FORMATION OF SELF-CONTROL SKILLS IN STUDENTS IN THE CONCEPT OF LINGUISTIC EDUCATION

FORMAÇÃO DE HABILIDADES DE AUTOCONTROLE EM ESTUDANTES NO CONCEITO DE EDUCAÇÃO LINGUÍSTICA

FORMACIÓN DE HABILIDADES DE AUTO CONTROL EN ESTUDIANTES EN EL CONCEPTO DE EDUCACIÓN LINGÜÍSTICA

Elena B. BYSTRAY[1]
Larisa A. BELOVA[2]
Alevtina V. SLABYSHEVA[3]
Irina A. ORLOVA[4]
Tatiana V. SHTYKOVA[5]

ABSTRACT: The article is devoted to the study of the problem of the formation of self-control skills in students in the study of a foreign language. The main research methods are the analysis of scientific literature on the problem in the works of domestic and foreign scientists, regulatory and legislative acts of the Russian Federation on higher professional education, as well as diagnostic techniques, including observation, questioning, testing and data processing methods. To solve the problem of developing self-control skills, a pedagogical experiment was carried out. The analysis of the results of the pedagogical experiment confirmed that the development of self-control mechanisms in students studying a foreign language is possible when designing the learning process and using educational strategies.

KEYWORDS: Foreign language. Learning strategies. Brainstorming. Training in cooperation. Debate.

RESUMO: O artigo é dedicado ao estudo do problema da formação de habilidades de autocontrole em alunos no estudo de uma língua estrangeira. Os principais métodos de pesquisa são a análise da literatura científica sobre o problema nas obras de cientistas nacionais e estrangeiros, atos regulamentares e legislativos da Federação Russa sobre o ensino profissional superior, bem como técnicas de diagnóstico, incluindo observação, questionamento, teste e processamento de métodos de dados. Para resolver o problema de desenvolver habilidades de autocontrole, um experimento pedagógico foi realizado. A análise dos resultados da experiência pedagógica confirmou que o desenvolvimento de mecanismos de

---

[1] South Ural State Humanitarian Pedagogical University, Chelyabinsk - Russia. ORCID: https://orcid.org/0000-0003-2822-2329. E-mail: bistraieb@cspu.ru

[2] South Ural State Humanitarian Pedagogical University, Chelyabinsk - Russia. ORCID: https://orcid.org/0000-0002-2036-6937. E-mail: telems74@rambler.ru

[3] Ural State University of Physical Culture, Chelyabinsk - Russia. ORCID: https://orcid.org/0000-0002-5387-4022. E-mail: slabyshevaa@mail.ru

[4] South Ural State Humanitarian Pedagogical University, Chelyabinsk - Russia. ORCID: https://orcid.org/0000-0001-8181-8178. E-mail: orlovaia@cspu.ru

[5] South Ural State Humanitarian Pedagogical University, Chelyabinsk - Russia. ORCID: https://orcid.org/0000-0002-5256-5885. E-mail: shtykovatv@cspu.ru

autocontrole nos alunos de língua estrangeira é possível no desenho do processo de aprendizagem e na utilização de estratégias educacionais.

PALAVRAS-CHAVE: *Língua estrangeira. Estratégias de aprendizado. Debate. Treinamento em cooperação. Debate.*

RESUMEN: *El artículo está dedicado al estudio del problema de la formación de habilidades de autocontrol en estudiantes en el estudio de una lengua extranjera. Los principales métodos de investigación son el análisis de la literatura científica sobre el problema en los trabajos de científicos nacionales y extranjeros, los actos reglamentarios y legislativos de la Federación de Rusia sobre la educación profesional superior, así como las técnicas de diagnóstico, que incluyen la observación, el interrogatorio, las pruebas y el procesamiento de datos. métodos. Para resolver el problema del desarrollo de las habilidades de autocontrol, se llevó a cabo un experimento pedagógico. El análisis de los resultados del experimento pedagógico confirmó que el desarrollo de mecanismos de autocontrol en los estudiantes que estudian una lengua extranjera es posible al diseñar el proceso de aprendizaje y utilizar estrategias educativas.*

PALABRAS CLAVE: *Idioma extranjero. Aprendiendo estrategias. Lluvia de ideas. Formación en cooperación. Debate.*

Introduction

Changes in education in the twenty-first century are aimed at the development of competence, mobility, independence, at the development and self-development of the personality of students. The traditional paradigm of education - "education for life" - is being replaced by a new paradigm - "education throughout life". In the federal state educational standard of higher professional education in a foreign language, it is noted that in the current situation of the development of our society, knowledge of a foreign language becomes in demand in intellectual and practical activities. However, according to statistics, many students of higher educational institutions do not master the studied language at the required level in the process of vocational training. After graduation from the university, the situation may worsen due to the lack of further regular work to maintain the level of practical language proficiency in the conditions of professional activity. The creation of modern pedagogical technologies presupposes an approach to learning as a management process. When building a management system, one of the main factors is the result, which is determined and evaluated thanks to such a management function as control. In the case of the organization of self-government in the role of the leading mechanism of self-regulation by students of their own activities and behavior, it acts as self-control. Self-control should be seen as a necessary element of students' independent

work. Consequently, the development of self-control mechanisms among students of higher educational institutions is of particular importance in this regard.

Scientists associate the special importance of developing self-control skills with their importance for the professional and personal growth of a specialist. Researchers emphasize their role in the development of important components that characterize the ability for systematic independently organized cognitive activity aimed at continuing their own education in general cultural and professional aspects.

The concept of productive developmental education in our time also defines the concept of linguistic education, highlighting in it the development of creativity and individual independence in the process of learning language and culture (KHALEYEVA, 2014). The problem of developing self-control skills is of interest today among domestic and foreign researchers. In his work "Strategies for teaching in a foreign language lesson" Mark Smasal (2010) defines the content and sequence of the methods and techniques used, considers the management of the process of mastering knowledge, evaluating the results. V. Tenshof and his colleagues are of the opinion that students who show initiative in learning do more and better than those who are passive (TÖNSHOFF, 2013). Thus, self-control is viewed as the ability to apply learning strategies, the responsibility of students for learning new material, the distribution of this responsibility in the learning process (VOLLMER; KRUMM; LÜSEBRINK, 2008). Barbara Schmenk (2010) draws attention to the ability to make decisions independently, critically analyze the results of her work. K. Nodari (2010) emphasizes an independent approach to learning coming from the student, he is of the opinion that the educational institution is not able to provide the student with a complete set of knowledge that will be needed in life, therefore, it is important to teach him to think and learn, to control the process of cognition and the results of his work.

In the domestic methodology of teaching foreign languages, several works are also devoted to the issue of self-regulation. N.F. Koryakovtseva (2010) considers it important to be able to reflect and evaluate the results of her activities, accumulating positive experience; creatively interact with subjects of educational activity, taking responsibility for the process and product of this activity. In the interpretation of E.N. Solovova (2013), emphasizes the importance of cooperation between the student and the teacher, it implies equal responsibility of students and teachers for the results of educational activities. Self-control in the learning process of a foreign language plays an important teaching, upbringing and controlling role, being an organic part of this process. It should be noted that internal self-control should be

formed both when mastering communicative skills (reading, writing, speaking), and when mastering linguistic material (pronunciation, intonation, vocabulary, grammar, spelling).

Let us turn to the concept of self-control as the subject's awareness and assessment of his own actions, mental processes, and states. Self-control as an internal mechanism is formed with the help of a teacher, regulates the mastery of external speech activity, is a means of managing the educational process, allows you to find out deficiencies and make the necessary adjustments, and provides feedback when teaching a foreign language. Issues related to the development of self-control mechanisms have received insufficient coverage in the methodological literature in comparison with other problems.

At the moment, the essence of the concept of "self-control" has been described, the need for the formation of its mechanisms has been proved, a principle has been put forward that suggests that the teacher must teach students to consciously perform various tasks, understanding why they are being performed, how their implementation will affect the learning outcome.

Having studied the theoretical material on the problem, it becomes clear that the process of developing self-control can be guided by choosing the most appropriate method or educational strategy. Under the educational strategy we mean the plans of students to achieve the goal, with the possession of a certain technique (ROLFF; LEUCHT; RÖSNER, 2008). Students use certain strategies in the educational process, often doing it unconsciously. To use strategies flexibly and effectively, they must become mindful. Strategies are essential ingredients for learning a foreign language and controlling this process on your own. Educational strategies can be divided into two groups: those aimed at processing and assimilating educational information and strategies that organize and manage learning activities. These are more complex strategies that require conscious application.

Thus, the goal of the study can be formulated: to increase the level of self-control of students of higher educational institutions in the study of a foreign language by using educational strategies and to check the effectiveness of their application in the process of experimental work.

Materials and methods

We conducted a pedagogical experiment among fourth-year students of the Faculty of Foreign Languages of the South Ural State Humanitarian-Pedagogical University and second-year students of the direction of training "Recreation and sports and health tourism" of the Ural

State University of Physical Culture. The composition of the experimental group of students of the Faculty of Foreign Languages of the South Ural State Humanitarian and Pedagogical University: 24 people; control group composition: 22 people. The composition of the experimental group of second-year students of the direction of training "Recreation and sports and health tourism" of the Ural State University of Physical Culture: 20 people, the composition of the control group: 19 people. In the classroom with the students of the experimental group, forms of work were used that contribute to the development of self-control mechanisms. The control group students studied according to the standard program.

Let's consider some types of exercises that contribute to the development of self-control mechanisms in university students.

"Learning in cooperation" - learning in the process of communication of students with each other, with the teacher, as a result of which a contact arises. This is a social communication, because in the process of it, students alternately perform different social roles. Groups of students are formed by the teacher before the lesson. At the same time, in each group there should be a strong student, average and weak. For all groups, one task is given, but when it is completed, the distribution of roles among the members of the group is provided. Students draw out sheets of paper with the roles of a speaker, time watcher, language controller, supplier, and designer. These roles are assigned to students and require their fulfillment. The speaker will report on the task completed by the group, the supplier will deliver the necessary office supplies to the group, the designer will colorfully draw up the task on a Whatman paper, the observer will keep track of the time. The language controller will require that discussion of the material takes should be held only in a foreign language. Foreign language communication skills are improved only in communication. The work of not one student is assessed, but the whole group.

The teacher gives the students a text to improve their speaking skills, and students perform further work in this order:

a) Read the text individually and discuss its content in a group;

b) Choose sentences that convey the main content of the text;

c) Get acquainted with the speech task and the scheme of the expected utterance, select sentences from the text to fill in the scheme, make the necessary changes, abbreviations, additions to them;

d) Draw up a diagram or plan for conveying the content of what has been read;

e) Retell the text in their group based on the diagram.

The speaker from each group remains at his desk, colleagues from other groups approach him, and he tells them the story prepared in the group. When evaluating an utterance

or retelling of a text, the following are considered: consistency, sufficiency, completeness of the utterance, the presence of the speaker's point of view, the presence of structures with new lexico-grammatical material, as well as the presence of errors and their nature (SLABYSHEVA, 2015, p. 224).

"Brainstorming" is a communication exercise during which students develop semantic fields on a specific topic, which are presented in a graphically ordered and logically connected form. These ideas contribute to the memorization of words and expressions, the establishment of cause-and-effect relationships, which serves as a plan for building independent statements, composing a story with a given vocabulary.

The next group training handicap is debates (MARGARYAN, 2014). This technology allows developing students' communication skills, critical thinking, the ability to reasonably conduct polemics, defend their opinions based on knowledge and logical reasoning. Solving problematic tasks in a group is one of the productive means of enhancing educational activities in the classroom (BARONENKO *et al.*, 2017). Any problematic situation includes the problem itself, the process of its solution, the subject carrying out this process, i.e., the student, the ability and need of the student to solve the problematic task (SAFONOVA, 2017). Solving problematic tasks helps to increase motivation, stimulate the independence of students. An important role in the process of performing such tasks is played by involuntary memorization of language material and the development of self-control skills (BYSTRAI; MUKHAMETSHINA, 2016).

The discussion is carried out in a group. An important characteristic feature of a discussion that distinguishes it from other types of disputes is argumentation. Discussing a controversial (debatable) problem, each side, opposing the opinion of the interlocutor, argues its position (BELOVA; SLABYSHEVA, 2017, p. 40). Regular work on an assignment of this kind gives the student deeper and more solid knowledge, teaches to apply the knowledge gained in practice.

"Training by stations" is one of the modern techniques that is used both for the final control and for classroom work on the topic. This technology allows you to approach the learning process in a differentiated manner, since each student works at his own pace and according to his own individual plan. When working on this methodology, the teacher has the role of an observer, but at the same time he can help students at any time. A similar form of work is the "gallery tour" (Galeriegang). The preparatory phase consists in performing a specific task in a group and visualizing it on a piece of Whatman paper. All groups receive cards with letters (A, B, C, D) and each team member is assigned their own letter, then new teams are formed with the same letters (A, A, A, A; B, B, B, B ...). The newly formed groups

move around the classroom from one visual work to another like in a gallery during an excursion; ideally, each group should have a participant who is able to present the next work (SLABYSHEVA; BELOVA, 2017, p. 204). "Train by station" as well as "tour of the gallery" help to develop a sense of self-control, a sense of responsibility for the task at hand.

More freedom and independence are given to learners by a "weekly assignment schedule". In this schedule, students plan work assignments that they must complete during the week. At the same time, they are responsible for their timely implementation. It is important to note that the teacher needs to choose exercises that the students can perform at a given time and independently control their implementation.

The next learning strategy is a learning diary. In such diaries, learners make regular records of their own learning. It can be in the form of a notebook or an electronic document. Diaries can be written as a monologue or as a dialogue between student and teacher, and notes can be freely formulated. The advantage of this specific survey structure is that it does not take too long to write a study diary and students can keep track of their learning process.

Results

At the initial stage (ascertaining experiment), questionnaires and testing were carried out in order to identify the pre-experimental level of development of self-control mechanisms in students. As criteria for the development of skills, we identified several components: motivational, cognitive, reflexive, and also identified three levels of development of self-control mechanisms in students: low, medium, high. Depending on the degree of formation of each component, it is possible to determine the level of development of the self-control mechanism as a whole (Table 1).

Table 1 - Levels of development of self-control mechanisms

Level	Motivational	Cognitive	Reflexive
Low	Weak need for self-control, low level of motivation.	Weak complex of professional knowledge and lack of knowledge about the mechanisms of developing self-control skills.	Low ability to evaluate the results of one's activities.
Medium	Understanding of the need and value of self-control.	A sufficiently developed base of professional knowledge about self-control.	The student has minimal skills in self-control and self-correction.

High	The presence of value-semantic motivation and the need for self-control.	A stable system of professional knowledge and knowledge of self-control skills.	The student makes high demands on the results of his actions, is able to analyze, critically assess himself.

Source: Devised by the authors

To assess the motivational component, we conducted a test and formed a summary table based on the results of the test conducted among students of the experimental and control groups (Table 2).

Table 2 - Distribution of students in the experimental and control groups according to the levels of formation of the motivational component during the ascertaining experiment

Group	Levels of formation of the motivational component		
	Low	Medium	High
Experimental	33%	42%	25%
Control	36%	36%	28%

Source: Devised by the authors

It can be concluded that the level of formation of the motivational component in the experimental and control groups for most students is average, which indicates an insufficient level of formation of this component.

The cognitive component includes the strength, consistency and effectiveness of linguistic knowledge and knowledge of strategies for self-esteem and self-control. We offered students a test to determine how well students have developed theoretical self-control skills. The test included the following questions: What is self-control? What are the reasons for self-control? List the mechanisms of self-control development known to you. Which of the following mechanisms do you use for self-education purposes? What are the reasons that complicate the implementation of self-control?

The level of the cognitive component was assessed as: high - if the student answered all the questions succinctly; average - if the student answered the questions briefly or did not answer 1 or 2 questions; low - if the student did not answer more than 2 questions or the answers are not logical.

By combining the data obtained after the diagnosis using the questionnaire, we present a summary table for assessing the formation of the cognitive component (Table 3).

Table 3 - Distribution of students in the experimental and control groups according to the levels of formation of the cognitive component during the ascertaining experiment

Group	Levels of formation of the cognitive component		
	Low	Medium	High
Experimental	25%	50%	25%
Control	27%	54%	19%

Source: Devised by the authors

Thus, we see that more than half of the students in the experimental and control groups have an average level of formation of the cognitive component of self-control. To determine the level of formation of the reflective component, we invited students to answer the questions on the self-assessment sheet. This assignment relates to the analysis of the work process, the completed assignment, identification of advantages and disadvantages in the process and the result of independent activity: What were my goals? What result did I get? What have I learned? What did I do well? What were the difficulties? How did I overcome difficulties? The virtues of my job. Disadvantages of my job.

To assess the level of formation of the reflexive component, we used the following criteria and interpretation:

- Full logical answers were given to all questions of the self-assessment sheet, an assessment of one's work was fairly given, conclusions and recommendations were described – a high level;

- Not all questions were answered or the answers were too short, the assessment of their work was fairly given, conclusions and recommendations were described – the average level;

- Not all questions were answered or the answers were too short, an unfair assessment of one's work was given, there were no conclusions and recommendations – a low level.

After analyzing the sheets of self-assessment and self-analysis of the work performed by the students of the experimental and control groups, we received the results that are presented in Table 4.

Table 4 - Distribution of students in the experimental and control groups according to the levels of formation of the reflexive component during the ascertaining experiment

Group	Levels of formation of the reflective component		
	Low	Medium	High
Experimental	50%	42%	8%
Control	54%	36%	10%

Source: Devised by the authors

Having analyzed the obtained results, we see mainly a low level of formation of the reflexive component of the self-control skill, both among the students of the experimental group and among the students of the control group.

Summarizing, we can draw a conclusion about insufficient development of self-control skills among students of the groups under consideration.

In the process of teaching the experimental group, a set of educational strategies developed by us was introduced, teaching in the control group was carried out as usual. The following exercises for developing self-control were introduced into the training of the experimental group: brainstorming, learning in cooperation, conducting debates, "learning by stations", "touring the gallery", "learning in collaboration", drawing up a weekly plan, introducing a learning diary. At the final stage of the experiment, the diagnostics of the development of self-control mechanisms was carried out among the students of the experimental and control groups. To assess the formation of the motivational component after the experiment, a test was proposed. After analyzing the answers of the completed work of the students of the experimental and control groups, we received the results that are presented in Table 5.

Table 5 - Assessment of the level of formation of the motivational component in the experimental and control groups during the control phase of the experiment

Group	Levels of formation of the motivational component		
	Low	Medium	High
Experimental	8%	50%	42%
Control	36%	36%	28%

Source: Devised by the authors

We can conclude that after the experiment in the experimental group, the level of formation of the motivational component of self-control skills increased. The level of formation of the motivational component of self-control skills in the control group remained at the same level.

To assess the formation of the cognitive component, students were offered a questionnaire to fill out, where each statement must be evaluated on a 5-point scale:

1. I clearly know why and for what I am studying.

2. I can clearly articulate my needs for learning a foreign language.

3. I can define the purpose of any exercise.

4. I can rate myself or another person by criteria.

5. I know how to determine my level of proficiency in a foreign language.

6. I freely communicate on the Internet.

7. I know how to diagnose errors myself.

8. I am proficient in browsing and search reading.

9. I read in a foreign language on my own.

10. I can quickly and clearly make notes of a lecture.

The scores, as a reflection of the level of development of the cognitive component of self-control skills, were interpreted as follows: a high level corresponds to scores of 50-40, an average - 40-25 and a low - 25-0. Let us consider the results of the assessment of the cognitive component at the control stage of the pedagogical experiment (Table 6).

Table 6 - Assessment of the level of formation of the cognitive component in the experimental and control groups during the control phase of the experiment

Group	Levels of formation of the cognitive component		
	Low	Medium	High
Experimental	8%	50%	42%
Control	28%	56%	16%

Source: Devised by the authors

After analyzing the data in the table, we can conclude that after the experiment in the experimental group, the level of self-control skills development among students increased. The level of formation of the cognitive component of self-control skills in the control group remained at the same level.

To assess the formation of the reflective component, a questionnaire was proposed, the questions of which were related to self-assessment of educational activity: What were my goals? What did I learn? What did I do well? What were the difficulties? The virtues of my job. Disadvantages of my job.

Let us present in the table the results of the assessment of the reflexive component at the control stage of the pedagogical experiment (Table 7).

Table 7 - Assessment of the level of formation of the reflective component in the experimental and control groups during the control phase of the experiment

Group	Levels of formation of the reflective component		
	Low	Medium	High
Experimental	25%	50%	25%
Control	45%	36%	19%

Source: Devised by the authors

After analyzing the data in the table, we see that the level of the reflexive component of the development of self-control skills increased among the students of the experimental group, while among the students of the control group it remained at the same level.

From these tables, we see that the students of the experimental group after the pedagogical experiment increased the level of development of self-control skills, in the control group no changes were found.

Discussion

Performing various types of exercises for the development of self-control mechanisms contributes to a more effective mastery of the material, an increase in motivation for learning, stimulates cognitive and professional interests, develops creative activity and initiative. The ability of students to carry out independent activities implies the formation of self-awareness, the adequacy of self-esteem, reflexivity of thinking, organization, purposefulness of the individual, independence in decision-making, flexibility in actions, largely determines the quality of their professional training.

It is wise to start developing self-control skills under the supervision of a teacher. However, the roles of learner and teacher are changing. We divided the process of developing self-control mechanisms in students into the following stages: preparation, training, practice, self-esteem. At the preparation stage, the task of the teacher is to interest the student, to acquaint with the strategies that allow organizing educational activities for the study of a foreign language, to help overcome difficulties. At the second stage, the teacher gives advice to students on how to choose their own individual language learning style, combining different learning strategies. At the third stage, relatively complete autonomy is possible, when the student is able to learn without much involvement of the teacher. At the fourth level, students can independently assess the results and carry out, if necessary, corrective work. We see that the teacher carries out the main work on the development of self-control mechanisms in students at the first two stages.

Conclusion

Based on our research, it is important to emphasize the increased requirements for the development of self-control mechanisms in students to increase their mobility and competitiveness in the labor market. The conducted pedagogical experiment showed that in the

experimental group, where the formative experiment was carried out, significant qualitative changes were noted, in contrast to the control group, in which the experiment was not conducted. Shifting the focus from teaching a language to learning it implies mastering educational strategies, by which we mean certain actions, their sequence, as well as special methods that students use to improve the effectiveness of their learning.

REFERENCES

BARONENKO, Ye. A.; BYSTRAI, E. B.; RAYSVIKH, Yu. A.; SHTYKOVA, T. V. Kommunikativnoye vzaimodeystviye v protsesse podgotovki bakalavrov pedagogicheskogo obrazovaniya: aksiologicheskiy podkhod [Communicative interaction in the process of training bachelors of teacher education: an axiological approach]. **Vestnik Chelyabinskogo gosudarstvennogo pedagogicheskogo universiteta**, no. 7, p. 30-35, 2017 (in Russian).

BELOVA, L. A.; SLABYSHEVA, A. V. Sozdaniye usloviy dlya realizatsii kommunikatsii na uroke inostrannogo yazyka [Creating conditions for the implementation of communication in a foreign language lesson]. In: Znikina, L.S. (Ed.). **Teoreticheskiye i prikladnyye aspekty lingvoobrazovaniya** [Theoretical and applied aspects of linguistic education]. Kemerovo: Kuzbass State Technical University named after T.F. Gorbachev, 2017. p. 37-41 (in Russian).

BYSTRAI, E. B.; MUKHAMETSHINA, O. V. Aktualizatsiya professional'nogo konteksta situativnoy napravlennosti kak odno iz usloviy podgotovki budushchikh uchiteley k mezhkul'turnomu obshcheniyu [Actualization of the professional context of a situational orientation as one of the conditions for preparing future teachers for intercultural communication]. **Vestnik Chelyabinskogo gosudarstvennogo pedagogicheskogo universiteta**, no. 5, p. 24-29, 2016 (in Russian).

KHALEYEVA, I. I. Semantika ustoychivogo razvitiya kak osnova lingvisticheskogo obrazovaniya v RF i SNG [Semantics of sustainable development as the basis of linguistic education in the Russian Federation and the CIS]. **Vestnik Moskovskogo gosudarstvennogo lingvisticheskogo universiteta. Obrazovaniye i pedagogicheskiye nauki**, no. 698, p. 9-14, 2014 (in Russian).

KORYAKOVTSEVA, N. F. **Teoriya obucheniya inostrannym yazykam: produktivnyye obrazovatel'nyye tekhnologii. Uchebnoye posobiye dlya studentov vysshikh uchebnykh zavedeniy, obuchayushchikhsya po spetsial'nosti "Teoriya i metodika prepodavaniya inostrannykh yazykov i kul'tur"** [Theory of teaching foreign languages: productive educational technologies. Textbook for students of higher educational institutions studying in

the specialty "Theory and methods of teaching foreign languages and cultures."]. Moscow: Akademiya, 2010. 192 p. (in Russian).

MARGARYAN, T. D. Formy avtonomnogo obucheniya v tekhnicheskom vuze v gruppakh ESP (angliyskiy dlya spetsial'nykh tseley) [Forms of autonomous learning at a technical university in ESP groups (English for special purposes)]. **Gumanitarnyy vestnik**, no. 2(16), 10, 2014 (in Russian).

NODARI, C.; STEINMANN, C. Lernerautonomie. Lernerautonomie. In: Krumm, H.-J.; Ungeheuer, G.; Wiegand, H.E. (Hrsg.). **Handbücher zur Sprach- und Kommunikationswissenschaft**. Berlin: Walter de Gruyter, 2010. 216 p. (in German).

ROLFF, G.-H.; LEUCHT, M.; RÖSNER, E. Lernstrategien im Fach Englisch. In: DESI–Konsortium (Hrsg.). **Unterricht und Kompetenzerwerb in Deutsch und Englisch. Ergebnisse der DESI–Studie**. Weinheim; Basel: Beltz Verlag, 2008. p. 270-282 (in German).

SAFONOVA, V. V. Professional'naya mezhkul'turnaya kommunikatsiya kak obshcheyevropeyskiy instrument v proyektirovanii yedinogo obrazovatel'nogo prostranstva [Professional intercultural communication as a pan-European tool in the design of a single educational space]. **SOTIS – sotsial'nyye tekhnologii, issledovaniya**, no. 4(84), p. 21-29, 2017 (in Russian).

SCHMENK, B. Bildungsphilosophischer idealismus, erfahrungsgesättigte praxisorientierung, didaktischer hiphop. Eine kleine geschichte der lernerautonomie. **Profil**, 2, p. 11-26, 2010 (in German).

SLABYSHEVA, A. V. Ispol'zovaniye tekhnologii sotrudnichestva pri obuchenii nemetskomu yazyku studentov fakul'teta "Turizm" [The use of collaboration technology in teaching German to students of the Faculty of Tourism]. In: **Optimizatsiya uchebno–vospitatel'nogo protsessa v obrazovatel'nykh uchrezhdeniyakh fizicheskoy kul'tury: Materialy XXV regional'noy nauchno-prakticheskoy konferentsii s mezhdunarodnym uchastiyem** [Optimization of the educational process in educational institutions of physical culture: Materials of the XXV regional scientific and practical conference with international participation]. Chelyabinsk: UralGUFK, 2015. p. 223-225 (in Russian).

SLABYSHEVA, A. V.; BELOVA, L. A. Ispol'zovaniye metodov V. Mattesa dlya razvitiya kommunikativnoy kompetentsii studentov, izuchayushchikh nemetskiy yazyk [Using the methods of V. Mattes for the development of the communicative competence of students studying German]. **Filologicheskiye nauki. Voprosy teorii i praktiki**, no. 5–3(71), p. 204-206, 2017 (in Russian).

SMASAL, M. Lernstrategien im Fremdsprachenunterricht. Ein Workshop für die fächerübergreifende Aus– und Weiterbildung von Fremdsprachenlehrkräften. **Profil**, no. 2, p. 171-188, 2010 (in German).

SOLOVOVA, Ye. N. Perspektivnyye napravleniya razvitiya vuzovskoy metodiki prepodavaniya inostrannykh yazykov [Promising directions for the development of university methods of teaching foreign languages]. **Vestnik MGIMO Universiteta**, no. 6(33), p. 67-70, 2013 (in Russian).

TÖNSHOFF, W. Lernerstrategien. In: Bausch, K.-R.; Christ, H.; Krumm, H.-J. **Handbuch Fremdsprachenunterricht**. Tübingen; Basel: A. Francke Verlag, 2013. p. 240-243 (in German).

VOLLMER, H. J.; KRUMM, H.; LÜSEBRINK, H.-J. Fremdsprachendidaktik im aufbruch: zwischen selbstverständnis und fremdverstehen. **Pluralität und Bildung**, no. 34(7), p. 213-234, 2008 (in German).

How to reference this article