

# Noospheric Psychological-Educational Paradigm as a Methodological Basis for Teaching Russian-Language Business Communication to Foreign Students<sup>1</sup>

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## Abstract

In the context of the polyparadigmatic system of higher education, the noospheric psychological-pedagogical paradigm is considered, on its basis a lingvodidactic model is developed for the formation of professional-communicative competence (PCC) in Russian-language business communication among foreign students. The research focuses on the basic principles of the noospheric paradigm, which proclaims the co-development of a person, society and nature, the harmonization of students' verbal thinking, their personal and professional improvement. The article presents the structural and substantive features of the model of teaching Russian-language business communication based on the principles of noospheric education to foreign students majoring in economics. In the structure of the projected methodological product, three interrelated components are singled out: content-target, organizational-technological and control-evaluative. The content-target component of the model is considered in the totality of social phenomena, processes and circumstances, as well as the basic regulatory documents governing the parameters of the model, its conformity to the needs of society and the attitudes of existing educational doctrines. The organizational-technological component determines the pedagogical tools necessary for the implementation of its content taking into account certain key principles of the noospheric paradigm. The control-evaluative component of the model represents it in the aspect of the levels that differentiate the degree of formation of the PCC in the field of business communication. The noospheric lingvodidactic model allows providing natural conditions for the formation of students' motivation

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to learn the language of their future profession, to master effective speech-thinking and speech-behavior strategies of intercultural communication.

**Keywords:** Noospheric Educational Paradigm; Professional-Communicative Competence; Business Communication; Lingvodidactic Model.

## 1. Introduction

The development strategy of modern Russian higher education is the formation of a set of competencies that ensure successful professional realization for a university graduate in his chosen social sphere, as well as readiness for self-education, personal and professional development throughout life (Gagarin, 2018). These conceptual points of higher education are set by the legal framework, as well as the federal state educational standards of higher education (FSSES HE) for specific areas and qualifications of specialists. In the field of teaching Russian as a foreign language (RFL), the functions of the FSSES are carried out by the level standards governing foreign language teaching for foreigners in terms of general and special knowledge.

The legal framework that dictates the qualitative and quantitative parameters of the specialist's PCC, in turn, actualizes a specific psychological and pedagogical paradigm of education, that is, its philosophical and culturological concept, that best meets the requirements of the modern social demand in the society and solves problems of a content-concerning, organizational and technological nature in higher education.

The educational paradigm serves as a theoretical and methodological basis for designing the educational process at the university, since it provides an argumentative description and a prognostically valid explanation of the value-targeted priorities of educational activities that ensure the satisfaction of the state national interests and spiritual and material needs of the citizens. This study focuses on the characteristics of the noospheric psychological and educational paradigm, on the basis of which the training of foreign students in Russian-language business communication is designed.

## 2. Methodology

The orientation of the university's lingvodidactics towards subject-oriented and practice-oriented language teaching and the simultaneous formation of a multicultural personality of a modern specialist recognizes the development of students' professional-communicative and social and individual competencies as a priority in education (Balykhina, 2011; Romanova, 2011). In our case, the search for effective pedagogical tools for teaching Russian business communication to foreign

students turns us to the question of choosing an adequate psychological and educational paradigm, the value-oriented aims of which best contribute to solving these pedagogical tasks. In this regard, it seems appropriate to make a comparative analysis of well-known philosophical-cultural concepts of educational activities and substantiate the advantages of the noospheric paradigm as the basis for building an addressed lingvodidactic model.

The research focuses on the basic principles of the noospheric paradigm, which is aimed at the co-development of a person, society and nature, at the harmonization of students' thought-thinking activities, their personal and professional development. The article presents the structural and contents features of the model of teaching Russian-language business communication based on the principles of noospheric education and forming foreign students of economic specialties' PCC in the administrative-industrial sphere of activity relevant to them.

The principal feature of the model under consideration is its integrative character. Integrity as the main system-forming property of this model is present in all its components, and that activates the development of lingvocommunicative skills necessary for foreign students to become competent participants of Russian-language business interaction.

### 3. Results

#### ***3.1. Polyparadigmatic System of Higher Education as a Reflection of Dynamic Processes in the Modern Society***

Education as one of the most important social institutions tends to rethink its logical and argumentative basis (Ivlev, Ivlev, & Ivleva, 2017), philosophical and culturological concepts, goals and content, methodological and technological tools in the interests of the society and scientific progress (Romanova & Skorikova 2018). The modern world, reacting to dynamic processes in politics, economics and the sociocultural sphere, formulates ideological principles and values in educational paradigms that are focused on the development of a highly qualified specialist and his constant self-development.

Paradigms differ in the goals that society sets for the educational system, the ways of achieving them; representation of the learner's place in the educational process; the character of pedagogical interaction, etc. (Turchen, 2012). Based on these criteria, the following paradigms are distinguished:

- knowledge paradigm (focuses on the transfer of the most significant elements of the cultural heritage of the human civilization, its experience to the descendants),

- rationalistic paradigm (focuses on practical adaptation of the young generation to the specific conditions of the existing society, training of narrow-profile specialists),
- humanistic paradigm (focuses on the interpersonal communication, the dialogue of the teacher and the student as equal subjects of the educational process),
- technocratic paradigm (focuses on the domination of technology, the interests of industrial production, economics and business over social and cultural values),
- non-institutional paradigm (focuses on learning outside traditional social institutions: using the Internet, in terms of distance learning, etc.),
- humanitarian paradigm (focuses on the improvement of the human nature in its relation to social norms and values, with culture),
- heuristic paradigm (focuses on the students' acquisition of knowledge about the world through an independent search for information, obtaining their own conclusions, new results), and
- esoteric paradigm (focuses on following the path to achieve the Truth incomprehensible for the rational knowledge, implies the unquestioning adherence to the teachings of the Master, Mentor).

In addition to these philosophical and cultural concepts of education, some researchers distinguish some other paradigms relevant to higher education, they correlate to a certain extent with those described above (traditional and technocratic paradigms):

- cultural and value paradigm (focuses on learning basic values of the past generations through an in-depth study of the achievements of great thinkers),
- academic paradigm (focuses on the assimilation of the theoretical base of fundamental sciences), and
- professional paradigm (focuses on the assimilation of not only the scientific knowledge on the subject, but also on familiarization of the students with samples of sociocultural and professional activities of a person).

Along with function and purpose criteria, there is another classification of educational paradigms, which takes into account, on the one hand, psychological and age and administrative differentiation of students, their achievement of a standard level of social and professional competencies established for this educational level; on the other hand, the achievement of the maximum level of realization of personal,

intellectual and creative potential. On these grounds, the following paradigms are distinguished:

- pedagogical (focuses on training ‘non-adult’ subjects of the cognitive-educational process in the system of preschool and secondary general education, primary, secondary and incomplete HE: pre-university stage and junior bachelor degree / 1-2 years of specialty studies; distinctive features of the paradigm are receptive activity and subordinate student’s position),
- andragogical (focuses on training adults in higher education and forming their professional communicative and social competencies: upper stage of undergraduate studies / 3–5 / 6 years of specialty studies, graduate studies, postgraduate studies; the paradigm is characterized by the leading role of the student as an active subject of educational process in which the main thing is the process of learning, not teaching), and
- acmeological (focuses on the improvement and maximum disclosure of the creative and personal potential of socializing subjects of cognitive and creative activities, their achievement of the pinnacle of self-realization) (Romanova 2008).

It should be noted that education, like other institutions of society, inevitably requires updating over time: “The change of paradigms is an important condition and prerequisite for social progress, allows us to more effectively and successfully influence the development of society” (Golosova & Fedorenko, 2016: 40). At that educational paradigms, replacing each other and evolving, to some extent and at some level, can all be used in the modern world. In this regard, education is currently considered in the frame of polyparadigmatic approach (Denisenko, 2009; Starikova, 2011), which implements the principles of multidimensionality, multivariance, nonlinearity and subjectivity.

Below (see Fig. 1) there is a schematic representation of a polyparadigmatic educational system, reflecting the capabilities of heterogeneous paradigms (or their components) towards convergence / integration within the educational space.

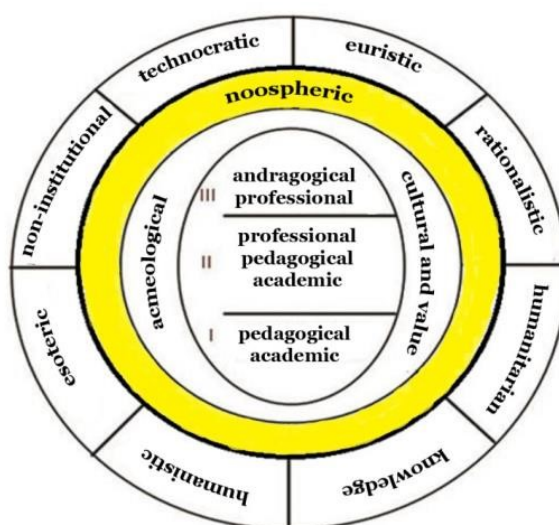


Fig. 1. Polyparadigmatic System of Higher Education

The central ('nuclear') position in the current educational system is occupied by academic, pedagogical, professional and andragogical paradigms (in their various combinations), which are individually discrete and correspond to a certain level of education, and at a sequential-level consideration represent a prolonged educational model capable of transforming into a continuous one (Romanova & Amelina, 2015).

The noospheric educational paradigm, aimed at the co-development of a person, society and nature, at the formation of students' holistic, that is harmoniously two-hemispheric, bio- and cultural-like thinking, in which "the vital needs of the future generations and the Universe are satisfied" (Maslova, 2016), occupies a higher position in the system under consideration due to the universality of its general humanistic principles and the possibility of projecting them into other models operating under other paradigms.

### ***3.2. Basic Principles of Noospheric Psychological and Educational Paradigm as a Methodological Basis for Designing a Lingvodidactic Model for Teaching Russian-Language Business Communication to Foreign Students***

Noospheric education, which has become an innovative pedagogical system of the 21st century, integrates all the best practices of the mankind in the natural sciences, pedagogy, psychology, philosophy and other fields of knowledge. The key concept 'noosphere', proposed by Vernadsky back in 1927, is interpreted today as "the environment and the era of unity of the individual and collective spiritualized mind, soul and intellect, culture and a new quality of holistic human thinking based on the Universal Laws of the World (fundamental principles of energy information evolution that were identified in quantum science)" (ibid.).

The noospheric philosophical and cultural concept's peculiarities are consistency, integrity in the perception of nature, World, man, nature adequacy, bio-adequacy, and that is expressed in such basic principles of this pedagogical concept as:

- greening (appeal to naturally inherent to men ways, methods and channels of information perception: sight, hearing, touch, smell),
- consistency (idea of energy-information unity of the World, the interconnected development of nature, society and thinking),
- humanization (transition from a technocratic educational model to a socio-cultural model, which opens up opportunities for a broad humanistic training of students),
- harmonization (use of technologies and methods of holistic, harmoniously functioning two-hemispheric thinking),
- instrumentality (possibility of applying knowledge and skills in all areas of a person's life: personal, interpersonal, social),
- personal orientation (freedom of choice of forms, directions, means of education, contributing to the realization of the creative potential of the subjects of education),
- forward-looking development of the educational industry (focus on the latest achievements of science and psychological and educational practice),
- simplicity of knowledge (appeal to familiar from childhood models, images of the world, nature),
- economy (use of technology and teaching methods that do not exceed the necessary social costs), and
- potential intellectual security (compliance with a genetically determined method of cognition in education, which guarantees adherence to the principle of 'do no harm') (ibid: 9).

The listed principles of the noospheric psycho-educational paradigm, interrelated and complementary, together form the theoretical-methodological basis for designing a lingvodidactic model for teaching Russian-language business communication to foreign students. The integrity and systemic nature of the basic paradigm determine the integrative nature of the whole designed model and each of its constituent structural components.

### ***3.3. Content and Structure of the Model for Teaching Russian-Language Business Communication to Foreign Students Based on the Noospheric Psychological and Educational Paradigm***

In accordance with the traditions of pedagogical design, the structure of the created methodical product consists of three interrelated components: content-target, organizational-technological, and control-evaluative (see Fig. 2). Each of these components performs its purposive function in this project, relies on certain sociocultural, legal, psychological and other factors and conditions, uses appropriate pedagogical tools (Romanova & Amelina, 2018).

*The content-target component* serves as the scientific-theoretical, methodological basis of the lingvodidactic model. In this regard, it is primarily considered in the aggregate of the factors that determine pedagogical design: social phenomena, processes and circumstances (at the international, state and intra-societal levels), as well as basic legal documents defining the subject area and regulated parameters of the designed model, its compliance with the needs of the society and certain categories of citizens, the installation of existing educational doctrines. Thus, in relation to the model under consideration, it should be noted that taking into account these factors actualizes the task of forming and developing PCC of future specialists in the field of business communication at various levels of world's higher education (HE) (Agarwal & Chakraborty, 2010). In Russia, developing in the context of globalization processes and in the times when the number of foreign citizens receiving vocational training here is growing, the national system of HE is guided by the federal educational standards developed in accordance with the social demand. At the same time, psychodidactics of higher education requires taking into account the communicative and educational needs of subjects of educational activities (in our case, foreign students of economic specialties) in their mastering the basic laws of business discourse, in developing their skills of intercultural interaction in professional and social and personal spheres (Han Yu, 2013), in the formation of readiness and ability to live and interact in the modern multi-polar world, 'read' and adequately interpret sociocultural information in the phenomena of authentic language environment (Kurilenko, Biryukova, Ahnina, Cherkashina, & Romanova, 2018), confidently orienting in it and successfully performing their communicative tasks, predicting possible interferences in the conditions of intercultural communication and ways to eliminate them.



Content-target component	<b>Factors of pedagogical design:</b> social demand, requirements of the Federal State Educational Standards of HE and Educational Standards of HE and RFL level standards, world globalization processes, professional and communicative needs of foreign students.		
	<b>Strategic goal:</b> development of professional and communicative competence of students in the field of Russian business communication (based on integration of the content of subject and foreign language training). <b>Tactical goals:</b> <ul style="list-style-type: none"> <li>- <i>educational</i>: expansion of knowledge about the principles and specifics of business communication;</li> <li>- <i>upbringing</i>: developing a tolerant attitude towards representatives of foreign cultures, a responsible attitude towards language as an instrument of intercultural dialogue;</li> <li>- <i>developmental</i>: formation of a multicultural language personality, the development of speaking skills, reading, listening, language guessing, memory, etc.;</li> <li>- <i>teaching</i>: expansion of professional vocabulary, formation of skills and abilities in the implementation of lexical and grammatical tasks, tasks for the extraction of information, the production of oral and written statements.</li> </ul>		
	<b>Approaches:</b> competence-based, personality-activity, cultural, system		
	<b>Principles:</b> communicative and professional orientation, consciousness, consistency, systemic character, individualization, cultural congruence		
	<b>Thematic content of the course:</b> <ol style="list-style-type: none"> <li>1. Business communication. Features of communication.</li> <li>2. Speech etiquette.</li> <li>3. Portrait of a business man.</li> <li>4. Business conversation. Interview. Summary.</li> <li>5. Business telephone conversation.</li> <li>6. Business negotiations. Business letter (official).</li> <li>7. Business negotiations. Receipt.</li> <li>8. Business negotiations. Business letter (semi-official).</li> </ol>		
Organizational and technological component	<b>Pedagogical conditions:</b> lingvodidactic environment of the university (real, virtual); resource provision		
	<b>Forms of organization of educational activities:</b> individual-frontal, group	<b>Educational technologies / techniques:</b> case technology, exercises (search and drills, imitating patterns), speech situations modeling, role-playing games, discussions	
		<b>Means of education:</b> authentic audiovisual media resources	
Control-evaluative component	<b>PCC levels:</b> - <i>reproductive</i> , - <i>adaptive</i> , - <i>productive</i>	<b>Criteria:</b> - <i>linguistic</i> , - <i>sociolinguistic</i> , - <i>sociocultural</i> , - <i>speechpragmatic</i>	<b>Form of control:</b> test (choice of correct answer, open answer, free presentation, case study on the video material)
	<b>Expected result:</b> development and improvement of the PCC of foreign students of economic specialties in the field of Russian business communication		

Fig. 2. Integrative Lingvodidactic Model of Teaching Russian-Language Business Communication to Foreign Students of Economic Specialties

The following main point of the analyzed component reveals a pivotal pedagogical category, such as ‘goal’, which links together all the components of the

designed model, building its logical structure, and determines the predicted result of pedagogical activity.

In accordance with the previously described basic principles of noospheric education, such as humanization, instrumentality and potential intellectual security, the multi-level goals of the lingvodidactic model are differentiated. The strategic goal of this model in relation to teaching Russian business communication to foreign students is defined as the development of students' professional and communicative competence through interactive educational technologies (in our case, through the integration of case technologies and audio-visual teaching aids - thematic feature films and TV-series). Tactical goals combine interrelated pedagogical tasks that are solved in the implementation of the designed lingvodidactic model: educational, upbringing, developmental, and teaching.

The question of the ways and means of achieving the set goals is decided in the aspect of the didactic categories of 'approaches' and 'principles'. Such previously mentioned principles of noospheric education, such as consistency, forward-looking development and personal orientation, determine the main approaches to the implementation of the model under consideration.

Competence-based approach reflects the response of professional education to changing socio-economic conditions, when, according to the latest FSES of HE, the main qualifying indicators of a graduate's readiness for professional activity are competencies, including metasubject, universal ones. Among them, communicative competence is recognized as the leading one, which means that a specialist, in particular, majoring in economics, has the skills to be fluent in a foreign language (in our case - RFL), which allow him to receive, evaluate and process topically relevant information from foreign sources, as well as effectively communicate orally and in the written form with colleagues from other countries (Inozemtseva, 2017). Moreover, the pedagogical potential of foreign language education manifests itself in the development of such universal competences such as possession of the culture of thinking, the ability to perceive, analyze and compile information, to set goals and choose the ways of achieving them.

Personality-activity approach presupposes a subject-oriented organization of the educational process, in which students, perceived in the complex of their individual abilities, motives, desires and needs, are engaged in solving problems of different levels of complexity in order to develop professional practical skills (Karpov, 2017).

Cultural approach in the process of training and education involves not only the values of national and world culture, but also the traditions of specific ethnos societies. As a result, the student, and subsequently the specialist, is able to solve both

general cultural tasks (communicate with representatives of different nations, live and work in a multi-ethnic society) and professional tasks (take part in international projects, conduct foreign-language business correspondence and documentation, negotiate with experts from different countries).

System approach implies consideration of pedagogical activity as a whole, in which all its structural components are in inseparable interrelationship: the goals of education, its subjects (teachers and students), methods, forms and means of the educational process.

Along with the indicated approaches, the traditional didactic principles serve as the methodological basis for the projected model: communication and professional orientation, consciousness, systemic character, individualization and differentiation, cultural congruence. The pedagogical process, built on the combination of traditional and noospheric didactic principles in line with the aforementioned approaches, ensures the harmonious development of the student's abilities, his becoming a citizen, a professional and a creative person. The thematic content of the model, as shown in Figure 2, is designed in accordance with the situations of communicative speech interaction in the professional sphere that are relevant for students.

*The organizational and technological component* of the lingvodidactic model reveals the forms of organization of educational activities, technologies / techniques. Their choice is connected with such principles of noospheric education as greening, harmonization, simplicity of knowledge and economy, which in appropriate conditions determine the use in the educational process of different organizational forms - individual-frontal or group forms - to reveal the abilities of each student, to correct their understanding of the material, prepare students for future professional activities in a team.

Among the techniques and technologies in the considered lingvodidactic model, the preferred ones are simulation of speech situations, role-playing games, discussions, case-study tasks. The priority for noospheric education is the development of students' positive, creative thinking that is adequate to the nature of the brain, which throughout their lives will help them to expand their knowledge and develop their abilities. For continuous self-improvement, students should have such personal qualities as "initiative, reflexivity, ability to plan their actions, anticipate and **correct** results, adequately assess their capabilities and critically analyze them" (Shulgina, 2016). These techniques and technologies provide the development of these personal qualities.

Creation of pedagogical conditions that stimulate the learning process (quasi-professional developmental environment, integration of the content components of RFL and special disciplines (Kirsanova & Lazarev, 2018), the use of case technologies in conjunction with authentic audiovisual means) allows students to

increase the level of PCC by immersing into observable and analyzed situations of professional communication, which activates their cognitive activity.

*The control-evaluative component* of the lingvodidactic model represents it in terms of the levels of formation of the PCC in the field of business communication. Attestation of students in the analyzed model is carried out in the form of a test that includes tasks of a 'closed' and / or 'open' type (choosing the right answer from the suggested ones and / or giving their own answer), solving situational case tasks on the material of authentic audiovisual media, etc.

The learning outcomes of the model under consideration are evaluated on the basis of criteria adopted in lingvodidactics, such as linguistic, sociolinguistic, sociocultural and speech-pragmatic, which allow to differentiate the following levels of foreign students' PCC formation in the field of business communication, correlated with the academic assessment system adopted at a particular university when the achievements are expressed as a percentage:

- *reproductive* – the low level, which allows only a simple reproduction of knowledge using the lexical and grammatical units found in the proposed didactic materials (65-79%);
- *adaptive* – the middle level that demonstrates the transformation of knowledge in the framework of a new but similar situation (80-89%);
- *productive* - the high level, which involves the use of new ways of applying knowledge in any thematic situations (90-100%).

The practice-oriented nature of the final part of the model under consideration, which assesses the degree of formation of foreign students' PCC in solving typical tasks of their upcoming professional activity, significantly updates the function of pedagogical control as a resultant component of the systemic linguistic educational process.

#### **4. Conclusions**

Summarizing what has been said, we note that the choice of the noospheric psychological-educational paradigm as a methodological basis for foreign students' training in Russian-language business communication is expedient and scientifically grounded. This paradigm is progressive because it corresponds to the laws of natural evolution and human self-realization, and is also optimal for the formation of foreign students' PCC, since it minimizes errors in the process of their cognitive activity.

The integrative character that distinguishes the noospheric paradigm and each of its content-structural components allow us to successfully solve the complex educational task of university lingvodidactics - the simultaneous formation of professional-communicative and social-personal competencies of future specialists in the process of their foreign-language educational activities.

Designed on the basis of the principles of noospheric education, the lingvodidactic model provides natural conditions for the formation of students' motivation to learn the language of their future profession, to master effective speech-thinking and speech-behavior strategies of intercultural communication. Being a flexible and open system, it has a powerful methodological potential (Hechtel 2016), since it responds to the dynamics of the needs of foreign citizens in studying RFL as an instrument and means for initiating and maintaining international production and economic contacts, professional activity in a globalizing economy.

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