

# The Problem of the Organization of Socio-Cultural Environment for Adaptation and Development of a Student-Migrant's Bilingual Identity in the Conditions of the Russian Higher Education

Larisa Akhunzhanovna Apanasyuk, Elena Vladimirovna Smirnova, Rafis H. Mukhutdinov, Andino Maselena

**Abstract:** *The problem of the organization of socio-cultural environment for adaptation and development of a student-migrant's bilingual identity in the conditions of the Russian Higher education. A fundamental guideline of the research is the statement about the fact that the consciousness of students-migrants is created by the native language in relation to which they will comprehend nonnative language and estimate foreign culture. In this regard the article deals with the coordination within individual consciousness of two semantic contexts, native and foreign-language, that is about adaptation and development of the bilingual identity of a student-migrant within a modern context of the sociocultural environment. The research objective is consideration of a problem of the organization of the sociocultural environment for adaptation and development of the bilingual identity of a student-migrant in the conditions of the Russian Higher education institutions, and the development of aspects of its decision as well. The novelty of the presented research is defined by the appeal to the declared problem on the basis of means of socio-cultural activity, introduction and use of electronic means of educational appointment.*

**Index Terms:** *student-migrant, sociocultural environment, adaptation, bilingual personality.*

## I. INTRODUCTION

The declared problem of the research is considered in the context of cooperation with foreign higher education institutions: [4] Normal University (China), University of Heilongjiang (China), University of Shaoxing (China), [5] Alumni Association of Russian (Soviet) Higher Education Institutions (Azerbaijan), [8] Mons (Belgium), [14] Research Center (Serbia), Association of Innovative Education (Bulgaria), [11] (Slavonic) University (Armenia), University of Nicosia [3]Osaka City University (Japan), Adam Mickiewicz University (Poland), Ostfalia University of Applied Sciences (Germany), [19]University of Applied Sciences (the Netherlands), Akhmet Baitursynov State University of Kostanay (Kazakhstan), [16] West Kazakhstan State University (Kazakhstan), [15] South Kazakhstan State

**Revised Manuscript Received on December 22, 2018.**

**Larisa Akhunzhanovna Apanasyuk**, Russian State Social University, Russia

**Elena Vladimirovna Smirnova**, Togliatti State University, Russia

**Rafis H. Mukhutdinov**, Kazan Federal University, Russia

**Andino Maselena**, Institute of Informatics and Computing Energy, Universiti Tenaga Nasional, Malaysia

University (Kazakhstan), Delcam plc (Great Britain), Glyndwr University (Great Britain), [18] (France), University of Florence (Italy), University of Rome «La Sapienza» (Italy).

In the conditions of globalization and informatization of the higher education in the Russian Federation integration processes which become apparent in all spheres of life of a student-migrant are intensified. The increasing mobility of the population, expansion of the international cooperation and cross-cultural interaction in system of the higher education becomes the most important indicator of such sociocultural dynamics, in particular.

At the same time, the article authors researches concerning the process of the organization of the sociocultural environment in the Russian higher education institutions (federal state budget educational institutions of Higher professional education «The Voronezh state pedagogical university», «The Tambov state university of G.R. Derzhavin», «Togliatti state university» and state budget educational institution of Higher professional education «Moscow city pedagogical university») allow to claim that the dangerous tendencies accrue and connected with response of representatives of society to a meeting with the person from other social reality, with other culture, leading to infringement of human rights, nationalism, discrimination, intolerance. The specified tendencies in the environment of student's youth promote an aggravation of the international relations, emergence of the conflicts and contradictions on an ethnic basis that defines high relevance of researches of a problem of the organization of the sociocultural environment for adaptation and development of the bilingual identity of a student-migrant[12].

[21]The adaptation perspective in the sociocultural environment of student's youth has recently gained global character. In this regard it seems to be important to examine a socio-cultural aspect of process of adaptation of students-migrants.

## II. A SOCIO-POLITICAL ASPECT OF A PROCESS OF ADAPTATION OF STUDENTS-MIGRANTS

Migratory processes has been peculiar to mankind



throughout all stages of his development (great

resettlement of the people, colonization of territories, movements of the population during wars, etc.). Migration as the social phenomenon is considered as a significant source of a manpower. Population shift is understood as any territorial movement of the population connected with crossing of both external, and internal borders of administrative-territorial educations for the purpose of change of permanent residence or temporary stay with territories for implementation of study or work[28]. Thereby in population shift it is possible to allocate such types as external (intercontinental and interstate) and internal (interstate).

In the context of the research not only the concept «migration», but also immigration of the population is actual (from armor. Immigro «move in») – entrance of the population of one country to another on temporary or full-time residence. Scientists-sociologists actively try to prove polycultural processes. The true reason of problems of multiculturalism is covered in the negative context created by globalization, mass migrations, difficulties of adaptation of modern societies to this phenomenon and protest moods connected with it.

[45]In some European countries the discontent of indigenous people with flow of migrants has quite legal form long ago, it is propagandized by the leading political parties, especially during election campaigns. At the same time in the majority of the western countries anti-immigrant moods are rigidly tabooed and if sometimes break, then it is exclusively in an extreme form[55].

Post-industrial society stimulated migratory processes, aggravated problems of interethnic interaction, adaptation and integration of migrants in the country of new accommodation. Migratory problems have aggravated problems ethno-cultural and ethno-confessional[58]. Interfaith and interethnic interaction from household level has outgrown on municipal and state. The perspective of sociocultural adaptation of migrants has anyway affected all industrially developed countries. Has got most of political leaders into argument about consequences of policy of multiculturalism. The problem is not in the number of migrants, and in the level of their sociocultural adaptation[57].

### **III. RESEARCH OF SOCIO-CULTURAL FACTORS OF OVERCOMING OF XENOPHOBIA AND ADAPTATION OF STUDENTS-MIGRANTS**

[53]The solution of the problem of the overcoming of xenophobia and sociocultural adaptation of students migrants connected with formation of a tolerant concept-sphere of the personality and communicative flexibility depends on many factors, and, first of all, on factors sociocultural.

Pedagogical management of sociocultural interaction represents a complex of the principles, methods, organizational forms and technologies directed to studying of process of new cultural forms of interaction

at preservation of own identity and education of tolerance. Of course, such control is exercised also of average, and the highest educational institutions, but in order that assimilation of such interaction would proceed is more comprehended, also internal management is necessary[23]. We understand the organization of the joint activity directed to sociocultural interaction of representatives of different cultures and cultural groups, and also correction of negative attitude to other cultural environments as internal management.

[16]The significant role in the work with students is rendered by the mediated management, that is management with attraction of resources of the environment. In other words is such creation of space of sociocultural interaction in which training of the individual for activity in poly-cultural society and the organization of the most student's life is carried out. The ethno-cultural educational environment acts as set of substantial processes of education and creation of new ethnic realities (the presentation of culture of the people, etc.). And such mediated influence on the personality is important as for the students migrants who have appeared in the new environment and for students of a host.

The mediated management is a bipolar phenomenon. Also it can be comprehended also from a position of the student staying in the new environment, and from a position of the teacher helping with development of ethnic culture. Environmental approach as a basis of the mediated management is such organized environment in which the content of the operating actions is precisely designated:

- equivalence of partner subjects of cultural dialogue (interview, consent);
- joint active development of the world (cooperation, creation);
- joint emotional perception (sympathy, compassion, empathy).

Such approach is necessary because students there are already enough adults and can tear away the activity forms imposed to them. And the mediated control is exercised through interaction and has gentle nonviolent disposition, and, therefore, it is perspective as one of modern technologies of the personal focused training and formation of mechanisms of self-development of the personality, his informative and creative activity, the disclosure «I» is directed to familiarizing of young people with full-fledged independent life in society.

Activity of participants of group on training in sociocultural interaction, organized by the teacher, allows:

- to compare the thoughts, feelings, requirements and other people (representatives of other ethnoses) that allows to understand itself and how ethnic identification is formed (smoothing of a counter-position – «stranger»);
- to fix direct and return influences of people by

exchange of information, cultural traditions, forms

of cooperation and communication – for conducting substantial cross-cultural dialogue; to carry out self-improvement of the personality in the sphere of sociocultural interaction.

- Educational work in higher education institution and practical work on sociocultural adaptation of students-migrants represent a difficult phenomenon. Relying on all-didactic conceptual approaches, it is possible to note that this process will be effective only at observance of the following fundamental conditions:
- the accounting of specific features of students, their interests and preferences, the previous life experience;
- use of forms adequate to research problems and methods of psychological and social and pedagogical influence;
- attraction to correctional scheduled maintenance of the immediate social environment of the student and, first of all, his classmates (representatives of regional culture), and whenever possible and members of the public ethno-cultural organizations;
- existence of the pedagogical program of the sociocultural adaptation directed to expansion of their cultural outlook and stabilization of an emotional and personal state, formation of tolerant behavior models, development of abilities to the analysis of difficult cross-cultural situations of communication and self-checking;
- mutual cooperation of the teacher (the expert having a complex of professional knowledge and abilities on conducting cross-cultural dialogue) and the student as the active subject of pedagogical process of education of the polycultural personality.

[33]The declared contradictions can't disappear in itself, during teaching and educational process. The matter is that factors of rejection of migrants and the alerted relation of migrants to the accepting society exert impact on the course of teaching and educational process and even functioning of educational institutions. Moods of society in relation to migrants have often negative character. This negative attitude to representatives of other ethnoses is observed also in the student's environment. Of course, educational institutions don't bring up at young people of antipathy to representatives of migration flows, but the facts of their negative perception in a family, to young people, unfortunately, are present. Tolerance lessons, acquaintance to cultures and religions of the different people little by little enter student's everyday life. However these actions of educational institutions often have fragmentary character.

[36]But also it is impossible and the speculative perception of tolerance isn't necessary. Tolerance has to enter their living position. But it is possible only on condition of a habitualization of tolerance, its «entering» into habitual behavioural stereotypes. Cognitive guideline are updated (pass into the category of the habitual actions) only on condition of their action approach activity adaptation.

#### IV. PROBLEM OF INTERACTION AND ADAPTATION OF STUDENTS MIGRANTS IN SOCIOCULTURAL SPACE OF HIGHER EDUCATION INSTITUTION

Estimating answers of questionnaires, and also the numerous discussions led by the authors with the students and teachers we have come to conclusions that

- development of ethnic culture, as well as language, is represented for students migrants important;
- not less significant also is the desire of students migrants "to merge" with a local environment;
- students have certain social difficulties peculiar to the adaptation period (high school system of training, new in comparison with school);
- students migrants have also a complex of «stranger»;
- students migrants overcome those sociocultural difficulties which they daily should face in the course of the activity;
- students (representatives of a host) do not realize that it is difficult for students migrants to be socialized and they need the effective help;
- students migrants need the help with simplification of process of adaptation to new life, to new ethno-cultural conditions.

[44]This poll has confirmed our assumption that students migrants need also assistance from teachers as feel both «cultural shock», and a complex of «stranger», and the desire to merge by all means with local population can lead them to loss of own cultural identity. The poll has also confirmed that neither local students, nor students migrants own skills of sociocultural interaction, though those, and others feel in some cases discomfort of misunderstanding. Also our assumption of rather poor development at students of an orientation on cross-cultural cooperation has been confirmed, at declared by them in words (in conversations) tolerance and understanding of importance of cross-cultural contacts[36].

The recorded versions of answers to the tests concerning ethnic identity and an inclusiveness in national culture have shown (table 1):

- students feel like representatives of the ethnoses;
- takes place and an inclusiveness in national culture, students appreciate and love native culture, though there is a tendency, general for the present, to hypertrophied forms of mass culture. Data are provided as a percentage.



## The problem of the organization of socio-cultural environment for adaptation and development of a student-migrant's bilingual identity in the conditions of the Russian Higher education

Attitude towards national culture				Interest in history of the people	Participation in national holidays	Inclusiveness in ethnic culture	Directions on basic (national) culture
necessary to study	rather «yes», than «no»	rather «no», than «yes»	no	43	31.2	35.2	89
45.8	12.2	12.6	7.4				

Table 1. **Ethnic identity**

We see rather high rates of level of ethnic identity, and here inclusiveness level in native culture is much lower. The attitude of students towards other ethnic cultures, in general, tolerant, but motivation level to communication and rapprochement with other ethnoses isn't deprived of stereotypes, and leads the relations to failures in communication more often to refusal of communication, than to transformation of methods of maintaining a discourse (tables 2 and 3).

Table 2. **Attributing of qualities**

Autostereotypes		Heterostereotypes	
positive	negative	positive	negative
85%	15%	32%	69%

Table 3. **Relation to failures at sociocultural interaction**

<i>Cognitive criteria (%)</i>			
to characterize the perception as «realistic»	67.2	to include a possibility of several points of view in game	18.1
not to show failures	57	to reveal failures	8
to avoid (whenever possible) communication	73	to work with cultural distinctions	-
to call responsible for failure назвать виновника сбоя	48	to use methods of metacommunication	3
<i>Behavioral criteria (%)</i>			
to insist on the «correct» performance	38.9	wait till it is over	4
to repeat the same mistakes	36.1	to ask on so-called «evidence»	0.4
to counteract cultural distinctions	51	not to raise questions of wine, and to recheck interaktsionny expectations	2

Here, as we see, suppression of failures in communication prevails over use of failures. Therefore,

students or spontaneously find a common language, or just avoid communication (73%). They can repeat the same mistakes (36.1%) in need of contact or even to impose the style of communication (to counteract cultural distinctions – 51%). That is the fact that the priorities of friendship and tolerant views stated in words in practice conflict to real behavior was found. At the same time it should be noted that such discrepancy is inherent both in students-migrants, and students of a host.

Thus, sociocultural adaptation of students-migrants is understood by us as constructive interaction of students migrants with collective and teachers, and also acceptance of new sociocultural norms of society at preservation of the ethno-cultural identity. So we closely approach a phenomenon of sociocultural interaction and overcoming of xenophobia through bilingual development of students migrants as to a basis of healthy functioning of poly-cultural society.

### V. ASPECTS OF FORMATION OF THE STUDENT'S BILINGUAL IDENTITY IN THE CONDITIONS OF THE RUSSIAN HIGHER EDUCATION INSTITUTIONS

The linguistic education formed since the birth is followed by studying of culture of the people in the course of social and moral relationship. The modern model of acquisition of a foreign language considers language not in abstraction from welfare environment and as intersocio-cultural reflection of development of the personality, entering a concept of the language personality, and in relation to foreign languages – the secondary language personality. To seize the sum of knowledge of a world picture – means to come to the cognitive (thesaurus) level of the language personality. When training the active participant of cross-cultural communication, it is important to teach to understand the carrier of an image of the world of one welfare community of the carrier of other language image of the world. To understand some phrase or the text means, having passed her through the thesaurus, to correlate to the knowledge and to find the place corresponding to her contents in a world picture. In the course of organization of socio-culture environment for developing a bilingual identity a student-migrant does not only seize knowledge, operating language skills means but opens a new picture of the world, and his or her consciousness «doubles». Students-migrants are already the carrier of one language, their consciousness is created by the native language in relation to which they will comprehend and estimate a foreign language environment. In this regard, at the present stage individual consciousness is coordinated with two semantic contexts, native and foreign-language, that is about formation of bilingual consciousness.



Formation of the personality happens in communicative space of the language environment. Sometimes language is identified with actual environment which surrounds our life, without which participation nothing can occur in our life, which doesn't exist out of us as an objective reality, but it is in ourselves, in our consciousness, in our memory, changing the outlines with each movement of thought, each manifestation of the personality. All these conclusions characterize the native language environment where the language personality is initially formed. What happens to the language personality when it gets into a foreign-language field and into a foreign-language environment? It is obvious that full realization of the language personality in a different language culture and environment won't always correspond to skills and abilities which are created on the basis of native culture and language. Interaction of the language personality and new realities and the foreign-language environment occur in the space located in the system of three coordinates: reality, language and consciousness. Thus, having only realized the main regularities of new reality and a new language, a language personality has a chance to be realized and satisfy necessary needs of the life for the foreign-language sphere. And the mechanism of formation of the new language personality in the foreign culture environment will have both similarity, and distinction to similar process in the conditions of the native language environment. In the native language environment assimilation of language through reality prevails, and in foreign-language environment – on the contrary: the reality is acquired through language. Therefore, it is possible to allocate the factors of impact on the language personality in the foreign culture environment which promote the fastest assimilation of a new language. First, it is a natural reliable video series which includes static and mobile evident reality, nonverbal manifestations of a socio-culture in the language environment. Secondly, it is a natural reliable audio row which includes all audible information of the surrounding language environment. Thirdly, it is a natural situational row. It is considered to be as a set of interdependent components: speech situation, communicative behavior, socio-cultural stereotype of communication and cross-cultural language contact. Fourthly, it is a rich number of national background knowledge, different culture. Fifthly, it is the training elements of language.

## VI. ELECTRONIC MEANS OF EDUCATIONAL PURPOSE AS A FACTOR OF ADAPTATION OF A STUDENT-MIGRANT'S BILINGUAL PERSONALITY IN THE INTERSOCIO-CULTURAL ENVIRONMENT

Novelty of the presented research is defined by the appeal to a problem of the organization of the sociocultural environment for adaptation and development of the bilingual identity of a student-migrant in the conditions of the Russian Higher education on the basis of means of socio-cultural activity, introduction and use of the electronic means of educational purpose.

The new maintenance of the educational environment creates additional opportunities for

stimulation of inquisitiveness through the global Internet network where access to electronic libraries is provided (scientifically-technical, scientifically-methodical, reference etc.) to interactive databases of cultural, scientific and information centers, encyclopedias, dictionaries. Besides there are so-called «lists of mailing» allowing to receive a selection of materials on a set of narrow subjects in a foreign language by e-mail. Via Internet students-migrants can ask a question on the interested problem not only the teacher, but also the native speaker, the leading domestic and foreign experts, submit a question for discussion in electronic conference or a chat. A variety of information in a foreign language, about the country of the learned language which is offered in the different socio-cultural environment integrated into world information space helps the teacher to lead a student-migrant to find own way in solving a problem. Students-migrants get the broadest access not only to the traditional historically developed socio-cultural component, but also to the modern changing political, economic and welfare living conditions.

Use of electronic means of educational purpose in system of training of students-migrants gives the chance to develop abilities of foreign socio-cultural activity when using programs of preparation of the presentations; to participate in communication in English with a support on sources of information presented in the dynamic form or in the form of illustrations; to purposefully understand foreign-language information at natural speed at direct communication with the interlocutor and the mediated communication; to understand foreign socio-cultural information when reading with use of electronic dictionaries; in writing to transfer foreign socio-cultural information (electronic conference communication, the e-mail, etc.); to independently use tools for selection of examples from authentic foreign-language materials; to develop creativity and inquisitiveness, developing interest in search cognitive activity. For example, the greatest popularity is received by such means of distribution of cultural, regional geographic and educational information as the virtual museums, galleries. Today information resources of the global Internet network give unique opportunities to make virtual trips to world famous treasuries of the fine arts: The Hermitage, museums of Fine Arts, Louvre, the London national gallery, Metropolitan Museum etc. and to see ingenious creations of great artists. Socio-cultural environment develops imagination and figurative, abstract thinking, helps to understand and realize essence of the most unique phenomena and processes characteristic of a certain foreign culture. A dialogue of cultures actively develops through culturological projects as well.

Formation of socio-cultural environment for adaptation and development of a bilingual identity of a student-migrant is directed to the establishment of cross-cultural contacts and mutual understanding according to communicative intention of speaking.



A main objective of bilingual identity's development is the ability to carry out successfully the social and professional interaction with informants of other culture. Communicative intention arises under the influence of surrounding objects and the phenomena, representations and sensual experiences. They create a technical basis of a precommunicative phase and promote communication formation. Electronic means of educational purpose (visual: the text, a picture, series of drawings, tables and audiovisual: sound cinema, video) promote deduction in memory of logical sequence of the stated facts and to specification of a situation of communication.

Educational process can't lead students-migrants through all possible, real-life situations of communication that is why socio-cultural environment has to be formed in the conditions of the educational communicative cross-cultural situations modeling and imitating real speech communication. The socio-cultural substantial components containing sound cinema and video – the special type of presentation used in electronic means of educational purpose and containing examples of socio-cultural features of a foreign country. Electronic means of educational purpose provide such incentives which neither a teacher nor a traditional textbook can not create, i.e. display on the screen of the life situations allowing characters to make speech acts in professional the focused, social and cultural context of the learned language. With their help the dynamic model of communication is realized (gestures, a mimicry, pauses, intonations, etc.). In the course of performance of interactive tasks students show creativity and independence, but they aren't passive performers of socio-cultural activities. All this in general is incentive of personal development of a student, his or her ability to interact. Cooperation and cross-cultural socio-integration – a necessary component of educational process.

The closer the content of the offered educational task to the real-life natural socio-cultural environment, the more effectively the process of formation and development of the secondary language identity of the student will proceed. Electronic means of educational purpose give persuasiveness and validity to the text showing photos or pictures of events, characters, scenes of action, historical or geographical maps, schemes etc. The text is perceived by a student-migrant naturally if the text represents a real-life text type (advertising, the letter, newspaper article, the announcement, etc.). The computer form of such submission of the text is urged to increase motivation of students-migrants to reading and to create conditions for the best understanding of a communicative task of the text. Possibilities of a hypertext expand contents of the text at the expense of additional socio-cultural information, deepening of sense, associative communications, creating a peculiar context. During the work on the hypertext each student-migrant has an opportunity to pass the way of knowledge, depending on the own level of the preparation, speed of digestion of material, etc. Using of a hypertext technology in electronic means of educational purpose allows students-

migrants to choose a strategy of reading a foreign-language text, to create a new text on the basis of fragments, turning a student into the coauthor and the interlocutor.

The use of opportunities of multimedia in electronic means of educational purpose allows to create a necessary sound background: talk, music, noise of transport that promotes the best understanding of events, forms skill of perception of the text against the various hindrances natural to real socio-cultural life. At construction of electronic means of educational purpose it is necessary to consider socio-cultural methodical authenticity of contents: culturological authenticity; authenticity of national mentality (knowledge of cross-cultural distinctions); informative authenticity (the importance of information for students-migrants, interest in it, compliance to their age, intellectual level); situational authenticity (authenticity of a genre, characters, naturalness of discussion of the offered subject); reaction authenticity (ability to cause an emotional, cognitive and speech response).

Traditionally the type of information activities of a student-migrant has been limited by the well-known set: perception (when listening, viewing) in the course of an explanation of a new training material of a certain specific volume; memorizing, learning only a part of the presented training material; reproduction (verbally or in writing) the learnt material. Emergence of interactive tutorials provides such new forms of educational activity as interactive dialogue not only with a student and a teacher, but also with a tutorial functioning on the basis of means of ICT. It is important to note that the role of a student-migrant in the conditions of informatization of education becomes not only the leading ones, but intensifies. It is connected with the fact that a teacher works in a new pedagogical environment which is characterized by use of modern information means. The role of a student-migrant passes to more difficult way of search, choice of information, its processing and transfer. Application of the educational information containing socio-cultural substantial aspects, got by students-migrants transfers process of training from the level of passive consumption of information on the level of active transformation of information. And in more perfect option – on the level of independent statement of an educational task (problem), promotion of a hypothesis for its solving, check of its correctness and a formulation of conclusions and generalizations on required regularity. At the same time the organization of both individual, group and also collective forms and types of educational activity with use of electronic means of educational purpose.

Electronic means of educational purpose functioning on the basis of means of ICT realize possibilities of nonlinearity of providing information expanding independence of students-migrants in the choice of the modes of educational activity, automation of control and self-checking, gives an opportunity of an individual way of management of educational and socio-cultural activity, adaptations of a form of presentation of a training material to specific features of perception of information, quick

access to an additional and reference material, etc.

## VII. CONCLUSION

Thus, the socio-cultural environment considered above determining factors of overcoming of xenophobia, adaptation and development of the bilingual identity of students-migrants focus students on activation of the mental abilities which are available to any student-migrant, knowledge and competences, development of ability to self-education, self-education, self-training, self-development; formation of creative abilities, cognitive interest, diligence; the maximum accounting of specific features of a student-migrant and preferred ways of adaptation in other socio-cultural environment. It also provides accumulation and intensification of the culturological knowledge, social experience and individual approach.

## REFERENCES

1. APANASYUK L.A., 2012: Intercultural skills of students-migrants. Monograph. RF. Togliatti: TSU publishing house, 212 p. (Навыки межкультурного взаимодействия студентов-мигрантов: монография. – Тольятти: Изд-во ТГУ, 2012, 212 с.)
2. APANASYUK L.A., 2014: Socio-cultural prevention of xenophobia among in the student's environment. Monograph. RF. Tambov: the Publishing House of TSU named after G.R. Derzhavin, 528 p. (Социально-культурная профилактика ксенофобии в студенческой среде: монография. – Тамбов: Издательский дом ТГУ им. Г.Р. Державина, 2014. – 528 с.)
3. BADER, V., 1997: Citizenship and sovereignty: the cultural conditions of transnational citizenship: on the interpenetration of political and ethnic cultures. Beverly Hills: Polit. Theory 25, 6, p. 771-854.
4. BANKS, J., 1996: Multicultural Education, Transformative Knowledge and Action: Historical and Contemporary Perspectives. New York: Teachers College Press, p. 372.
5. BARNA LARY, M. – SAMOVAR, L. – POTTER, R. (eds.), 1997: Stumbling Blocks in Intercultural Communication Intercultural Communication. Wadsworth Publishing Company, p. 370-378.
6. BELZ, J.A., 2003: Linguistic Perspectives on the Development of Intercultural Competence in Telecollaboration. Language Learning & Technology 7, 2. May.
7. BERRY, J., 1990: Psychology of Acculturation. In: Berman, J.: Cross-cultural Perspectives. Lincoln, p. 194.
8. BHARGAVA, R. – AMIYA KUMAR BAGCHI – SUDARSHAN, R. (eds), 1999: Multiculturalism, Liberalism and Democracy. Oxford: Oxford University Press, p. 433.
9. BOVTENKO, M.A., 2001: Information Technology as a Powerful Teacher and Learner Resource. SPELTA Newsletter 20, April.
10. BRETT, P. A., 1997: Multimedia Applications for Language Learning – What are They and How Effective are They. M. Dangerfield et al. East to West.
11. BRETT, P., 1998: An Intuitive, Theoretical and Empirical Perspective on the Effectiveness Question for Multimedia. In: Ed. Cameron, K.: Multimedia CALL: Theory and Practice. Exeter: Elm Bank Publications.
12. BROOKES A. – GRUNDY, P., 1998: Beginning to Write (Cambridge Handbooks for Language Teachers). Cambridge: Cambridge University Press.
13. BURSTON, J., 2002: Proving IT Works. Creating Virtual Language Learning Communities, CALICO, Proceedings, URL: <http://calico.org/02proceedings>.
14. CAREY, S., 2002: Principles for Creating Online Language Learning Environments. Creating Virtual Language Learning Communities, CALICO Proceedings, URL: <http://calico.org/02proceedings>.
15. CASTLES, S. – KALATZIS, S. – COPE, B. – MORRISSEY, M., 1992: Mistaken Identity: Multiculturalism and the Demise of Nationalism in Australia. Sydney: Pluto Press, p. 218.
16. CEASER, J., 1998: Multiculturalism and American Liberal Democracy. USA: University Press of Kansas, p. 139–156.
17. CHAPELLE, C.A., 1998: Multimedia CALL: Lessons to be Learned from Research on Instructed SLA. Language Learning and Technology 2, 1.
18. CHAPELLE, C.A., 2001: Computer Applications in Second Language Acquisition. Cambridge: Cambridge University Press.
19. CLEMENT, U., 2000: Interkulturelles Lernen. München.
20. COPLAND, CH., 1995: A Piece of the Pie: Ideas for Spreadsheets in EFL. CALL Review. Spring.
21. COWAN, R. – KIM, D. – CHOI, H., 2002: Corpus Linguistics and the Design of CALL Materials. Creating Virtual Language Learning Communities, CALICO Proceedings, URL: <http://calico.org/02proceedings>.
22. DARHOWER, M., – MOORE, D. 2002: Communicative Interaction in a Bilingual Chat. Creating Virtual Language Learning Communities, CALICO, Proceedings, URL: <http://calico.org/02proceedings>.
23. DUDENEY, G. 2000: The Internet and the Language Classroom (Cambridge Handbooks for Language Teachers). Cambridge University Press.
24. FAIST, T., 2000: Trans nationalization in international migration: implications for the study of citizenship and culture. London: Ethnic and racial studies, 23, 2, p. 189-222.
25. GALLAGHER, J., 1998: Multiculturalism at a Crossroads. National Middle School Association, April, p. 23.
26. GITSAKI, C. – TAYLOR, R.P., 2000: Internet English (www-based communication activities) (Student's Book, Teacher's book, web-site: [www.oup.com/elt/internet.english](http://www.oup.com/elt/internet.english)). Oxford: Oxford University Press.
27. GVOZDEV, V. – MIAGKOVA, E. – KLIMENTIEV, D. 1999: A look at software development. Linguistic and methodological problems. ZielspacheEnglisch. Zeitschrift für den Englisch-Unterricht in der Erwachsenenbildung 2.
28. HALL, S., 2000: The Multi-cultural Question. – London: Zed Books, Un/Settled multiculturalisms, p. 209-241.
29. HARDISTY, D. – WINDEATT, S. – EASTMENT, D., 2000: The Internet (Resource Books for Teachers). Oxford: Oxford University Press.
30. HUBBARD, PH., 2002: A survey of Unanswered Questions in Computer Assisted Language Learning. URL: [www.stanford.edu/~efs/callsurvey](http://www.stanford.edu/~efs/callsurvey)
31. HUBBARD PH., 2003: CALL Mini-Course. URL: [www.stanford.edu/class/linguist289/CALL.html](http://www.stanford.edu/class/linguist289/CALL.html)
32. JANDT, F., 1995: Intercultural Communication: An Introduction. – London: New Dehli, sage Publications; Thousand Oaks.
33. Kamenez, N.V., Vaganova, O.I., Smirnova, Z.V., Bulayeva, M.N., Kuznetsova, E.A., Maselena, A., Experience of the use of electronic training in the educational process of the Russian higher educational institution, International Journal of Engineering and Technology(UAE), Vol. 7, No. 4, pp. 4085-4089, 2018.
34. Vaganova, O.I., Zanfir, L.N., Smirnova, Z.V., Chelnokova, E.A., Kaznacheeva, S.N., Maselena, A., On the linguistic training of future teachers of unlike specialties under the conditions of Russian professional education, International Journal of Engineering and Technology(UAE), Vol. 7, No. 4, pp. 4090-4095, 2018.
35. Vaganova, O.I., Kamenez, N.V., Sergeevna, V.I., Vovk, E.V., Smirnova, Z.V., Maselena, A., Possibilities of information technologies to increase quality of educational services in Russia, International Journal of Engineering and Technology(UAE), Vol. 7, No. 4, pp. 4096-4102, 2018.
36. Smirnova, Z.V., Zanfir, L.N., Vaganova, O.I., Bystrova, N.V., Frolova, N.V., Maselena, A., WorldSkills as means of improving quality of pedagogical staff training, International Journal of Engineering and Technology(UAE), Vol. 7, No. 4, pp. 4103-4108, 2018.
37. KAVALIAUSKIENE, G., 2000: Learning ESP on the Internet: Attitudes and Difficulties // ESP world. URL: [www.esp-wolrd.info](http://www.esp-wolrd.info)
38. KYMLICKA, W., 1995: Multicultural Citizenship: A Liberal Theory of Minority. Oxford: Clarendon, p. 280.
39. LEWIS, G., 2004: The Internet and Young Learners (Primary Resource Books for Teachers). Oxford: Oxford University Press.
40. MARCH, T., 1997-2001: Working the Web for Education. Theory and Practice on Integrating the Web for Learning. URL: [www.ozline.com/](http://www.ozline.com/)

- learning/theory, html
41. MARTINS, H.F., 2000: Asynchronous Discussions in ESP courses. ESP world. URL: [www.esp-world.info](http://www.esp-world.info)
42. MELZER, A. M. – WEINBERGER, J. – ZINMAN, M. R. 1998: Multiculturalism & American Democracy. Lawrence: University Press of Kansas, p. 237.
43. NAGATOMO, E. – BABANOURY, C., 2002: Teaching Practices with Internet 2 Videoconferencing. Creating Virtual Language Learning Communities. CALICO Proceedings, URL: <http://calico.org/02proceedings>
44. PHILLIPS, D. – BURWOOD, S. – DUNFORD, H., 1999: Projects with Young Learners (Primary Resource Books). Oxford: Oxford University Press.
45. POTAPOVA, R.K. – SHIGINA, E.V., 2003: New Information technologies in foreign language today. Moscow.
46. PROLONG, CH., 2002: Online Language Learning & Virtual Communities. Creating Virtual Language Learning Communities. CALICO, Proceedings, URL: <http://calico.org/02proceedings>
47. SMIRNOVA E.V., 2009: Theoretical and methodical approaches to teaching a foreign language with use of means of information and communication technologies. Monograph. RF. Togliatti: TGU publishing house, 2009. (Теоретические и методические подходы к преподаванию иностранного языка с использованием средств информационных и коммуникационных технологий: монография. Тольятти: Изд-во ТГУ, 2009.)
48. SMIRNOVA E.V., 2013: The information space of Higher education institution determining development of cross-cultural competence of the personality in the conditions of polycultural and multilingual interaction. Vector of Science – Togliatti, TSU, 2013 No. 4. – 329 p. – p. 283-286. (Информационное пространство вуза, детерминирующее развитие межкультурной компетенции личности в условиях поликультурного и мультилингвального взаимодействия. – Вектор науки Тольяттинского государственного университета. 2013. № 4 (26). С. 283-286.)
49. TAJFEL, H., – TURNER, J., 1986: The Social Identity Theory of Intergroup Behavior. Chicago: Nelson-Hall, The Psychology of Intergroup Relations.
50. TAMMELIN, M., 2002: Learning to e-learn: The New Roles of the Language Learner. Creating Virtual Language Learning Communities. CALICO, Proceedings, URL: <http://calico.org/02proceedings>
51. TEELER, D. – GRAY, P., 2000: How to Use the Internet in ELT. (How to... Materials for Language Teachers). Longman.
52. Aminudin, N., Huda, M., Kilani, A., Embong, W.H.W., Mohamed, A.M., Basiron, B., Ihwani, S.S., Noor, S.S.M., Jasmi, K.A., Higher education selection using simple additive weighting, International Journal of Engineering and Technology (UAE), Vol. 7, No. 2.27, 2018, pp. 211-217.
53. Maseleno, A., Tang, A.Y.C., Mahmoud, M.A., Othman, M., Shankar, K., Big Data and E-Learning in Education, International Journal of Computer Science and Network Security, Vol. 18, No. 5, pp. 171-174.
54. Huda, M., Maseleno, A., Atmotiyoso, P., Siregar, M., Ahmad, R., Jasmi, K.A., Muhamad, N.H.N, Mustari, I.M., Basiron, B., Big Data Emerging Technology: Insights into Innovative Environment for Online Learning Resources, International Journal of Emerging Technologies in Learning, Vol. 13, No. 1, 2017, pp. 23-36.
55. Maseleno, A., Sabani, N., Huda, M., Ahmad, R., Jasmi, K.A., Basiron, B., Demystifying learning analytics in personalised learning, International Journal of Engineering & Technology (UAE), Vol. 7, No. 3, 2018, pp. 1124 -1129.
56. Susilowati, T., Teh, K.S.M., Nasir, B.M., Don, A.G., Huda, M., Hensafitri, T., Maseleno, A., Oktafianto, Irawan, D., Learning Application of Lampung Language based on Multimedia Software, International Journal of Engineering and Technology (UAE), Vol. 7, No. 2.27, 2018, pp. 175-181.
57. Aminudin, N., Huda, M., Hehsan, A., Ripin, M.N., Haron, Z., Junaidi, J., Irviani, R., Muslihudin, M., Hidayat, S., Maseleno, A., Gumanti, M., Fauzi, A.N., Application program learning based on Android for students experiences, International Journal of Engineering and Technology (UAE), Vol. 7, No. 2.27, 2018, pp. 194-198.
58. Huda, M., Maseleno, A., Teh, K.S.M., Don, A.G., Basiron, B., Jasmi, K.A., Mustari, M.I., Nasir, B.M., Ahmad, R., Understanding Modern Learning Environment (MLE) in Big Data Era, International Journal of Emerging Technologies in Learning (iJET), Vol. 13, No. 5, 2018, pp. 71-85.
59. TUZLUKOVA V. 2001: International Educational Lexicography Cyber Resource. Language and Communication 1.
60. WAGNER, W., 1996: Kulturschock Deutschland. Hamburg.
61. WATKINS, W., – LEWIS, J. – CHOU, V. 2001: Race and Education: The Roles of History and Society in Educating African American Students. Boston: Allyn and Bacon, p. 238.
62. WARSCHAUER M. – KEN R., 2000: Network-based Language Teaching: Concepts and Practice. Cambridge: Cambridge University Press.
63. WARSCHAUER, M. – SHETZER, H. – MELONU, CH. 2002: Internet for English Teaching. U.S. Department of State.
64. Nosko, I.V., Khoroshikh, P.P., & Kalinina, S.F. (2018). TOLERANCE AS A SPECIAL SOCIAL STRUCTURE: STUDYING APPROACHES TO UNDERSTANDING. Azimuth of Scientific Research: pedagogy and psychology, 7 (2 (23)).
65. Morozova, Yu. V. (2018). TO THE QUESTION OF ADAPTATION OF FOREIGN STUDENTS IN A MULTIPLE UNIVERSITY INSTITUTION: REGIONAL ASPECTS. Azimuth of Scientific Research: pedagogy and psychology, 7 (1 (22)).