

The usage of authentic video materials for the formation of cross-cultural competence of students in foreign language classes

Tatiana Kopaneva^{1*}, and Tatiana Pervil²

¹Don State Technical University, Gagarin square, 1, Rostov-on-Don, 344000, Russia

²Southern Federal University, B. Sadovaya, str., 105, Rostov-on-Don, 344006, Russia

Abstract. To learn a foreign language effectively and to be fluent in it, anyone should know the main features of the mindset of foreign language native speakers. The article considers the process of forming the cross-cultural competence of students. It is stressed that authentic video materials that have more potential than printed and oral texts should be used as a basis for the formation of cross-cultural competencies in teaching a foreign language. The objective of the study is to substantiate, develop and theoretically test a scientifically reasoned teaching methodology. To reach the objective, we used a pedagogical experiment, pedagogical observation of the educational process, methods of statistical data processing. We have obtained the following results. The analysis of the idea of cross-cultural competence gave us the possibility to explain it as the ability of individual to come productively into a contact with people from other cultures using the language you are learning; during the process of analyzing various models of cross-cultural competence, its main components are determined. The process of forming students' cross-cultural competence will be efficient if the created exercises are based on the methodology of using authentic video materials.

1 Introduction

In the changing socio-political and economic conditions of our country's development, significant changes in education are taking place. It determines the need for students to develop cross-cultural competencies [1, 2]. The most important goal of modern education is moral, responsible, proactive and competent education of a person. «The main task of a foreign languages teacher is to help students in self- organization, development of basic strategies for self-education, formation of algorithms for extracurricular work to master new knowledge. The choice of strategies for personal growth in the study of a foreign language is determined by individual psychological characteristics, cognitive needs, commitment, and initiative of students» [3].

In response to the new needs ideas about teaching cross-cultural communication as one of the necessary goals of learning a foreign language appeared quite quickly [4-6]. To learn

* Corresponding author: tkopaneva@list.ru

a foreign language effectively and be fluent in it, it is necessary to take into account the main characteristics of the mindset of foreign language native speakers. This, in turn, determines the need for students to develop cross-cultural competencies [7].

As a basis for the formation of cross-cultural competencies in teaching a foreign language, we offer authentic video materials that have more potential than printed and oral texts. The definition of "authentic materials" should be understood as materials created by native speakers, they are used as educational material in the original interpretation, without changes and additions. It must be said that as opposed to traditional methods, the method of learning foreign languages using video materials is based on several basic methodological principles of teaching [8]. Namely: the principle of immersion in the socio - cultural and linguistic environment of the studied language and the principle of clarity [9]. When teaching a foreign language, the highest level of assimilation of the material is achieved when the teacher's speech and the image presented to the students are combined.

The objective of research is the process of development of the cross-cultural competence of students. The subject of the research is the development of cross-cultural abilities with the help of authentic video material. The purpose of the study is to substantiate, develop and theoretically test a scientifically reasoned teaching methodology. To achieve this objective, the following tasks should be solved:

1) to determine the content of the term «cross-cultural competence" in the domestic and foreign methodology and clarify its composition;

2) to analyze the psychological and pedagogical characteristics of students;

3) to consider the methodology of working with video material;

4) to analyze video materials in English and set the distinctive features and parameters of their choice for usage in English lessons;

5) to find out the methods and principles of a methodology creating for working with authentic video materials.

The following research methods were used to solve the tasks set:

- theoretical-analysis of scientific literature on research, normative documents, curricula, didactic and methodological complexes;

- empirical – a conversation, a questionnaire, a pedagogical experiment, pedagogical observation of the educational process, methods of statistical data processing.

According to the stated hypothesis of the study, teaching cross-cultural competence will be effective when authentic video materials as a way to train cross-cultural competence of university students when learning English are used, at the same time, a method of using materials – authentic video-has been developed and used.

Within the framework of our research, the purpose of authentic video materials usage is to form cross – cultural competence among students. This goal determines the parameters for selecting authentic material. Then you need to select the material and choose the method of its submission. The conditions for the formation of cross-cultural competence are considered:

- availability of materials of a certain cultural content that correspond to the goals of teaching English;

- a series of tasks with specific cultural content.

2 Method

Authentic video materials focus students' attention on the topic being studied, present information in an active form, causing students' interest and concentration. Authentic video materials help the teacher to manage the students ' attention in an organized way, and form their ability to observe. The methodology of studying foreign languages with the usage of authentic video materials is aimed at developing students ' various skills, such as: analysis,

comparison and comparison, logical thinking and summing up on the topic being studied. The usage of authentic video materials in foreign language lessons contributes to the formation of students' creativity. The usage of authentic video films activates not only the attention of students and arouses interest in this type of lesson, but also helps and even contributes to the improvement of speaking and listening skills [10,11]. The usage of authentic videos in foreign language lessons, as didactic material, motivates students, while increasing interest in classes, the activity of students increases and generally brings diversity to the learning process. Working with authentic video materials is aimed at improving students' perception of various types of speech, namely: monologue and dialogic. Video materials help to consolidate the acquired knowledge, have a positive effect on the process of memorizing information. Thanks to their emotional impact, students remember bright moments, independently systematize and study the proposed material. This has a positive effect on students, brings them satisfaction, increases their confidence in themselves and in their abilities, and they want to improve their knowledge and skills further.

This method does not only involve viewing video material, but is determined by the tasks and exercises that the teacher has prepared for his students in advance. The lesson involves active activity: an introductory speech of the teacher, tasks before viewing, then directly watching the video, and on the basis of what they have seen, students do exercises on the plot of the video. All exercises and tasks should be aimed at developing students' communicative competence, listening and speaking skills. To overcome the difficulties of speech utterance in the classroom, it is necessary to create such conditions that will motivate students to communicate in a foreign language, the teacher must create situations in the classroom that encourage students to speak [12]. It is with the help of tasks and exercises that students enter into a discussion, everyone can express their opinion, give a description of the viewed material. The degree of complexity of the teacher's tasks depends on the level of training of students and is determined by the stages of the lesson.

Authentic video materials clearly demonstrate the process of foreign cultural communication and provide inexhaustible resources for analyzing cultural realities and characteristic features of human actions in various circumstances of interpersonal communication. Moreover, the cognitive activity of students, their aspiration to learn foreign language and culture increases when authentic video materials are used in English lessons and encourages independent activity in this language. Students have an interest in the learning process, and they have a positive attitude to the perception of the video material [13].

3 Results and discussion

As it was mentioned above, the usage «of authentic video materials in teaching a foreign language is advisable, since it allows students to gain knowledge not only about the language, but also about the culture of the country of the language being studied, to develop skills of adequate interpretation of stereotypical situations of foreign language communication» [14], but if that reliable video materials meet the requirements (criteria) of their selection.

For this reason, working with authentic material the teacher should select video material that would be interesting, informative, meaningful, valuable and understandable, would correspond to the current life in the foreign-language society and help the students to master the speech behavior of native speakers. The selected material should satisfy the age characteristics of the students, their previous experience, and the tasks of the lesson.

Using authentic video materials in the classroom, the teacher solves the following learning tasks:

- repetition and replenishment of students' vocabulary
- introduction of a new lexical topic and lexical units
- viewing watching video dialogues to practice listening and reading skills
- viewing video materials for the purpose of conducting research, project activities
- viewing videos to find new language information

The success of authentic video materials usage in teaching English depends on the effective organization of work with them. At the stage of material selection, it is advisable to determine the educational goals and objectives of using a certain material. The problem of choosing the video material to use for educational purposes is of paramount importance for teachers. It is important to choose the material in accordance with the specific task of the lesson. The task of the teacher when selecting video material is to focus on the fact that students are not only interested in the plot, but also fascinated by the process of understanding the language. It is safe to say that the effectiveness of a foreign language lesson using video materials depends on the teacher's preliminary preparation for the lesson. The effectiveness of the usage of video materials is determined by the rationality of the organization of this lesson structure, in other words, it depends on how well the capabilities of the video are coordinated with the tasks of the educational process [15].

For effective usage of video materials at the lesson, the teacher needs to observe the following parameters:

- the content of the video material should satisfy the age characteristics of the students, the degree of students' general preparedness.
- the duration of viewing does not exceed the standards established for these types of video materials
- the plot of the video should be interesting for students, and contributes to the development of speech, language, socio-cultural and regional competence of students
 - the originality of the context of the video, as well as a certain degree of surprise of the storylines should be present.
- the video material should meet the educational goals of the lesson, the teacher accompanies and helps the students before and after viewing, he gives them clear instructions for viewing, introduces them to new unfamiliar vocabulary and gives tasks on the topic of the prepared materials;

When selecting video materials, the following criteria should be considered:

- relevance of the selected video content topic;
- quality of artistic and sound design;
- a wide range of sociolinguistic and sociocultural information in the video content;
- informative content of the material;
- artistic content of the material;
- the popularity of the selected genre among the audience;
- video materials on the language content should correspond to the level of students' training;
- the genre of video recordings should be interesting for students and meet the educational goals of the lesson;
- choosing those materials that have a positive impact on the formation of students' foreign language communicative competence, as an example, the presentation of information about the features of foreign language culture, mentality.

The selected material for viewing usually comes from popular and favorite stories, and this greatly increases the motivation of students in learning foreign languages [16]. When selecting video material, the teacher should remember that excessive emotionality of the material is likely to make it difficult to perceive, assimilate and ultimately comprehend the proposed material.

When choosing educational material for the formation of cross-cultural competence, it is important to consider basic provisions of didactic cultural conformity. In accordance with this principle, when choosing cultural material, the following points should be taken into account:

- encouragement to increase the level of motivation to cultural information studying;
- the material does not contain false stereotypes about countries and peoples, as well as cultural values;
- the acceptability of the material in terms of age, nationality, gender and individual characteristics of students' development;
- the availability of such material that contributes to the development of students' skills of protection against cultural aggression and discrimination.

It is necessary to distinguish the following criteria for selecting authentic material: orientation to the current life activity of society; orientation of educational materials to typical cultural events; complementarity, correlation with the relevant element of your country; thematic correlation; the importance of historicism; educational (aesthetic) value.

After analyzing the works of various scientists on this topic, we will try to formulate a number of principles for selecting authentic video materials in accordance to the purpose of our research:

1. The principle of conformity to the topic of the lesson during this period of training. The information provided in a reliable source should be up-to-date and focus on the interests and needs of the student [17].

2. The principle of external content imposes requirements on the video content volume and the quality of the video image.

3. The principle of internal content implies the appropriate language design of the material. The linguistic content of the material should correspond to the level of language training of students.

Following this principle, the teacher should analyze the lexical units and grammatical constructions of the video content, determine the existence of language material that represents the cultural and national features of native speakers.

The criteria for selecting authentic video materials for this study are as follows:

- the duration of the video does not exceed 10 minutes;
- the subject of the material;
- the cross-cultural significance of the material;
- the compliance of the lexical and grammatical concept of the video content with the degree of students language training;
- the communicative utility of lexical units, grammatical and syntactic structures.

Exercises as the basis for learning are very important when teaching English. The created exercises are based on the principles mentioned above. The exercises are aimed at the parallel and interrelated development of cross-cultural competence and the competence of foreign language communication through the usage of authentic English-language video material.

In the methodology, there are several classifications of types of exercises. The exercises can be classified:

- according to their intended usage;
- by the main features of the authentic video material: exercises in dialogues, monologues;
- when executing exercises: oral and written, made in the classroom or at home, individual.

The formation of a set of tasks for authentic video material is based on the following principles:

- «the principle of taking into account the components of cross-cultural competence, according to which tasks should be aimed not only at familiarizing students with the facts about the culture of the language being studied, but at the same time at developing their skills and relationships. For example, empathy, tolerant attitude to the culture of the countries of the studied language and their people, cross-cultural adaptation, the desire and ability to use and change the dominant stereotypes about the possibilities of getting new knowledge and experience»[18]:

- the principle of interdependent formation of cross-cultural competence and foreign language communicative competence;

- the principle of continuity and sequence of exercises.

These principles are necessary so that we can create a set of tasks aimed at the formation of cross-cultural competence in teaching English, and this set will meet the requirement of consistency [19].

When creating a set of exercises according to the proposed method, we use the following types of exercises: general cultural, cultural-oriented:

1) the exercises of the general cultural plan are aimed at the formation of cross – cultural components - "knowledge" and "relationships". They are based on the comparison of national cultures to identify similarities and differences, and are implemented mainly in the form of discussion. Examples of such exercises:

1. Let's discuss the video and answer the questions.

- Is this problem common for all the countries worldwide? In your opinion, what is the reason for it to exist?

- Do the UK and Russia have the same approach of dealing with the problem? In what way is it different?

2. Let's discuss the video and answer the questions.

- Speculating about US laws described in the video, would they be popular and appropriate in our country? Why? / Why not?

2) Exercises focused on cultural studies are aimed at training the three components of cross-cultural competence: knowledge as a cognitive component, skills as a strategic component, and relationships as an emotional component. In addition, this type of exercise is used for cultural saturation of students' communicative and speech activity. Examples of developed exercises:

You are going to create a poster for fun and fascinating food experiences in your country and a country of your choice. Read the questions and prepare your project research.

- Work in pairs. Do some research on the Internet to find out the following information about food and food experiences in two countries: What foods do people traditionally eat? Are there any unusual foods? Are there any interesting food festivals or events? Are there any unusual places to eat? Is there a special food or a food experience that you can't find anywhere else?

- Create a list of the most fun and fascinating food experiences and think about how best to present them on your poster. Add photos and any other additional information to make your poster more interesting.

- Display your poster in the classroom. Read other students' posters and discuss the fun and fascinating facts. Have a vote on the most unusual food experience that has been discovered.

In order to develop skills of cross-cultural competence, it is necessary to use a 4-step model of working with video material, which includes:

1) pre-viewing stage (cancellation of possible problems of perception of authentic video material; usage of existing knowledge of students: prior or background knowledge; increasing students' motivation). Let's look at examples of these exercises:

Teacher:

«Today in the lesson, we will have to watch a very interesting and informative film together. Now I will write the name of the movie «What the English eat and drink» on the board, and your task will be to determine what this movie is about. What issues will be discussed in this movie? ». Students answer the teacher's questions.

Teacher:

«Please tell me what you know about English food traditions, what the English eat and drink». Students name the facts about the English culinary traditions known to them.

The teacher writes out the words and expressions used in this film, and asks the students to guess the Russian equivalent of these words, using the pictures that he attaches next to the words.



Fig. 1. Using the pictures that teacher attaches next to the words.

Teacher:

«What other culinary cuisines besides English do you know? The formation of gastronomic preferences of different peoples is influenced by the climate of the region, and more precisely, what products can be grown in natural conditions. Each country has its own culinary preferences, let's list them».

The teacher writes down the country and the most famous dishes of these regions. The students should match the country and the dishes of this country.

The teacher writes down the translation of the above words and expressions on the blackboard.

Teacher:

«So, the purpose of our lesson will be to watch an English-language educational film about the culinary preferences of the English. After viewing, you will perform exercises on

the topic of the video, and then each of you will make a small message about English cuisine.

Take a good look at the board and rewrite the new words that will appear in the video».

Table 1. Write down the country and the most famous dishes of these regions.

1 French cuisine	a) Greek salad, olives, tofu cheese
2 Greek cuisine	b) dishes from seafood and fresh vegetables, paella, jamon, wine sangria
3 Italian cuisine	c) cheese, wine, onion soup, pastries and croissants
4 Spanish cuisine	d) dishes is based on white rice, soybeans and fresh seafood, sushi and rolls with soy sauce
5 Mexican cuisine	e) rice, noodles, herbal and green teas
6 Japanese cuisine	f) soup, pancakes, dumplings, meatballs, stewed fruit
7 Chinese cuisine	g) tacos, quesadillas with lots of chili pepper and spices
8 Russian cuisine	h) Pizza, pasta, ravioli, different types of coffee: cappuccino, latte

The teacher writes down on the board a new vocabulary on the topic of the lesson: - English food, they don't make a cult out of food, restaurant, pub, ale, wine, good table manners, recipes, picnic, hearty food, sandwich, pie, English spirit, champagne, expensive delicacies, goose liver, bacon, scrambled eggs, sausages, hashbrowns, cereal porridge, fresh juice, toast with jam and marmalade, roast beef, Yorkshire pudding, tuna, salmon, shrimp, cuisine.

2) while viewing stage (promotes the development of such skills as semantic processing of information, concentration of attention, recognition of the culture of a foreign language and comparison with the native language. Here is an example of the exercise at this stage:

Teacher:

«So look carefully at the screen, I gave you sheets with tasks. Before you watch a video for five minutes, read the tasks.

In the First task, you need to insert the missing words in the following expressions:

- in many it is similar to Russian cuisine
- the story of a young English Jamie Oliver
- he prepared but food everywhere he went
- heto the normal rules
- at first he used many of techniques from cuisine
- one of the traditionally English ways of eating is to ...

Words and expressions that need to be inserted in place of spaces in the sentences: ways, Italian, go on a picnic, gentleman, tasty, simple, paid no attention.

The second task: determine whether statements are true or false.

- the main difference between English food is that it is aimed at getting pleasure, and not at satisfying hunger (True or False)

-English cuisine is similar in type to Russian cuisine (True or False)

-currently, in England, it is more profitable to eat in pubs than at home in terms of price and quality (True or False)

-There are no Italian ,French ,Indian, or Chinese restaurants in England, but only national English restaurants (True or False)

-the English came up with picnics in the fresh air (True or False)

-traditional English Breakfast doesn't exist ,it's a legend (True or False)

-hashbro following this principle, the teacher should analyze what is a mixture of cabbage and onions (True or False)

-in England, they eat oatmeal for Breakfast (True or False)

-the king of English cuisine is roast beef (True or False)

-the sandwich is an English national culinary invention (True or False)

-a sandwich can't be a vegetarian dish ,as it must contain meat (True or False)

-the traditional English drink is ale, but the English also drink beer and wine (True or False)

The third task is: watch the video carefully and write out two sayings that are mentioned in the film.

When checking the task, the correct answer will be as follows:

- «for the French, the quality of food is important, for the German - the quantity, and for the English-good table manners»

The fourth task is: express your assumption about the meaning of words, such as:

- Pub, roast beef, picnic, sandwiches

The fifth task is: answer the questions:

- What is the main feature of English cuisine?

-Are there restaurants in England from other countries of the world, such as Italy, India, and Greece?

-What is a picnic?

-What types of picnics do you know?

-What does a traditional English Breakfast consist of?

-Do English people like meat dishes, such as roast beef, roast meat?

- Were sandwiches invented in England or in America?

-Are sandwiches expensive food?

-What dish besides meat is popular in England?

-What drinks are popular in England?

3) Post-viewing stage (cultural enrichment of speech practice; control of the degree of the video content understanding; cultural stereotypes). As an example, here is the following exercise:

1. Discuss the questions.

- What is the main feature of English cuisine?

-Are there restaurants in England from other countries of the world, such as Italy, India, and Greece?

-What is a picnic?

-What types of picnics do you know?

-What does a traditional English breakfast consist of?

-Do English people like meat dishes, such as roast beef, roast meat?

- Were sandwiches invented in England or in America?

-Are sandwiches expensive food?

-What dish besides meat is popular in England?

-What drinks are popular in England?

4) the creative stage (development of students ' creative abilities; independent search, extraction of information; interpretation of cultural differences). Here is an example of an exercise at the creative stage.

Tasks:

- retelling the story

- describe the picnic as an English tradition

- tell us about the traditional English Breakfast

- tell us the history of the concept of sandwich

- work in pairs: draw a scene in which one person plays the role of a waiter ,and the other plays the role of an Englishman who orders Breakfast (lunch, dinner) in an English restaurant. Use phrases written on the board.

Waiter :

-Can I help you?

-Do you like to order anything?

-Do you prefer anything special?

-Would you like an appetizer?

-Anything to drink?

Customer :

-Excuse me, waiter , we would like to order

-Please, waiter, bring me a...

Could I have the bill, please?

Therefore, we have developed some exercise based on authentic video materials, which help to form the cross-cultural and foreign-language communicative competencies of students.

4 Conclusions

In the presented work, we attempted to determine the theoretical basis for the formation of cross-cultural competence of students based on the usage of authentic video materials in teaching English, and to create a set of tasks for working with selected video materials [20]. The methodology of the usage of authentic video materials makes the process of the formation of cross-cultural competence of students more effective.

The principle of visibility is important in the process of forming the cross-cultural competence of students when teaching foreign languages through the usage of authentic video materials. A person perceives information visually better in comparison with other senses. Authentic video materials created by native speakers themselves, with characteristic phonetics and vocabulary, thanks to bright and diverse graphic features, musical accompaniment and original presentation of the material, arouse students ' interest in learning, develop the ability to work independently, and positively influence the formation of their cross-cultural competence. This process has a positive effect when viewing authentic videos. This can be an educational video, a fragment of a feature film, an animated film, an advertisement, a TV show, a music video, or a video tour. Students can not directly contact with native speakers, so in order to immerse them in a foreign language environment, the teacher is recommended to use authentic video materials in their work. Watching authentic videos is a fun learning experience that inspires students to learn foreign languages.

In the process of achieving the stated objective and solving the tasks, the proposed hypothesis was confirmed and the following results were obtained:

1. The study of the concept of «cross-cultural competence" allowed us to interpret it as the ability of a person to communicate fruitfully with representatives of other cultures using the language being studied. Cross-cultural competence is an independent competence, and during its formation, a foreign language is not a goal, but a means.

2. In the process of analysis various models of cross-cultural competence, its main components are identified: the "knowledge" component, the "skills" component and the "relationships" component. These components will be considered an integral part of the content of teaching students the skills of cross-cultural communication.

The development and improvement of these methods led to the creation of completely new didactic materials in form and content, such as filmstrips, film fragments, and films, as

well as to the creation of a new means of teaching foreign languages - educational television.

References

1. H. Suchankova, *Procedia - Social and Behavioral Sciences*, **116**, 1439-1443 (2014) doi.org/10.1016/j.sbspro.2014.01.412
2. S. Karabinar, C.Yu. Guler, *Procedia - Social and Behavioral Sciences*, **70**, 1316-1328 (2013) doi.org/10.1016/j.sbspro.2013.01.193
3. E. Sakharova, N. Revyakina. *E3S Web of Conferences* **210**, 18040 (2020) DOI: doi.org/10.1051/e3sconf/202021018040
4. T. Popescu, G. Dan, *Procedia - Social and Behavioral Sciences*, **197**, 2315-2319 (2015) doi.org/10.1016/j.sbspro.2015.07.259
5. E. Reid, *Procedia - Social and Behavioral Sciences*, **186**, 939-943 (2015) doi.org/10.1016/j.sbspro.2015.04.011
6. T. Asten, A. Rynkevich, A. Karpova, *Proceedings* (2020) doi: 10.21125/iceri.2020.0543
7. T.B. Mikheeva, *Social & Behavioural Sciences*, 109-114 (2018) Doi: HTTP://DX.DOI.ORG/10.15405/EPSBS.2018.04.02.16
8. S. Yousefi, *Procedia - Social and Behavioral Sciences*, **98**, 1940-1944 (2014) doi.org/10.1016/j.sbspro.2014.03.626
9. M.S. Safina, *Procedia - Social and Behavioral Sciences*, **136**, 80-83 (2014) doi.org/10.1016/j.sbspro.2014.05.292
10. E. Kozhevnikova, *Procedia - Social and Behavioral Sciences*, **116**, 4462-4466 (2014) doi.org/10.1016/j.sbspro.2014.01.967
11. J. Beresova, *Procedia - Social and Behavioral Sciences*, **192**, 195-204 (2015) doi.org/10.1016/j.sbspro.2015.06.028
12. T.V. Koshel, N.P. Revyakina, N.S. Manuilova, E.E. Sakharova, *SHS Web of Conferences* **70**, 08021 (2019) DOI: doi.org/10.1051/shsconf/20197008021
13. L. Bajrami, M. Ismaili, *Procedia - Social and Behavioral Sciences*, **232**, 502-506 (2016) doi.org/10.1016/j.sbspro.2016.10.068
14. Yu-Ju Lin, H.-C. Wang, *Computers & Education*, **125**, 74-85 (2018) doi.org/10.1016/j.compedu.2018.06.005
15. H. Suchankova, *Procedia - Social and Behavioral Sciences*, **171**, 56-59 (2015) doi.org/10.1016/j.sbspro.2015.01.088
16. K. Dikilitas, A. Duvenci, *Procedia - Social and Behavioral Sciences*, **1**, 168-172 (2009) doi.org/10.1016/j.sbspro.2009.01.031
17. B. Ghasemi, M. Hashemi, S. Haghghi Bardine, *Procedia - Social and Behavioral Sciences*, **28**, 63-67 (2011) doi.org/10.1016/j.sbspro.2011.11.013
18. N.D. Galskova, M.N. Levchenko, V.P. Shabanova, N.A. Skitina, *Ad Alta: Journal Of Interdisciplinary Research*, **9**, 27-31 (2019)
19. U.R. Cetinavci, *Procedia - Social and Behavioral Sciences*, **46**, 3445-3449 (2012) doi.org/10.1016/j.sbspro.2012.06.082
20. S.V. Pervukhina O.A. Evtouchenko Lu.Iu Kotliarenko, M.P. Churikov. *Current Issues in Modern Linguistics and Humanities Proceedings of the 12th All-Russian Research and Methodological Conference with International Participation*, 224-231, (2020)