

**THE FUNCTIONAL ROLE OF AN ELECTRONIC EDUCATIONAL RESOURCE IN
THE PROCESS OF TEACHING THE SUBJECT "RUSSIAN LANGUAGE AND
CULTURE OF SPEECH"**

***O PAPEL FUNCIONAL DE UM RECURSO EDUCACIONAL ELETRÔNICO NO
PROCESSO DE ENSINO DA DISCIPLINA "LÍNGUA RUSSA E CULTURA DA FALA"***

***EL PAPEL FUNCIONAL DE UN RECURSO EDUCATIVO ELECTRÓNICO EN EL
PROCESO DE ENSEÑANZA DE LA ASIGNATURA "LENGUA RUSA Y CULTURA
DEL HABLA"***

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ABSTRACT: The article discusses the issues of distance learning in the situation of the COVID-19 pandemic. An increase in workload, destruction of health, a drop in academic performance, difficulties in understanding between students and teachers, impaired communication, lack of feedback, problematic control were the immediate side-effects of distance learning. During the summer, the Moscow Polytechnic University created electronic educational resources in all subjects, including the Russian language and culture of speech. The experiment, which was carried out among students studying this discipline in the first wave of the pandemic and the second wave at the beginning of the next academic year, gave exciting results. The experiment showed that the change in approaches and methods in distance learning in the study of the Russian language and culture of speech significantly increased the level of students' motivation, reduced the percentage of academic failure in groups.

Keywords: Distance learning. Motive. Electronic educational resource. Language.

RESUMO: *O artigo discute as questões do ensino à distância na situação da pandemia COVID-19. Aumento da carga de trabalho, destruição da saúde, queda no desempenho acadêmico, dificuldades de entendimento entre alunos e professores, comunicação prejudicada, falta de feedback, controle problemático foram os efeitos colaterais imediatos do ensino à distância. Durante o verão, a Universidade Politécnica de Moscou criou recursos*

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educacionais eletrônicos em todas as disciplinas, incluindo a língua russa e a cultura da fala. A experiência, que foi realizada entre os alunos que estudavam esta disciplina na primeira vaga da pandemia e na segunda vaga no início do ano letivo seguinte, deu resultados emocionantes. O experimento mostrou que a mudança de abordagens e métodos de ensino a distância no estudo da língua russa e da cultura da fala aumentou significativamente o nível de motivação dos alunos, reduziu o percentual de reprovação escolar nos grupos.

Palavras-chave: *Ensino a distância. Motivo. Recurso educacional eletrônico. Linguagem.*

RESUMEN: *El artículo analiza los problemas de la educación a distancia en la situación de la pandemia de COVID-19. Un aumento en la carga de trabajo, la destrucción de la salud, una caída en el rendimiento académico, las dificultades de comprensión entre estudiantes y profesores, la comunicación deficiente, la falta de retroalimentación, el control problemático fueron los efectos secundarios inmediatos del aprendizaje a distancia. Durante el verano, la Universidad Politécnica de Moscú creó recursos educativos electrónicos en todas las materias, incluida la lengua rusa y la cultura del habla. El experimento, que se llevó a cabo entre los estudiantes que estudiaban esta disciplina en la primera ola de la pandemia y la segunda ola a principios del próximo año académico, arrojó resultados emocionantes. El experimento mostró que el cambio en los enfoques y métodos en el aprendizaje a distancia en el estudio de la lengua rusa y la cultura del habla aumentó significativamente el nivel de motivación de los estudiantes, redujo el porcentaje de fracaso académico en grupos.*

Palabras clave: *Aprendizaje a distancia. Motivo. Recurso educativo electrónico. Idioma.*

Introduction

Problems which began to arise before teachers in a situation of transition to remote training, in the modern situation connected with pandemic COVID-19, began to arise difficulties in an education system which it was necessary to face both to teachers and students. The basic problems which have faced both teachers and pupils are falling a level of motivation in training, easing of the control over the process of training.

Among students and teachers' associative experiment has been lead which has revealed the basic barriers which should be overcome to students and teachers during remote education. During creation of an electronic rate teachers took into account the results of experiment and came to a conclusion that it is necessary to change methods and receptions training of a situation of transition from traditional education to online to lift a level of motivation of students during training (Donohue, 2020). It is known that students study less up to the end, throw study, lose interest as the level of motivation is reduced in a case when traditional methods of training are automatically transferred on distance.

Problem Statement

The main problem of a case in point is revealing problems which were found out for the period of work at remote training in a situation of a pandemic and also detection and the description of new tools by which online education makes more effective, raises motivation at students, improves quality of the control.

Purpose of the Study

How to increase efficiency and quality of distance education by means of an electronic educational rate? Whether probably to increase a level of motivation at remote training? How to improve quality of the control?

Research Methods

The methodological basis of the study is made up of the principles and provisions of the systemic, structural-functional and comparative-typological approaches.

The works by Saenko (2020), Panova (2020), Filimonova et al. (2020) are of particular interest.

The works by E.P. Panova are devoted to the role of project activities in teaching Russian as a foreign language (Panova et al, 2020). Various types of projects that can be implemented in a foreign language audience were described by the mentioned above author. The role of project activities in teaching Russian as a foreign language, various types and kinds of projects that can be implemented in a foreign language audience have been regarded in works by E.P. Panova (Panova, Bocharnikova et al, 2020).

We also cannot but pay attention to the experimental studies that were carried out in the field of information technology among graduates: «It is possible to define certain tendencies of development of IEE of a modern higher educational institution: processes of converting universities' documents, document flows and communication channels to the electronic format; active introduction and use of electronic educational and educational-methodic documents (Gapsalamov et al., 2020; Tarman, 2020; Waters and Hensley, 2020; Ivanova et al., 2019; Dunets et al., 2020; Prodanova et al., 2019; Frolova et al., 2019; Keefer and Haj-Broussard, 2020; Stacy et al., 2020); support of multisided and multichannel communications, interactivity, integration and efficiency of universities' IEE by using the newest ICT, including the systems of electronic document flow, university websites and Internet services; decrease of expenses related to the support of communication process, increase of its efficiency and accessibility of its results not only for university students and

teachers but for the society in general by using the “free ware” type software. It is necessary to mention external factors that affect universities». (Shaikhislamov et al, 2017, p. 43).

We also cannot but pay attention to the experimental studies that were carried out in the field of information technology among graduates. Interesting engineering methodological projects have been offered by researchers Elena Vasilenko, Pavel Vasilenko, Natalya Saenko, Viacheslav Borysov, Svitlana Borysova, Iryna Prodan in the field of professional education of artists and designers in the academic environment: «Scientific approach and methodological developments, the creation of certain pedagogical conditions in the educational process of students in the direction of design and fine arts will increase the level of training of future professionals in this field. Innovative programs in academic drawing that will take into account the specifics of all areas and specialties in the visual arts are the most important aspects in the development of professional disciplines» (Vasilenko et al, 2020, p.3629).

The works by Evgenia V. Gulyaeva, Yulia G. Semikina (2020) are of particular interest. They rightly state that: «Use of the project method in the course of intercultural communication not only contributes to axiological orientation of students, but also provides them with the opportunity to learn a foreign language in the natural language environment, achieve self-determination, self-actualization, self-fulfillment, socialization, form responsibility, and the ability to work independently» (Gulyaeva et al, 2020, p. 777).

Findings

Most a complicated question during remote training is questions of increase of motivation of students, and also realization of the qualitative control over work of students. Easing of communication skills during training by means of figures entails falling interest to process of training. Also, complexities in realization of the objective control aggravate a situation. The associative experiment which has been carried out among teachers (36 persons) and students (256 persons) in the first wave of pandemic, who studying on the basis of the Moscow polytechnical university in the discipline "Russian language and culture of speech", has revealed the following results (table 1, 2):

Table 1. Questions to teachers and their answers

Questions to teachers	Answers of teachers in a percentage parity
What quantity of students is capable to work productively on employments in a mode DT (in comparison with off-line training)?	70 % consider that many students do not maintain to be engaged online more than 2-3 hours, many in general cease to be

	connected to lessons as do not acquire a material at such kind of training and, hence, lose interest to study.
Through what time do students cease to attend employments in a mode of DT (in comparison with off-line training)? Has the quantity of misses of employments increased?	83 % consider that attendance has worsened
Does the DT allow to estimate in a full degree the understanding of the student of a material on an online training (in comparison with off-line education)?	98 % of teachers have expressed about impossibility of the organization of the qualitative control over work of students.
How many has the level of motivation decreased of students to studying in process of DT (by given time)?	Teachers (80% interrogated) think that the level of motivation of students to study has decreased very much in comparison with off-line education.

Table 2. Questions to students and their answers

Questions to students	Answers of students in a percentage parity
Do you like to study online?	81 % have answered that they do not like to study online. How does distance training influence on quality of knowledge which you receive? (58 % - influence, but is not strong, 42 % - influence negatively). On the given question many students have answered that their knowledge in a subject became much worse.
Where do you understand a study material better?	95 % recipients have answered that understand a material better in an audience
How long (how much time) can you study online in a day?	Results of interrogation have revealed the following picture: 2-3 hours per day can

	study 40 %, 4 hours per day - 28 %, 5 hours per day - 12 %
As far as your knowledge online are objectively estimated in comparison with traditional education?	87 % of students consider that the consciousness is narrowed up to frameworks of the square screen of a computer and also experience has shown that at online employments it is impossible to generate the responsibility and skills to work independently (as there are no high-grade forms of the control)

In the first wave the employments basically were carried out with the help of Skype technologies or Zoom, in an emergency mode the Electronic Educational Resources were created, but they have been entered not in all subjects.

This article will analyze an electronic general educational resource on the discipline "Russian language and culture of speech." Repeatedly the same experiment has been carried out to the second wave of pandemia in the same student's groups and among the same teachers. But by that time electronic educational rates on platform LMS have been created. Interrogation already has shown a little bit other result (table 3).

Table 3. Results of interrogation

Questions	Answers
What quantity of students is capable to work productively on employments in a mode of Distance Training (DT) (in comparison with off-line training)?	63 % of teachers consider that efficiency of students has increased due to introduction in process of training of electronic rates.
Through what time do students cease to attend employments in a mode of DT (in comparison with off-line training)? Has the quantity of misses of employments increased?	68 % of teachers consider that attendance has a little increased.
Does the DT allow to estimate a full degree of understanding by the student of a material	58 % percents of teachers have noted that due to creation of practical employments

on remote training (in comparison with off-line education)?	with the whole set of creative and game exercises the degree of understanding students of a material is easier for estimating, as the feedback has a little improved
How many has the level of motivation decreased of students to studying in process of DT (by given time)?	56 % consider that the motivation of students has increased
Questions to students	Answers of students
Do you like to study online?	63 % of students have answered that they like to attend lectures, and they used such form of educational activity more often. 28 % consider that practical employments on a platform are interesting. 35 % have answered that most frequently they addressed to practical employments in a distance format.
How do you understand a training material (from the teacher) at remote learning?	53 % have answered that due to electronic rates the level of understanding of a material by the students has increased.
How long (how much time) can you study online in a day?	66 % have answered that their fatigue has decreased during remote training if they use an electronic rate.
As far as your knowledge online are objectively estimated in comparison with traditional education?	35 % have answered that they on a regular basis used tests as the form of the control and 36 % very often addressed to the given kind of the control and think that its more transparent and objective.

Creation of electronic rate in the discipline "Russian language and culture of speech" has considerably improved a situation as, first, the majority of teachers were passed by courses of improvement of qualification which trained methods and working methods in a digital mode, and therefore digital contents were created already in view of the previous

mistakes. The main and serious reassessment which has taken place in consciousness of teachers is a comprehension of that it is impossible to transfer methods and receptions of traditional training on remote training. It is necessary to master new approaches and tools (Pogosyan, 2019).

The teacher turns in the carrier of the certain text, in certain in tutor, in the media, compelled to stand idle dialogue which is deprived the personal beginning (one - the set aspiring to infinity). That is the teacher is a producer or mediator of the knowledge, turning in the text. Education which refers to personal-focused loses the value. If in traditional education by a task of the teacher there was a development in the pupil of personal and social skills but in an online mode the main task becomes transfer to students just the information. During remote learning the teacher besides pedagogical activity finds such new fields of activity as the manager of system training, the designer of rates, the tutor, the curator or facilitator, the expert on the monitoring system (invigilator), a moderator, the adviser, the student. Weaken or disappear such kinds of activity which are actual for traditional education: educational activity, the social - pedagogical activity correct-developing activity, cultural - educational.

So that such dialogue was carried out, each teacher needs to learn to reconsider completely the didactic principles of traditional training, to master didactic principles of digital training. First of all, the teacher in online training should learn to create texts. Also, as tools which a little are compensated alive dialogue, improve the communications in a remote format, improve dialogues, deepen understanding in a digital mode are creation of cases, interfaces, practical tasks of creative and analytical character, the organization of design activity, creation of tests. All this lifts motivation of students, the critical and creative thinking develops, improves quality of the control, strengthens dialogue between the pupil and the student.

In the given work we will stop in details on two the most important questions are: what ways are possible to increase motivation of students during training (to help the teacher to carry out correctional - developing activity) and how it is possible to improve quality of the control (to enable the teacher to realize an administrative activity in a digital format)?

For realization of the given tasks, it was necessary to reconsider working tools which are possible for using on platform LMS during creation of electronic rates on different disciplines in the Moscow polytechnical university. During works we will answer the following question is: how do increase motivation to training of the student in a remote format? How does necessary construct an electronic general educational rate to increase motivation of students? It is known that to pay attention to the student in a digital mode more

difficultly than in traditional education as there is no alive dialogue. In this case it was offered to use various media resources. We will consider in details some of them:

1. Media - instructions are: video is a good opportunity to explain and show the student a practical part of employments. These instructions help to save time on employments because it is possible to see them at home.

2. Media - cases are: video which contains a material for employments and discussions, media - cases immerse of the student in a professional situation.

3. Media - experiments are: video which contains the experimental material of social, scientific or educational character assisting together with the student to track development of an experimental situation, to fix results which will be achieved during experiment.

4. Media - lectures are:

the system of Internet - simulators includes media lectures, which purpose is interactive representation of a theoretical material and algorithms of the decision of tasks. Media lectures allow students in a mode "Training" not only to repeat and fix a material on discipline with the help of the audio text, but also to hear an explanation of a material.

5. Media - texts which are included in electronic educational resources, on volume include 4-8 pages. The given material was constructed by the following principle: it is less theory, it is more analysis. In an online mode there is not a lot of time, also the communications is complicated. The theory is taken out on themselves studying.

6. The presentations which are included in an electronic rate, on the one hand, systematize a material, compress, help to allocate the main thing, on another hand, provide presentation during submission of a theoretical material in a digital format.

7. Video films: students are offered to watch video film in which the investigated problem is raised, for example: during studying a subject « Exercise 2. Watch one of Steve Jobs's presentations on the Internet. Evaluate his presentation in terms of content, speech structure, speech characteristics and non-verbal behavior. Write a written review (review) about what you saw. Use a rough plan» on a theme « Watch the feature film The King's Speech (2010, UK, USA, Australia). Write an essay based on the film you watched, describing the main mechanisms for preparing and conducting a public speech, including the methods of auto-training and self-regulation of the speaker, techniques and examples of the use of figurative means of language in public speaking» students are offered to watch film or at studying a subject «Russian and a cultural of speech» in section «Publicistic style» is offered to students watching film « ». By results of watching discussion of film is arranged in the form of a round table together with the teacher.

8. Internets - resources: using of educational films is not excluded which are laid out on the Internet in an easy approach.

Exercise. Finish formulating the following points:

A good life is ...

Being human is ...

You can't live without ...

Exercise. Formulate theses on the basis of which the following topics can be revealed:

Television in our (my) life.

My idea of happiness.

Exercise. Prepare your self-presentation. Use the following guidelines.

The task. Complete the table by dividing the following types of arguments into strong, weak, and untenable.

Exercise. Prepare a public speech and presentation on one of the topics (of the student's choice):

1. The linguistic personality of a modern politician (on the example of one politician).
2. The modern Russian rhetorical ideal: the experience of modeling (based on the media).
3. Linguistic personality in the mirror of polemic techniques (based on the material of social and political talk shows).
4. Types of speech culture: rhetorical aspect (on the example of a specific person).
5. Russian linguistic personality in Internet communication (based on the material of forums, blogs, social networks).
6. The image of the rhetorician in a business presentation.
7. Development of training sessions for the development of rhetorical competencies of a linguistic personality.

Many videos' materials and media - resources are possible to offer students for independent watching within the framework of the home task.

Watching of media - materials also is possible on personal computers or gadgets, also demonstration of media - resources is possible in an audience on a projector directly ahead of an audience.

The following stage for increase of motivation should serve the improvement of the communications which is rather complicated. For this purpose it is necessary to create group for dialogue in contacts, in Facebook, in WhatsApp.

As to practical employments they are filled with tasks both creative and training character. Such as business games, tests, creative tasks.

Thus, the electronic rate is possible building so that it included base of the estimated means, a verified content, the understanding of an individualized trajectory of trainees, the communications between the teacher and the student. For motivation it is important the experience of the teacher, completeness of a subject, the person of the pupil and the person of the teacher. To increase motivation, it is necessary to lead adjusting conversation before the beginning of a rate. Also, during conducting a lesson, the teacher conducts intermediate certification which supports a level of motivation at the certain level: students collect points during all training, raise the rating. During work with students, it is necessary to focus the student on values of a rate, to show what prospects open before him after its passage. Good stimulus for the student can be a prospect of translation into higher level in a rating after passage of a rate.

It is known that during training it is necessary to motivate the following moments:

1. Values (to explain student values which promote development of the student, both in personal and in the intellectual plan).

2. Rules (to support in group discipline, there is no discipline, there is no motivation). The external discipline, as a rule, prevails above internal. It becomes a certain ritual, however, when there is in group a discipline, it stimulates motivation of the student. One of ways of deduction of discipline is - change of kinds of activity in an online mode: performance by the instruction, watching of a videoclip, work with illustrations, due to such change of activity students do not lose attention.

3. Actions (a base of motivation in training is a game activity. It is that gingerbread which stimulates activity of the student in a direction of training. A rating, and accordingly, points are that whip which stimulates a competition and consequently a rating.

The communication. During work it is impossible to remain in private with the mistakes, it is necessary learning to trace them and then to correct. Also, it is important to find common language with students. To adjust the communication. For this purpose, there are such tools as WhatsApp, social networks, appendices, e-mail. In process of webinar for adjustment of a feedback it is possible to use such receptions as mentimetr is- a short questionnaire, online - voting as support. It is necessary notice that is very important to answer the student's questions within 24 hours then the communication is kept and does not lose the force. If to answer a question later it will be able to lose the urgency.

There are four types of motivation:

1) Personal growth - self-development, fear. Stagnation, a method - creativity. In a rate a plenty of creative tasks is used.

2) socialization - opinion of fellow students, fear. Tasks of group character in ZOOM system, group work, orientation to strong students.

3) A pragmatism - orientation on the diploma: fear of uselessness. To focus the student on what is practical and it is useful in his career, for example, a method of design activity or a portfolio.

4) Competence - orientation to skills, fear of a mistake. The technique, assisting to stimulate the given motivation is an inclusion in the academic environment, in research activity. As an example, student's scientific conference can serve on which results the collection of articles is published. Students are engaged in research work, and then take part on conference with ready research projects on a competitive basis. The best works of students are awarded with diplomas, gifts.

It is necessary to remember that the role of the teacher even in a remote mode is an original art, and teaching is necessary considering as a performing art. To hold the student in a condition of interest to an investigated subject, it is necessary to remember, that game tasks promote this. Thus, the teacher carries out the certain scenic roles and constantly improvises.

Summing up, it is necessary to note, that when in Moscow polytechnical university electronic rates were created in subjects of a humanitarian structure the composers of rates understood that an often mistake at remote training is carry off-line employment in a online mode. Founders of rates have tried to avoid the given mistake. At a spelling of a lecture rate for Electric Educational Recourses was taken into account that from the screen the text is scanned, reading is carried out much more slowly, therefore to read the serious literature from the screen it is impossible, the attention dissipates there is a sleeping effect. Therefore, by preparation of electronic training content tried to create such that the information is placed on one file as the program of scrolling destroys lectures.

Accordingly, in continuation, it is necessary to note that for attraction of attention to a rate, and also for keeping attention during all rate composers of the Electronic Educational resources tried to use a various content: audio and video material, animation, diagrams, non-standard creative tasks, humour, provocative questions, illustrations. Creation of the big texts will not help with stimulation of motivation, will not support interest of the student, the contrary, chances to lose the student in such cases increase. The satisfaction, praise, bonuses, compensation, badges - also all of this stimulates motivation of the pupil and raises his interest.

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