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# REVISTA INCLUSIONES

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**PEDAGOGICAL SYSTEM FOR DEVELOPING RESEARCH SKILLS OF THE FUTURE  
TECHNICIANS IN NON-FORMAL LANGUAGE EDUCATION**

**Lic. Olga Sergeevna Kutepova**

Moscow State Technical University of Civil Aviation, Russia  
ORCID: 0000-0002-1130-0426  
koc87@inbox.ru

**Dr. Marina Georgiyevna Sergeeva**

Research Institute of the Federal Penitentiary Service of Russia, Russia  
ORCID: 0000-0001-8365-6088  
sergeeva198262@mail.ru

**Dr. Tatiana Yurievna Tsibizova**

Bauman Moscow State Technical University (National Research University), Russia  
ORCID: 0000-0001-8697-7178  
vesta952006@yandex.ru

**Dr. Dmitry Vladimirovich Lukashenko**

Research Institute of the Federal Penitentiary Service of Russia, Russia  
ORCID: 0000-0002-0045-6062  
dim-mail-ru@mail.ru

**Lic. Matvey Nikolaevich Pyankov**

Research Institute of the Federal Penitentiary Service of Russia, Russia  
ORCID: 0000-0003-4087-6050  
Matwcha@mail.ru

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**Abstract**

At the present stage, in Russia, there is an urgent demand for the adaptation and modernization of the foreign language education to meet the steadily growing educational needs. The advancing status of foreign languages acquires special significance in the context of Russia's inclusion in the world educational processes and global changes in social and economic development. In these conditions, the consistent implementation of the principle of the continuity in the educational process becomes especially relevant. The main direction of professional education is the development of a future technician's personal and professional competencies. It requires new approaches to the organization and interdisciplinary integration of the content and technology of foreign language teaching.

**Keywords**

Technician – Research skills – Technology – Algorithm – Foreign language education



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## Introduction

The need to develop a new direction of non-formal education in teaching foreign languages is an actual vector of professional training on the labor market. It is focused on self-determination and self-realization of a person, improving the research skills of a future technician, contributing to the construction of varied educational and professional routes. It is non-formal education that can effectively solve the problems of forming the student's life attitudes, filling the lack of professional competence. In addition, non-formal education is becoming a way of life for a person who seeks to fulfil his/her potential.

Non-formal foreign language education as an individual learning activity is an organized and ongoing educational process that is carried out outside the system of traditional (formal) education, and may not be fixed by official documents<sup>1</sup>.

Non-formal education transforms and complements the knowledge gained through formal education, it takes into account the multicultural dimension, the specificity of countries with economies in transition, market demands, as well as the need to acquire practical life skills in a wider social context. Non-formal foreign language education, in contrast to formal, is characterized by accessibility, voluntariness, complementarity (it supplements in some aspects continuous education, including formal education), the priority of social competencies, active work, reliance on experience, focus on meeting students' requests<sup>2</sup>.

Non-formal foreign language education of a future technician is an organized educational activity outside the established formal system, in the framework of which special tasks of self-development and self-training are set. Non-formal foreign language education as an individual learning activity operationalized through the independence, autonomy, ability to think creatively, take a researcher's position, and anticipate learning outcomes<sup>3</sup>. The conditions for the success are the interaction with formal education and variability of educational programs. The most effective forms of non-formal foreign language education for students are frontal or group (elective/optional courses) and non-frontal or individual (traineeships in the country of residence, traineeships in the country of the target language, second higher education, linguistic centers (language schools), distance learning, trainings, professional scientific seminars and conferences, olympiads, webinars).

## Methods

We compared the views of Western educators on the definition and specific features of the three types of education (Table 1).

<sup>1</sup> P. Gorev; N. Telegina; L. Karavanova y S. Feshina, "Puzzles as a didactic tool for development of mathematical abilities of junior schoolchildren in basic and additional mathematical education", *EURASIA: Journal of Mathematics, Science and Technology Education* Vol: 14 num 10 (2018): 178-185.

<sup>2</sup> M. Sergeeva; N. Bondarenko; T. Shebzuhova; A. Vartumyan y S. Lesnikova, "Scientific substantiation of the conception of continuous economic education development", *Turkish online journal of design art and communication (TOJDAC)* Vol: 8 (2018): 178–185.

<sup>3</sup> J. Bírová; P. Kružlík; A. Kalimullin; N. Sokolova; Z. Haroun; R. Králik y D. Vasbieva, "Mathematical and Statistical Bibliometric Indicators for Scholars in the Field of Romance Languages and Linguistics", *EURASIA: Journal of Mathematics, Science and Technology Education* Vol: 14 num 12 (2018): 1683.

Authors	Conceptual approach	Formal education	Informal education	Non-formal education
P. Coombs, M. Ahmed	Definition of specific features, structure and contents	highly institutionalised, chronologically graded and hierarchically structured “education system”, ranging from primary school to the university	informal learning is the lifelong process by which every person acquires and accumulates knowledge, skills, attitudes and insights from daily experiences and exposure to the environment – at home, at work, at play	non-formal learning is organised and systematic educational activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups in the population of any age
P. Fordham	implementation of different types of education in the interconnection with the social institutions	connected with schools and educational institutions	associated with community groups and other organizations	interaction with friends, families and colleagues
T. Simkins	analysis of parameters in terms of purpose, timing, content delivery systems and control	long-term goals, availability of a document on obtaining this education, external quality control, standardization	short goals, managing students, resource-saving principles, individualization, practical orientation of the content	–
P.E. Fordham <sup>4</sup> , T. Jeffs, M. K. Smith <sup>5</sup>	differentiation between formal and informal education via curriculum. In this way formal education would broadly approximate to top-down curriculum formation	all educational programs initiated by the state belong to the category of formal education and are organized on a top-down basis, non-formal education is aimed at realizing the interests of students, it is planned by them, i.e. from the bottom up position		
Commentary	Current trends in non-formal education in Europe and other countries are reduced to the fact that the confrontation and the opposition of non-formal education to formalized public education is smoothed out, that is, they			

<sup>4</sup> S. Blinova; T. Dugina y A. Zabolotskikh, Teaching mixed nationality groups (on the example of students from the Northern Caucasus region). INTED2018: Proceedings of the 12th International Technology, Education and Development Conference (2018): 7977-7982. Valencia. Spain.

<sup>5</sup> P. Gorev; N. Telegina; L. Karavanova y S. Feshina, “Puzzles as a didactic tool for development of mathematical abilities of junior schoolchildren in basic and additional mathematical education”, EURASIA: Journal of Mathematics, Science and Technology Education Vol: 14 num 10 (2018): 178-185.

	<p>complement each other. Both private and public non-formal education is becoming a kind of testing site for monitoring the effectiveness of new technologies and developing new standards. This understanding of the relationship between formalized and non-formal education allows us to draw the following conclusions:</p> <p>1) non-formal and formal education should be technologically compatible and easily converted into one another through educational standards;</p> <p>2) non-formal education does not imply a rejection of standards and technologies. In non-formal education, they are not approved at the state level; in the field of non-formal education, educational processes can use different systems of standards and different approaches to them;</p> <p>3) formal education systems work in the framework of approved standards and, when moving from one system of standards to another, are reformed in an organized manner; in the field of non-formal education, standards systems develop and evolve independently. We can say that formalized education arises as a result of standardization, and in non-formal education, standards arise in the process of education and have conventional nature</p>
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Table 1  
Education Approaches

As the organization active in the field of international law, human rights, democratic development and cultural interaction of member countries, the Council of Europe has always supported non-formal education. Among meaningful events aimed at promoting the main trends in non-formal education and its validation were the Symposium on non-formal education (Strasbourg, 2000) and the conference of the Council of Europe and the SALTO-YOUTH Inclusion Resource Centre, “Bridges for Recognition” held in Leuven (Belgium), 2005<sup>6</sup>.

In the implementation of the concept of non-formal education in Russia, the following important documents should be noted<sup>7</sup>:

- Memorandum of Continuing Education of the European Union [2000],
- expert opinions made by the Public Chamber of the Russian Federation and the Higher School of Economics in 2007,
- the State Program of the Russian Federation “Development of Education for 2013–2020”, which indicated that non-formal education is one of the three components of lifelong education (along with formal and informal education) and is considered as a factor of competitiveness and success of the country, an important element of modern educational systems, necessary for the development of social competencies, civic attitudes, a healthy lifestyle<sup>8</sup>.

<sup>6</sup> S. Sharonova; N. Trubnikova y N. Sokolova, “Interpreting religious symbols as basic component of social value formation”, *European Journal of Science and Theology* Vol: 14 num 3 (2018): 117-129.

<sup>7</sup> S. Neverkovich; I. Bubnova; N. Kosarenko; R. Sakhieva; Zh. Sizova; V. Zakharova y M. Sergeeva, “Students’ internet addiction: study and prevention”, *Eurasia Journal of Mathematics, Science and Technology Education* Vol: 14 num 4 (2018): 1483-1495.

<sup>8</sup> M. G. Sergeeva; N. G. Bondarenko; T.A. Shebzuhova; B. A. Solovyov; D. V. Parinov; L. A. Shvedov y A. P. Ovchinnikov, “Verification of management-support of professional and educational trajectory of students in the socio-cultural educational environment of the university”, *Amazonia Investiga* Vol: 8 num 18 (2019): 5- 14.

O.S. Kutepova<sup>9</sup> considers the research skills of a future technician in the framework of non-formal language education as the ability to independently master new linguistic and methodological knowledge. The following skills should be developed in the framework of non-formal education of a future technician:

*in the field of culture:*

- to collect, systematize and interpret cultural information;
- to contrast, generalize the comparing facts, cultural phenomena, events in the cultural life of the studied communities;
- to critically analyze information reflecting the cultural and social aspects of the cultures of the countries of their native and target languages;
- to compare the perception of own speech actions (from the point of view of own cultural values) with the perception of the speech behavior of the interlocutor - a representative of another country (from the point of view of his/her scale of cultural values);
- to identify and structure cultural values in the process of communication with native speakers of a foreign language;

*in the field of methods:*

- to summarize current trends in the development of methods and basic documents in the field of language education;
- to analyze the content and structure of the system of teaching foreign languages in order to form their own methods, techniques and models of learning;
- to analyze, classify and systematize the scientific and methodological information necessary for solving practical and theoretical problems;
- to carry out an expert assessment of modern textbooks and teaching aids in foreign languages;
- to be able to develop individual educational routes for students with disabilities;
- to model the educational process in accordance with modern requirements of science and practice for additional education;
- to identify the problems of teaching children with special educational needs;
- to plan lessons in the framework of elective courses, taking into account the language proficiency level, the needs of students and the possibilities of the educational environment, generate non-standard ideas for teaching and learning;

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<sup>9</sup> O. S. Kutepova, "Features of the development of the research component of intercultural communicative competence of students", Psychology of education in a multicultural space: a scientific journal Vol: 4 num 32 (2015): 92–95.

- to compare and choose methods of assessing learning outcomes of students on the basis of critical analysis of existing means of control and self-control;

- to find new ways and means of learning, using best practices and innovative solution in the context of further education;

- to identify contradictions, put forward hypotheses and find solutions to emerging problems, plan and conduct a pedagogical experiment based on an independent study of the problems identified in the course of pedagogical practice or writing a diploma project;

- to model all kinds of results in accordance with additional general educational programs;

*in the field of language:*

- to generalize, analyze facts and phenomena reflected in the background vocabulary, idioms, phraseological units, etc. when working with various types of reference, fiction, journalistic literature and Internet resources;

- in order to expand the linguistic and cultural horizons, to be able to draw analogies, compare and analyze the studied linguistic phenomena, categories and concepts, sociocultural features, the rules of intercultural dialogue for solving problems of professional communication and interpersonal interaction;

- to generalize and classify the norms of speech etiquette, the culture of speech behavior adopted in the foreign language community;

- to classify and systematize strategies, technologies and communication mechanisms in a particular cultural communicative context;

- to synthesize, abstract and generalize knowledge in the field of linguistics, language theory and linguoculturology with the aim of enriching the language experience, updating personal potential in intercultural interaction outside the university.

## Results

Russian researcher O.S. Kutepova<sup>10</sup> developed a model for the development of research skills of a future technician in non-formal language education. This model is a combination of structural blocks (Fig. 1):

motivation and target (goal, tasks),

contents (the influence of formal education on informal and non-formal), process and technology (principles, approaches, techniques, methods and means of training, stages of research skills development), evaluation and efficiency (indicators and evaluation criteria, levels of development of skills, indicators, expected result).

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<sup>10</sup> O. S. Kutepova, "Problems of development of research skills of a teacher of a foreign language", Secondary vocational education Vol: 1 (2016): 41–43.



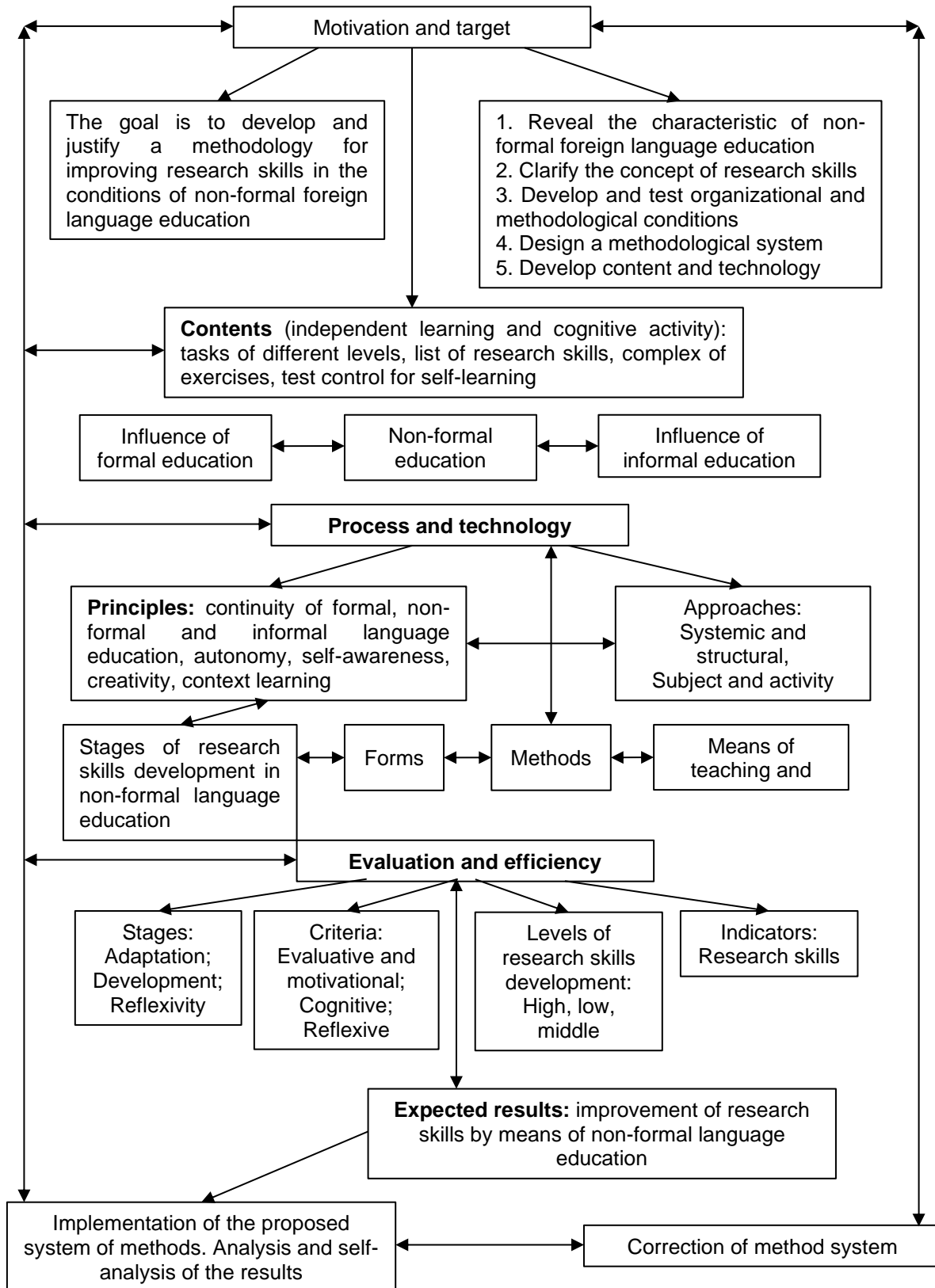


Figure 1

Pedagogical system for improving research skills of future technician in non-formal language education

O.S. Kutepova<sup>11</sup> developed a technology that was tested during experimental work. Below is the functional diagram of the experiment (Fig. 2).

<b>Stage 1 Diagnostics of motivation</b>		
Tasks	Characteristics	Comments and examples
1) to identify the motivation for independent activity; 2) to determine the initial level of research skills; 3) to develop motivation for participation in active learning activities	Developing strategies for improvement of research skills by means of non-formal language education	Diagnostics of educational needs of students Diagnostic tools: Questioning, observation, interviewing.
<b>Result:</b> <i>diagnosing the level of motivation and the degree of research skills development, determining further strategies</i>		
<b>Stage 2 Reproductive development</b>		
1) to give an idea of the diversity of types and forms of research activity in the conditions of non-formal language education; 2) to master creative activity at the level of creative imitation; arouse a feeling of satisfaction from the process and the results of independent work.	Individual strategies of independent cognitive activity are determined; Teacher as a facilitator; atmosphere of relaxedness and productive search within the framework of free choice	Project work “History of a foreign language textbook from the XVII to XIX centuries”. Preparation of creative tasks for the presentation of the project. Work in the library, on websites, in archives. Power Point presentation as the final result. Project work “Multilevel versions of the modern lesson of foreign language” (methodology). Modification of assignments for students with different levels of language proficiency in the Moodle system (fragment of the lesson)
<b>Result:</b> <i>the adoption of individual education as an activity, improving research skills in independent learning</i>		
<b>Stage 3 Productive activity</b>		
1) to consolidate the idea of the diversity of types and forms of independent educational and cognitive activity in the conditions of non-formal language education;	1) students felt as independent and creative personalities at the university; 2) steady need to engage in self-development and self-education;	Formation of a methodological portfolio; fulfillment of creative tasks; use of various Internet resources, online platforms, etc.

<sup>11</sup> O.S. Kutepova, G.V. Sorokov, “The problem of the formation of the research competence of a foreign language teacher”, KANT: a scientific peer-reviewed journal Vol 1 num 22 (2017): 22–25.

2) to master research skills at the elementary and advanced levels; 3) to form an adequate self-esteem of own capabilities and abilities; 4) to develop self-regulation	3) reflection and critical assessment during teaching and research practices, during the writing of a graduation project, participation in conferences and events of the department	
<p><b>Result:</b> <i>stimulation of the reflective component in the personality structure; Non-formal language education as a means of improving research skills and personal qualities.</i></p>		
<p><b>Stage 4 Reflection and analysis</b></p>		
1) to determine the degree of students' interest in autonomous learning; 2) to give an idea of the technologies of creative self-development; 3) to identify research skills in the process of writing term papers and diploma projects, participation in international and local competitions "Best teacher of the year", the Olympiad "Teacher of the school of the future" (2016/2017 academic year), competition of student initiatives in 2017.	Students realized the importance of independent educational and cognitive activities for their future careers; the need to realize their abilities in various types of non-formal language education	Start-up presentation "Development of methodological support for school teachers as a result of the interaction of the school and the university"; the business game "Methodological support for students studying a foreign language in the context of inclusion"; participation in regional and all-Russian competitions, in the all-Russian exhibitions "Creativity of the Young", in the competition of student initiatives;  case study "Development of a foreign language lesson, based on the multilevel differentiation"
<p><b>Result:</b> <i>the integration of methodological training in professional activities, the formation of basic indicators for improving research skills in the conditions of non-formal language education; non-formal language education as a personal result</i></p>		
<p><b>The general result:</b> <i>transition to a higher level of research skills; development of subjectivity as the main personal characteristics</i></p>		

Figure 2  
Functional diagram of the experiment

The proposed technology involves the development of methodological support, recommendations, a set of exercises and diagnostic tools, monitoring the achievements and motivation of students in order to involve them in planning their independent research activities, drawing up their individual learning strategies.

The obtained empirical data during the experiment allowed us to prove high efficiency of the developed methodology for improving the research skills of the future teacher of a foreign language in the conditions of non-formal foreign language education.

## Discussion

In the course of the study, the following organizational and pedagogical conditions were identified<sup>12</sup>:

- constant monitoring of students' motivation for autonomous learning;
- diagnosis of individual personal characteristics and needs of students;
- consistency of the topics of elective courses with the needs of students and the requirements for the training of a technician;
- the use of frontal and non-frontal (individual and group) forms of non-formal education in the process of creating a student's personal educational route aimed at developing the research skills;
- development of individual methodological support for each student in various forms of individual and group training
- use of a variety of interactive technologies (educational dialogue, discussion, debate).

Non-formal education is a continuous process of the formation of values, relationships, knowledge and skills through educational influence on the personality. We have identified the types of non-formal education that best contribute to the development of research skills of a future technician (see Table 2).

Non-formal language education		
Types	Frontal (group)	Non-frontal (individual)
Elective courses	+	
Traineeship in the country of residence		+
Traineeship in the country of the target language		+
Second higher education (additional to the basic higher education)		+
Linguistic centres, language schools		+
Optional courses		+
Distant leaning		+
Moodle (e-learning)	+	
Trainings		+
Professional research seminars (conferences)		+
Olympiads		+
Webinars		+

Table 2  
Non-formal language education

<sup>12</sup> S. Blinova, T. Dugina, A. Zabolotskikh, Teaching mixed nationality groups (on the example of students from the Northern Caucasus region). INTED2018: Proceedings of the 12th International Technology, Education and Development Conference (2018): 7977-7982. Valencia, Spain; M. Sergeeva; A. Shumeyko; A. Serebrennikova; A. Denisov; N. Bondarenko y E. Getmanova, "Innovative pedagogical experience in practice of modern education modernization", Modern Journal of Language Teaching Methods Vol: 8 num 11 (2018): 814–823 y Y. Volkova y N. Panchenko, "Discourse variation of the concepts of destructive emotions", Vestnik Rossiiskogo Universiteta Druzhby Narodov. Russian journal of linguistics Vol: 22 num 1 (2018): 175-194.

Table 2 shows that non-formal foreign language education is considered as:

- specially organized activities, within the framework of which each person can develop individual characteristics, relying on his/her abilities, increasing the level of knowledge and understanding;
- development of certain skills and methods of their application<sup>13</sup>.

In this regard, students should be encouraged to participate in various international programs, trainings, seminars, conferences, during which it becomes possible to practice the use of language skills with native speakers.

## Conclusion

The algorithm for the development of research skills of future technicians in non-formal foreign language education is a phased technology consisting of four stages:

- 1) starting stage (result: diagnosing the level of motivation and the degree of development of research skills, determining further strategies for their development);
- 2) reproductive development (result: development of research skills in independent learning);
- 3) productive and activity (result: stimulation of reflection, development of research skills and personal qualities);
- 4) reflection and analysis (result: the integration of methodological preparation for professional activity, the formation of the main indicators for the development of research skills in non-formal foreign language education; personal achievements).

Among the goals of non-formal education, based on the research works of Russian and foreign educators and regulatory documents, we have identified the following:

- 1) development of readiness and ability for verbal interaction and mutual understanding;
- 2) mastery of universal educational activities (the ability to formulate the goals, plan, carry out speech self-control and self-correction, to work with information and reference books), elementary skills to work with text in different modes;
- 3) awareness of the main features of oral and written speech, mastery of the culture of oral and written speech, types of speech activity, rules for using the language in different communication situations, norms of speech etiquette, enrichment of active and receptive vocabulary, expansion of the use of grammatical means in speech;
- 4) improving the ability to apply the acquired knowledge and skills in the process of verbal communication in educational activities and in everyday life;

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<sup>13</sup> E. Dolzhich y S. Dmitrichenkova, Computer science terminology (a case study of the Spanish language). INTED2018: Proceedings of the 12th International Technology, Education and Development Conference (2018): 2556-2559. Valencia. Spain.

5) fostering respect for a foreign language as a cultural phenomenon, a means of communication and information.

Thus, non-formal language education implies:

firstly, development of socially significant qualities and personal properties with the means of a foreign language;

secondly, the expansion of the individual picture of the world through familiarization with the linguistic and conceptual pictures of the world of the target language;

thirdly, the students' knowledge of a different language system, a different value system, a better understanding of native culture and language;

fourthly, training in subject knowledge, skills, abilities and methods of learning.

From this perspective, non-formal language education involves the development of abilities and skills that allow a future technician to enhance professional and cultural level.

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