

Formation of Professional-communicative Competence of the Future Teachers in the Conditions of the Yakut-Russian Bilingualism

Antonina Petrovna Olesova^a, Uliana Semenovna Borisova^a

^aThe Ammosov North-Eastern Federal University, Yakutsk, Republic of Sakha (Yakutia), Russia

ABSTRACT

The research is relevant due to the necessity to look for the ways associated with improving the efficiency of professional teacher education at higher education institutions which is determined by changes in the social and cultural sphere and updating of the Russian education system. Therefore, the present article is aimed at revealing the pedagogical conditions of formation of professional-communicative competence of the future teachers in the conditions of bilingualism. The main research methods are theoretical and empiric ones the complex use of which provides a correct study of the present problem. In the article the definitions of the basic concepts and terms such as competence, competency and communicative competence are made specific. The definition of a key concept “professional-communicative competence”, introduced by the author in the course of the research, is given in the article. The main peculiarities of the communicative education space of the Republic of Sakha (Yakutia) are shown in the present article which determines the specificity of professional teacher education at higher education institutions as well as the specificity of the work systems associated with formation of the professionally relevant types of competence of the future teachers, namely professional-communicative competence. The pedagogical conditions revealed in the course of the empiric research are defined which provide the efficiency of the work system associated with formation of professional-communicative competence of the students. Therefore, the above conditions facilitate the optimization of the process of professional education of the future teachers in the conditions of the Yakut-Russian bilingualism. The materials of the article could be of a practical value for the researchers of the problems of a professional education and for the lecturers of higher education institutions.

KEYWORDS

professional communicative competence, multicultural education, bilingualism

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Introduction

Updating of the Russian education system, active processes in the social and cultural sphere, which have been taking place in the recent decades, keep current the questions of professional teacher education at higher education

CORRESPONDENCE Antonina Petrovna Olesova ✉ Olesovaantonina@mail.ru

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institutions. For the time being, a professional education of the specialists in the education field should be conducted using a competency-based approach. Competency-based approach in a new fashion sets before high education institutions the goals and tasks related to professional education of a teacher and determines one of the most important tasks of the teacher education system - formation of the key types of teacher competence.

In the state documents, namely in the Russian Federation Education Act, Concept of the Federal Education Development Target Program for 2011–2015 and Concept of the Russian Language and Literature Teaching in the Russian Federation, a top-priority communicative orientation of the education system updating is observed which is expressed in focusing on the education dialog model, intercultural communication and integration into the world education space. In the light of these trends, the demands on a teacher are increasing as never before, particularly to a personality of a teacher, his communicative responsibility and communicative abilities and skills. Formation of professional-communicative competence of the students is set as top-priority tasks related to professional education of a teacher.

Different aspects of the problem of professional education of a teacher, formation of his communicative competence as an integral part of professional competence are the subject of the psychological-pedagogical research as in Russia as well overseas (Avalos, 2011; Celce-Murcia et al., 1995; James and McCormick, 2009; Efremova, 2012; Khutorskoy, 2007; Mikheyeva, 2009; Safonova, 2004; Zimniaya, 2010). But despite on the available results of the research, looking for the most effective ways of formation of professional-communicative competence of the future teachers continues. At that, current social and cultural realities and multicultural education space typical for Russia and for many countries predetermine the necessity to conduct the further research of the theoretical and practical aspects of this problem which are characterized by specificity in the conditions of bi-and multilingualism.

Goals and Hypothesis

The goal of the research is revealing the pedagogical conditions which provide the efficiency of the work on formation of professional-communicative competence of the future teachers in the conditions of the Yakut-Russian bilingualism. In the present research, specificity of the process of communicatively oriented professional teacher education of bilingual students in university education system is studied.

Methodological Framework

In the course of the research, a complex of methods was used which allows in a consistent manner to study the problem being of interest: theoretical methods (comparison and collation of scientific literature), praxeometrical methods (analysis of current Laws and Statutory Instruments, State Educational Standards, education programs and results of a communicative activity of the students) and empiric methods (observation and pedagogical experiment).

Results and Discussion

Common basis of the work system associated with formation of professional-communicative competence of the future teachers

Study of the questions related to formation of professional-communicative competence requires referring to the basic concepts such as “competence” and “competency”.

Analysis of the research results evidences that there are many definitions of these concepts in the scientific literature. In the English-language literature the terms “competence” and “competency” are often used as interchangeable synonyms. Thus, for example, J.Raven understands competence/competency as a special human ability which is necessary for the fulfillment of certain actions in a specific subject area which includes sector-specific knowledge, skills, way of thinking and readiness to bear responsibility for the own actions (Raven, 2002).

In the Russian science, the attempts of the scientists to distinguish the concepts “competence” and “competency” are observed. N.F. Efremova defines the competence as generalized and deeply formed qualities of a person, his ability to use and apply knowledge and skills in the most multi-purpose way. The above author also defines competence as a combination of knowledge, abilities and skills which allow a person to adapt for the changing conditions (Efremova, 2012). A.V. Khutorskoy proceeding from the principle of student-centered education also points at a combination of sense orientations which are necessary for productive activity (Khutorskoy, 2007). In general, competence is interpreted as a quality of a person, his potential ability to cope with various tasks and as a combination of knowledge, abilities and skills required for the fulfillment of a professional activity. In its turn, competency is normally understood as a human personality, combination of interiorized mobile knowledge, abilities, skills and flexible thinking.

In the present research basing on the existing definitions, we study competence as a feature (quality) of a person and competency as a possession of this quality which shows up in the professional activity.

The concept of communicative competence is understood by D. Hymes as inner understating of the situational language appropriacy. D. Hymes, M. Canale and M. Swain distinguish 4 main types of competence which in combination with system of knowledge and skills form a communication: grammatical competence, sociolinguistic competence, strategic competence and discourse competence (Hymes, 1972; Canale and Swain, 1980; Canale, 1987). The ideas of these scientists gave impulse to the further study of the communication questions in pedagogical sciences and for the time being, theoretical and practical approaches to the problem of communicative competence in the education filed are being developed by many foreign and Russian scientists and teachers (Celce-Murcia, 2007; Nazari,2007; Viatiutnev, 1984; Sayakhova, 2010).

The Russian linguodidactician M.N. Viatiutnev understands communicative competence as “selection and implementation of the programs of a verbal behavior depending on the ability of a man to take his bearings in different environment, ability to classify situations depending on the subject, tasks and communicative attitudes which the participants of a conversation have before and during communication in the process of mutual adaptation (Viatiutnev, 1984). V.V. Safonova considers communicative competence as a combination of linguistic, speech and social-cultural types of competence (Safonova, 2004). Subject competence (in various combinations with aforementioned ones) is called as a component of communicative competence along with speech, linguistic,



social-cultural, strategic and discourse types of competence (Sayakhova, 2010; Aliev and Kazhe, 2005). Thus, communicative competence appears to be a complicated multicomponent formation – person ability to successfully communicate and interact, ability which is based on the system of knowledge and on the system of communicative abilities

Communicative competence is of an absolute value for a teacher: his communicative activity is socially important and is an effective mean of upbringing. It is also the most important factor of formation of the pupil personality. All the questions associated with communicative abilities and with professional-communicative competence of a teacher are studied in the works by I.A. Zimniaya, V.A. Kan-Kalik, N.V. Kuzmina and others (Zimniaya, 2010; Kan-Kalik, 1987; Kuzmina, 1990). Various aspects of formation of professional-communicative competence of the Russian language teacher are shown in the works by T.B. Mikheyeva, L.G. Sayakhova, N.A. Ippolitova and others (Mikheyeva, 2009; Sayakhova, 2010; Ippolitova, et al., 2011).

N.A. Ippolitova considers communicative competence of a teacher as having the communicative skills in a professional environment based on the knowledge of specificity of pedagogical communication, norms of a verbal behavior which provide both the effectiveness and efficiency of solution of the professional tasks and ability to create and interpret professionally important utterances (texts) (Ippolitova et al., 2011). As T.B. Mikheyeva believes, communicative competence of the Russian language teacher is the main one among the other integral parts of his professional competence since communicative competence is a structure which implements all functions and roles of a teacher in the process of education. The scientist gives the following definitions of communicative competence of the Russian language teacher of multiethnic school: “combination of professional knowledge formed in the field of communicative disciplines (rhetoric, speech culture, logic, stylistics, art of teaching, psychology of communication, conflict management, etc.) as well as a combination of the communicative managerial skills, ability to self-control, empathy and culture of verbal and non-verbal interaction” (Mikheyeva, 2009). In general, all the researchers consider professional-communicative competence of a teacher as phenomenon which has a complicated nature.

Various types of competence which a future teacher should have are stated in the Federal State Educational Standard in the education field “Teacher Education” (Bachelor degree) (HE FSS, 2015). The Standard specifies three large groups of competence: non-technical competence (NTC-1,...NTC-9), general professional competence (GPC-1,...GPC-6) and professional competence (PC-1,...PC-14). Professional competence is represented in compliance with such types of a professional activity as pedagogical, drafting, research and cultural-social ones. The Standard provides for a possibility of updating this set of various types of competence by education institution taking into account the orientation of Bachelor Degree Program to certain fields of knowledge and types of activity.

Among three groups of competence (NTC, GPC and PC) the following types of competence are distinguished which are related to the category of professional-communicative competence of a teacher: ability to communicate both in verbal and written forms in the Russian and foreign languages for the purpose of solving the tasks of interpersonal and intercultural interaction (NTC-

4), ability to work in a team and ability to take social, cultural and personal differences in a tolerant manner (NTC-5), having a command of elementary professional ethics and speech culture (GPC-5); readiness to interact with the participants of the process of education (PC-6), ability to organize a collaboration of the learners, to maintain activity and proactivity, self-dependence of the learners and ability to develop their creativity (PC-7) (Federal State Standard of Higher Education).

Based on the requirement of the Federal State Educational Standard and on the working definitions of the concepts “competence”, “competency” and “communicative competence” accepted in the present research, by professional-communicative competence of a teacher we mean the ability to organize an interaction and carry out a verbal communication in the frames of a professional sphere in line with goals, tasks and conditions of pedagogical communication. This ability is a complicated multicomponent formation based on the system of professional knowledge in the field of linguistic, speech making, culturological, psychological and pedagogical, specific methodological and other disciplines as well as on the system of the communicative abilities. Basic communicative abilities are considered to be the abilities to produce and interpret professionally important speech genres.

Diversity of multicultural education space in Russia predetermines a very special social role of a teacher in upbringing a tolerant personality which is able to interact in the effective manner and conduct a harmonious dialog.

The questions of formation in the conditions of bilingualism of professional competence of a teacher and communicative competence as an integral part of it remain always relevant in multicultural education space and are under the spotlight of the Russian and foreign researchers (Mikheyeva, 2009; Sayakhova, 2010; Aliev and Kazhe, 2005; Almaty, 2013; Olesova, 2013).

The Republic of Sakha (Yakutia) is a multicultural constituent entity of the Russian Federation. Over 100 ethnic nationalities live on the territory of the Republic, the total population amounts to 958528 people. The largest ethnic communities of the Republic are represented by the Yakut – 466,492 people and by Russians – 353,649 people. 93% of the population of the Republic speak Russian, about 94% of the Yakut speak the language of the native ethnos, a significant number of the representatives of the low-numbered peoples of the North considers the Yakut language to be the native one. Diversity of the linguistic situation in the Republic is represented by Ethnic-Russian bilingualism and by its most widely spread variety – the Yakut-Russian bilingualism.

In the Constitution of the Republic of Sakha (Yakutia) (Article 46), the Russian and Yakut languages are stated as the state languages and the languages of the low-numbered peoples of the North are stated as the official ones which are as follows: Eve, Evenki, Yukaghir, Chukchee and Dolgan; English is stated as a working language. Legal basis has been created in the Republic for the development of the state and official languages: the Concept of the Language Policy of the Republic of Sakha (Yakutia) has been accepted up to 2020, the following programs are being implemented for the time being: government program “Maintenance, Study and Development of the State and Officials Languages in the Republic of Sakha (Yakutia) for 2012-2016” and



government program “Education Development of the Republic of Sakha (Yakutia) for 2012-2016”.

Implementation of the Concept of the Language Policy until 2020 has to become a mobilization factor of the social and economic development of the Republic of Sakha (Yakutia), a factor of improving the living standards and providing the political stability in the society. In the present article a special mission of the education system in the enhancement of the role of the state and officials languages is emphasized as a factor of strengthening the interethnic concord in the questions of formation of the effective information space of functioning of both the state and official languages. The improvement of the quality of the state and official languages teaching of the Republic of Sakha (Yakutia) in the systems of preschool, general secondary, primary and secondary vocational and higher education is set as government top-priority task. Thus, the entire education system is one of the main characteristics of the language policy status and the use of the languages in the education process is a reliable index of a real social status of the languages and their prospects.

In due time, the Concept of Updating and Development of the Ethnic School System (1991) and Concept of School Linguistic Education of the Republic of Sakha (Yakutia) (2001) in which the ideas of the multicultural education in the Republic are formulated, played a positive role in the development of the ethnic languages and ethnic culture of the Republic of Sakha (Yakutia). As a result of implementation of the concepts, a number of bilingual schools increased in the education system of the Republic. At all the schools, the Russian language is one of the main school subjects and it is studied from the first form. In a number of schools, teaching is done in the Yakut language with gradual switching over to the Russian language. 4 models of bilingual teaching are used. All schools subjects teaching is done in the Yakut language: a) in 1-4 forms; b) in 1-7 forms (typical for grammar schools and lyceum schools); d) in 1-9 forms (normally, in village schools) and then teaching continues in the Russian language but the Yakut language and literature still remain school subjects. Various models of bilingual teaching are implemented in 334 schools (91 thousand of pupils) of 634, in 300 schools (39 thousand of pupils), school subjects teaching is done in the Russian language, in many of such schools the study of everyday Yakut language is provided for.

Diversity of the linguistic situation in the Republic sets before the education system a task associated with teaching staff education for various types of schools. Teaching staff education is performed by the Ammosov North-Eastern Federal University (Yakutsk, affiliated branches are in the cities of Neryungri, Mirny, Chukotsky affiliated branch is in city of Anadyr) and by the institutions of the secondary vocational education: Yakutsk Teacher Training College and Vilyuisk Teacher Training College. The Ammosov North-Eastern Federal University plays a significant role in the social and cultural life of the Republic. The above University sees its mission in the qualitative education of the competitive specialists capable of providing a stable development of the region.

In the Ammosov North-Eastern Federal University in conformity to the Educational Standards, since 2010 two-level professional education has been done in all the units according to Bachelor and Master Programs. At the Faculty of Philology, the Bachelor Education Programs have been developed and successfully implemented in the education filed “Teacher Education” with

specializations “Russian Language and Literature” and “Russian and Foreign Languages”. Master Education Program “Interdisciplinary Links in the Russian Language and Literature Teaching” has been developed and successfully implemented as well.

The empiric research conducted on the basis of the Faculty of Philology of the Ammosov North-Eastern Federal University allows us to distinguish the pedagogical conditions which provide the efficiency of formation of professional-communicative competence of the future Russian language teachers. The students making their course of study in the education filed “Teacher Education” with specializations “Russian Language and Literature” and “Russian and Foreign Languages” were involved in the experiment.

For solving the task associated with formation of professional-communicative competence of the future teachers of the Russian language the following pedagogical conditions are optimal.

1) Implementation of the principles of professionally focused communicative orientation of the subject disciplines and their integration on the aforementioned basis. The principles are aimed at providing the systematicity in formation of professional-communicative competence and at personal development of the future teachers.

Professional communicative orientation provides for such organization of the process of education at which the conditions are created for implementation of the goals and tasks of productive interaction of all the subjects of the education process: lecturer – student, student – student. In these conditions, the possibilities of each subject discipline for the formation of professional-communicative competence of the future teachers and for satisfying their communicative demands are determined. The subjects and tasks are included in the content of the program and learning sessions at mastering which professionally important communicative skills and professional communication abilities are developed and improved.

Basic part of the education program in the education field “Teacher Education” with specializations “Russian Language and Literature” includes disciplines “Pedagogy”, “Psychology”, “Sociology”, “Russian Language and Speech Culture”, “Russian Language Teaching Methods”, “Literature Teaching Methods”, etc. Each of these courses provide for the availability of the sections dedicated to the problems of pedagogical communication. The variable part of the education program includes disciplines “Comparative Lexicology”, “Introduction to Translation Studies”, “Comparative Typology of the Russian and Yakut Languages”, “Intercultural Communication at the Russian Language Lessons” mastering which prepares the students for a professional activity at bilingual school.

The content of the aforementioned disciplines expands and deepens the optional disciplines. Education program provides for the availability of a number of speech-making disciplines which the future teachers select depending on their professional and cognitive communicative interests. For example, such optional disciplines as “Stylistics”, “Pedagogical Speech Making”, “Basics of Textology”, “Russian Punctuation” help the student deeper understand the principles of verbal and written communication and specificity of pedagogical combination.



In combination, the content of all subject disciplines of basic and variable parts forms a cognitive component of professional-communicative competence of a future teacher of the Russian language. At that, a professional-communicative orientation of the subject disciplines which provides for an emphasis on the interpersonal communication makes the process of formation of communicative competence integral and continuous in nature.

2) Implementation into the education process of the intensive technologies and innovation forms of professionally oriented education which activate a communicative activity of the future teachers.

Formation of professional-communicative competence of the future teachers provides for the use of such intensive technologies (active methods) as: problem-based learning, play and drafting technologies as well as interaction technologies.

3) Development and implementation of the Bachelor Education Programs including optional communicative and culture oriented disciplines which facilitate the formation of intercultural competence of the students.

In the content of professional education of the Russian language teachers for bilingual multiethnic schools, studying the communicative and culture-oriented disciplines is provided for. The lecturers of the University developed and implemented into the education process the following courses of study: "Ethnolinguistics", "Linguogeography", "History of Theater", "Literature of Russians", "Comparative Typology of Literature", "Culturological Approach to Literary Text" and "Philological Text Analysis". The following publications prepared by the lecturers of the Faculty of Philology are used in the process of education with regard to the aforementioned and other disciplines: study guides "Formation of Culturological Competence of the Learners at the Lessons of the Russian Language", "Russian-Yakut Thematic Dictionary", study guides for teachers "Culture of Turkic People at the Lessons of the Russian Language" developed together with scholars specialized in teaching methods from Bashkortostan, Altai, Tatarstan, Karachay-Cherkessia and Chuvashia. The study of communicative and culture-oriented disciplines facilitate a conscious acquisition of intercultural (sociolinguistic) competence which is an integral part of professional-communicative competence of a teacher. Intercultural (sociolinguistic) competence is of the utmost importance in the conditions of multiethnic education space.

4) Creating the conditions for a successful teaching practice at the general education institutions, organizing the communicative activity reflection of the students during teaching practice.

5) Development of a positive motivation of the future teachers aimed at acquisition of professionally important communicative abilities as well as the development of the need for improvement of such professionally important communicative abilities and performance of a communicative activity on high level.

6) Stimulation of a communicative and research activity of the future teachers through their involvement in the activity of the students' scientific circles, task groups, participation in the conferences and research and practice seminars, etc.

The research work is one of the most important forms of the process of education at higher education institutions. The research work of the students is organized in the course of both in-class and out-class work. The participation of the students in the activity of the students' scientific circle is very important for a successful acquisition of professional-communicative competence by the students. Various students' scientific circles function at the Faculty of Philology, including the circle "Didactic problems of bilingualism at schools and high education institutions" which has been functioning for five years. The main objective of the circle activity is to create the favorable conditions for improving the quality of the education of the future Russian language teachers through the development of their research activity, participation in the scientific research conducted by the Chair of the Russian Language and Literature Teaching Methods and to provide a possibility for the students to exercise the right for a creative development of a personality in the frames of competency-based approach in both education and upbringing. The main research areas of the students' scientific circle are as follows: competency-based approach to the study of the Russian language in the multicultural environment, cultural aspect of the Russian language teaching at school, integrative approach to the formation of competence of the pupils in the process of the Russian language teaching, the secondary linguistic persona, communicative profile of bilingual teacher. The observations show that the students participating in the activity of the circle are characterized by the developed research and communicative abilities. The above facts are proved by the results of the research activity of the students presented at the All-Russian and international conferences and competitions of the scientific methodological and graduate qualification works. The aforementioned results were highly evaluated by the experts.

Conclusion

Changes in the Russian education system which have taken place in the last decades, social and cultural environment in the multiethnic Republic of Sakha (Yakutia) with historically developed the Russian-Yakut bilingualism determine the peculiarities of professional education of the future teachers at higher education institutions for this region. The system of higher education faces a problem associated with education of a highly qualified teacher which is competent in all the aspects of both education and upbringing of all-round and tolerant personality which is capable of conducting a harmonious dialog in the multiethnic space.

The study of the research results of the foreign and Russian scholars evidences of a continuing relevance of the complicated and multi-aspect problem of professional competence of a teacher. The communicative pattern of teaching activity causes bringing to the forefront the questions associated with formation of professional-communicative competence of the future teachers in the conditions of bilingualism.

The research we conducted allows speaking about pedagogical conditions which facilitate the efficiency of the work system on formation of communicative competence of the future teachers and shows possible ways of optimization of teacher education process of bilingual students at higher education institutions and ways of development of their communicative abilities and skills.



Disclosure statement

No potential conflict of interest was reported by the authors.

Notes on contributors

Antonina Petrovna Olesova, Associate Professor of the Department of Russian Language and Literature Teaching Methodology, Candidate of Pedagogical Sciences, Ammosov North-Eastern Federal University, Yakutsk, Republic of Sakha (Yakutia), Russia

Uliana Semenovna Borisova, PhD. Phil. in Social Science, Professor, Social Science and HR Management Department, Institute of Finance and Economics, Ammosov North-Eastern Federal University, Yakutsk, Republic of Sakha (Yakutia), Russia

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