положительную динамику показателей степени сформированности иноязычной письменной коммуникативной компетенции студентов языковых специальностей по всем аспектам: владение способами кон-

структурирования иноязычного письменного высказывания адекватно языковой ситуации, сформированность социокультурной, социолингвистической, лингвистической компетенций, высокая мотивация и адекватная самооценка.

Ключевые слова: письменная речь, компетенция, формирование иноязычной письменной коммуникативной компетенции, социальные сети, онлайн сервисы, ИКТ, методическая система, средства обучения, студенты языковых специальностей.

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