



Algorithm and Monitoring the Formation of the Readiness of Masters for Intercultural Integration in the Scientific and Pedagogical Community

Larisa Akhunzhanovna Apanasyuk 1

Klara Ishmuratovna Baymukhametova 2

Ekaterina Meruzhanovna Ambartsumyan 3

Ksenia Sergeevna Brazhenets 4

1 Russian State Social University 129226, Russia, Moscow, Wilhelm Pieck St., 4.

2 Moscow State University of Humanities and Economics 107150, Russia, Moscow, Losinoostrovskaya St., 49.

3 Finance University under the Government of the Russian Federation 125993, Russia, Moscow, Leningradsky Prospekt, 49

4 GOU SPO "College of modern technology named after Hero of the Soviet Union M. F. Panov" 129337, Russia, Moscow, Khibinsky passage, 10.

ARTICLE INFORMATION

Original Research Paper

Received Dec. 2018

Accepted Mar. 2019

Keywords:

algorithm,
monitoring,
readiness formation,
masters,
intercultural integration,
scientific and pedagogical community,
international cooperation,
active learning methods

ABSTRACT

Changes in the system of higher education in Russia determine the need for its intensification due to the substantive burden of international scientific and pedagogical cooperation, which requires additional resources in terms of training teachers and students. The problem of creating an algorithm and a mechanism for monitoring the formation of the readiness of masters for intercultural integration in the scientific and pedagogical community is being actualized. The purpose of the research is to substantiate and test experimentally the algorithm and mechanism for monitoring the formation of the readiness of masters for intercultural integration in the scientific and pedagogical community. The scientific novelty of the research lies in the fact that it: describes the trends in the development of master training for intercultural integration in the scientific and pedagogical community, affecting the specifics of the educational process at the university; identified and described the essential characteristics of the algorithm and mechanism for monitoring the formation of the readiness of masters for intercultural integration; substantiated and described the role positions of a foreign language teacher as a subject of pedagogical interaction in the process of professional training of masters; justified the choice of criteria, indicators, methods and tools for diagnosing the training of masters for intercultural integration based on the study of a foreign language.

The practical significance of the study lies in the fact that: its results are used in the activities of higher education institutions in Russia; the proposed algorithm and monitoring of the formation of the readiness of masters for intercultural integration in the scientific and pedagogical community provide the foreign language teacher with the opportunity to plan their own professional activities when preparing masters for international cooperation.

As a result of the research, the article concluded that the developed algorithm represents the interrelated stages of cooperation between the teacher and students based on the methods of active teaching of a foreign language, with the inclusion of monitoring the results of

1. Introduction

Studying the results of scientific research (Pridanova, 2015) and the practice of studying in Russian universities suggest that the insufficient development of the problem of intercultural integration of masters in the scientific and pedagogical community requires the creation of a system that ensures the development of indicators in the structure of readiness. We believe that the creation of the algorithm and the monitoring mechanism most contribute to the formation of their readiness for intercultural integration in the scientific and pedagogical community.

In the modern system of Russian education there are contradictions between:

- the need to implement special training programs for masters in a foreign language, taking into account the functions and factors of international cooperation and the lack of special training of masters for intercultural interaction with foreign colleagues;

- the growing need for the implementation of intercultural interaction of masters and the insufficient development of the algorithm and monitoring mechanism, in which it will contribute to the formation of their readiness for intercultural integration in the scientific and pedagogical community.

Therefore, it is necessary to find out which algorithm and monitoring mechanism will ensure effectiveness, manifested in the readiness of masters for intercultural integration into the scientific and pedagogical community.

The significance of solving this problem determined the research topic in the article.

We believe that the resolution of the revealed contradictions will be facilitated by the developed algorithm and monitoring mechanism when teaching a foreign language, ensuring the formation of the readiness of masters for intercultural integration into the scientific and pedagogical community.

In the modern system of Russian education there are contradictions between:

- the need to implement special training programs for masters in a foreign language, taking into account the functions and factors of international cooperation and the lack of special training of masters for intercultural interaction with foreign colleagues;

- the growing need for the implementation of intercultural interaction of masters and the insufficient development of the algorithm and monitoring mechanism, in which it will contribute to the formation of their readiness for intercultural integration in the scientific and pedagogical community.

Therefore, it is necessary to find out which algorithm and monitoring mechanism will ensure effectiveness, manifested in the readiness of masters for intercultural integration into the scientific and pedagogical community.

The significance of solving this problem determined the research topic in the article.

We believe that the resolution of the revealed contradictions will be facilitated by the developed algorithm and monitoring mechanism when teaching a foreign language, ensuring the formation of the readiness of masters for intercultural integration into the scientific and pedagogical community. And it becomes a reality if:

- proved the need to prepare for the intercultural integration of masters as scientists and teachers;
- the essence is determined and the structure of the readiness of masters for intercultural integration is developed;

- an algorithm has been created for the formation of masters' readiness for intercultural integration into the scientific and pedagogical community;

- a mechanism for monitoring the formation of the readiness of masters for intercultural integration into the scientific and pedagogical community in teaching a foreign language in the higher education system was designed and tested.

As a result, we believe that the readiness of masters for intercultural integration into the scientific and pedagogical community as a creative property of an individual ensures the adoption of adequate professional decisions in situations of intercultural interaction.

2. Methodology

2.1. Theoretical and methodological substantiation of the development of the algorithm and mechanism for monitoring the formation of the readiness of masters for intercultural integration in the scientific and pedagogical community.

In the course of research in Russian universities ("Russian State Social University"; "Moscow State University of Humanities and Economics"; "Samara National Research University named after Academician S.P. Korolyov"), an algorithm and mechanism for monitoring the formation of masters' readiness for intercultural integration in scientific-pedagogical community.

The algorithm is considered by Russian scientists, as a rule, which determines the pedagogical actions, as a result of the consistent implementation of which a certain result is obtained. Such a sequence of actions is called an "algorithmic process".

The algorithmic process has an ultimate goal and ends with the receipt of certain results (diagnostics during the process of teaching a foreign language to the masters, assessment based on the results of participation of students in the international activities of the university).

The developed algorithm provides the variability of the organization of the educational process and tactical actions for solving educational and developmental tasks, both for foreign language teachers and masters. The effectiveness of the algorithm should be confirmed by the growth of readiness components.

In this regard, it is important to monitor the readiness indicators of masters for intercultural integration, which is built on the basis of the concept and methodology of international standards of quality management in higher education. Leading principles of quality management in Russian universities are taken into account. In the course of monitoring the readiness of masters for intercultural integration into the scientific and pedagogical community based on the concept of international quality management standards for higher education, emphasis is placed on meeting the needs of masters in the international educational services market; optimal organization of masters training for intercultural integration; forecasting the results of masters training, taking into account indicators of preparedness components developed in the study.

The study clarified that the process of forming masters' readiness for intercultural integration in the scientific and pedagogical community in a general aspect is carried out in the workplace of a foreign language teacher and is updated in the process of teaching masters. The developed algorithm and the monitoring mechanism are a resource for organizing vocational education activities in order to foster the readiness of masters for intercultural integration in the scientific and pedagogical community.

2.2. The essence and parameters of the algorithm and monitoring the formation of masters' readiness for intercultural integration.

The research algorithm is built on the basis of the principles of reflection of the quality of processes as results; humanism or humanistic management; motivation in introducing a quality management system at the university; planning as the leading principle of quality management; consistency. The algorithm as a set of rules that masters follow when performing scientific and pedagogical activities in the international educational environment optimizes relations with foreign colleagues, simplifies the stages of joint scientific and educational activities in order to achieve consistency in the process of intercultural interaction.

The algorithm is expressed in the rule in a foreign language, which allows processing of the initial data to obtain a result. In the study, we sought to ensure that every action would be easy to understand the performer and to apply. Consider the capabilities of the algorithm in terms of goal setting and research tasks. For the algorithm of preparing masters for intercultural integration into the scientific and pedagogical community when teaching a foreign language, the initial data are the object and subject of study, the subject of study, and the result is the educational process in the Russian higher education system, including the process of teaching and learning a foreign language. The essence of the algorithm includes theoretical, methodological and technological parts. The algorithm is built in the logic of movement “from goal to result”, systematically combining objective and subjective conditions.

The algorithm is characterized by methodological universality from the point of view of the tasks to be solved: the formation of the readiness of masters for intercultural integration into the scientific and pedagogical community; further methodological use of the algorithm by teachers in educational organizations in creating conditions for colleagues and students; scientific and methodological implementation in the system of Russian higher education.

The stage of monitoring the formation of masters' readiness for intercultural integration in the scientific and pedagogical community includes the analysis of the experience and results of intercultural communication of masters, intercultural creative activity, which are acquired during contextual training and are aimed at transferring educational activity to professional activity. The parameters for the formation of masters' readiness for intercultural integration were determined: input control indicators of masters' readiness for intercultural integration; monitoring the readiness of masters; monitoring the readiness of masters for intercultural integration in teaching a foreign language; output monitoring of indicators of readiness of masters for intercultural integration.

At the same time, the selected monitoring parameters correspond to the structural components of the teacher's professional and personal concept and are methodically presented in semantic, informative blocks of special programs in a foreign language for masters. Consequently, the process of actualization among teachers of target motivation for the formation of masters' readiness for intercultural integration is promoted by the essence of the developed algorithm and monitoring, the logic of which corresponds to the formation of masters' readiness according to certain parameters.

The key parameters for the development of algorithmic actions and their monitoring are: foreign language communication, creative discussion of problems in relevant areas of intercultural interaction. The established parameters contribute to the formation of intellectual skills (the ability to comprehend the communicative pragmatic needs of masters, the ability to use the techniques of specialized strategy and tactics of colleagues

abroad in order to present national, scientific and pedagogical achievements in the process of professional communication in a foreign language). The content of a foreign language in the framework of the algorithm was mastered by forms and methods of active learning, aimed at developing masters' readiness for intercultural integration: lecture-discourse on the problem of training, lecture-research, lecture with the solution of pedagogical situations, interdisciplinary lecture, lecture-consultation based on programming questions, lecture - "press conference", lecture with the use of programmed knowledge control.

2.3. Experimental verification of the algorithm and monitoring the formation of the readiness of masters for intercultural integration.

The experimental test consisted in testing and analyzing the results of the algorithm and monitoring the formation of the readiness of masters for intercultural integration, aimed at solving the research problem.

The selected theoretical and methodological basis determined the course of the pilot test, which was carried out in several stages in the period 2015-2018:

- the first stage (2015-2016) is devoted to the analysis of scientific sources on the problem of research, the substantiation of the leading concepts of research, the formation of the scientific apparatus, the development of the methodology of scientific research and methods of experimental verification;

- at the second stage (2016-2017), a methodology for conducting pilot work was developed and implemented, an algorithm and monitoring of the formation of masters' readiness for intercultural integration were developed and described, their essential characteristics were substantiated, and data obtained as a result of pilot testing and corresponding quality parameters use of the developed didactic tools;

- the third stage (2017-2018) is aimed at the completion of the pilot test and analysis of the results obtained, the wording of the research findings and the completion of the work on writing the article.

Experimental base of research. The source of empirical data during the pilot test were: 300 foreign language teachers and masters working and studying in Russian universities: ("Russian State Social University"; "Moscow State University of Humanities and Economics"; "Samara National Research University named after Academician S.P. Korolyov"). According to the results of a pilot test, the effectiveness of the developed algorithm and monitoring the formation of the readiness of masters for intercultural integration was proved.

The algorithm for preparing masters for intercultural integration in the scientific and pedagogical community included the following steps:

- study in the classroom classes of the program of a special course in a foreign language to prepare for intercultural activities; student testing;

- a course of lectures on the direction of preparation using active teaching methods in the framework of classroom studies and joint intercultural activities;

- conducting classroom studies using active methods of teaching a foreign language (pedagogical situations, business games, quasi-professional activities in the framework of international cooperation);

- an autonomous mode of work of masters - the analysis of original educational editions in the directions of preparation of masters and translation on the basis of specialized dictionaries;

- development of a scientific abstract by students in the direction of training in a foreign language and language of instruction in the course of an autonomous mode of operation. Presentation of theses of the report

on the scientific essay in the classroom.

- final control (protection of a scientific abstract, test).

We note in particular that knowledge of the education system in the country of the language being studied has become the basis for developing a lecture course in the direction of training, modeling procedural and procedural situations and ways to solve them, creating conditions for communicative activities, playing communicative and positional roles, selecting speech material in organizing reproductive communication; mastering the knowledge of the rules for the formulation of linguistic material relevant to the direction of training, the development of communicative skills (the ability to structure, analyze and interpret specialized information in speech, the ability to build one's speech and non-speech behavior in solving pedagogical issues, problems and problems in a foreign language).

Foreign communication, creative discussion of problems in relevant areas of intercultural interaction contribute to the formation of intellectual skills (the ability to comprehend the communicative pragmatic needs of masters, the ability to use the techniques of specialized strategies and tactics of colleagues abroad in the process of professional communication in a foreign language).

During the pilot test, it was confirmed that the developed algorithm ensures the variability of the organization of the educational process and tactical actions for solving educational and developmental tasks, both for foreign language teachers and masters. The effectiveness of the algorithm in the preparation of masters for intercultural integration in the scientific and pedagogical community in teaching a foreign language is confirmed by the growth of indicators of components of readiness.

Monitoring indicators of the readiness of non-linguistic specialists for intercultural integration is built on the basis of the concept and methodology of international standards in the system of higher education.

Monitoring the results of the preparation of masters for intercultural integration includes the following steps: input control indicators of masters' readiness for intercultural integration; monitoring the readiness of masters; monitoring the readiness of masters for intercultural integration in teaching a foreign language; output monitoring of indicators of readiness of masters for intercultural integration. At the same time, monitoring carries out certain functions: diagnostic, correction, management, evaluation, and has the form of periodic and final control.

The specificity of the experimental verification of the algorithm and the monitoring of the formation of the readiness of masters for intercultural integration was that the content of a foreign language was mastered by the forms and methods of active learning aimed at developing masters' readiness for intercultural integration. Where the forms and methods included: lectures - discourse on the problem of the direction of training, lecture-research, lectures with the solution of pedagogical situations, interdisciplinary lectures and other types of lectures in the context of cooperation between teachers and trainees.

Audience classes were aimed at:

- study of original materials;
- organization of discourse on the analysis of conflict (controversial) situations;
- search information evidence database;
- creation of an information package of regulatory documentation and case material;
- development of an educational and methodical task and presentation of its solution.

The game form of classroom activities includes the presentation and playing of positional roles, business games with the simulation of pedagogical strategy and tactics in the context of intercultural communication; the availability of original case-law literature, which provides analysis and interpretation of authentic scientific and practical material, contributing to the choice of the problem and holding a class in a foreign language in the direction of training writing and presenting abstracts of a report in a foreign language while studying foreign experience or with direct participation in international conferences; conditions for the implementation of a special task on the basis of international linguistic centers, participation in the problem-analytical discussion of young scientists.

Autonomous mode of trainees: provides performances in a foreign language as a teacher of a particular discipline; creates conditions for the analysis and systematization of their own lecture material in a foreign language; actualizes the preparation for the protection of scientific abstracts / abstracts of reports; aims to protect intercultural educational products in a foreign language in the form of abstracts of the report.

One of the productive ways of shaping the readiness of masters for intercultural integration into the scientific and pedagogical community within the framework of the algorithm and monitoring is modular training, which highlights the main scientific ideas of the course; structured learning content around these ideas into specific blocks; a complex didactic goal is formulated, operational didactic targets are distinguished from it, and modules are formed. In front of each module is the input control of knowledge; current and intermediate control is necessarily carried out at the end of each training element (more often it is a soft control: self-control, mutual control, checking with a sample, etc.); the differentiation of educational content is carried out, the level of compulsory training is established and the level is higher than compulsory.

Taking into account the results of the study, the modules include training sessions: for listening, where the form of current control is the compilation of abstracts of the report heard; for speaking, where the form of current control is a presentation on the topic of the direction of training and participation in the discussion; to master reading and translation, while the form of current control is to extract information with a given degree of completeness; while learning to write - writing essays, articles, reports, etc. is used as current control. For the development of all modules, group, individual and extracurricular forms of classes are assumed in accordance with the number of training hours in the foreign language specialty course program in the master's program.

2.4. The results of the experimental verification of the algorithm and the monitoring mechanism of the formation of the readiness of masters for intercultural integration in the scientific and pedagogical community.

The algorithmized process of preparing masters is valuable primarily because it arms students in the means of managing their thinking and practical actions, that is, it forms among masters the necessary qualities of a personality as a subject of their own learning activities. This type of learning creates the necessary prerequisites for preparing students for creative activities, since in the process of algorithmization they master the methods of activity, including thinking. Algorithmization increases the weight of independent work and contributes, as already noted, to improved management of the learning process. At the same time, this type of training strictly formalizes the actions of the student. Analysis of the algorithmic process in the Russian higher education system confirmed that by applying the algorithm to the same initial data several times, the experts (teachers of foreign languages from different universities) received almost the same result, connection with which we can talk about the effectiveness of the created algorithm.

The quality control of the readiness of masters for intercultural integration in the scientific and pedagogical

community on the basis of the developed monitoring mechanism performs the following functions: training, diagnostic, correction, management, evaluation. A foreign language in the framework of a special course in a foreign language is a tool that allows you to prepare masters for intercultural integration and improve the quality of training.

In the study, monitoring is the most important factor in the process of learning a foreign language in preparing masters for intercultural integration, it allows not only to establish the level of readiness, but also to identify deficiencies in knowledge and skills, and thereby determine the need for changes to be made to the method of work. Monitoring is the management of the monitoring process with constant or periodic tracking of the object and mandatory feedback and reflection. Monitoring is considered as a tool for tracking the degree of solution of the tasks set and as an indicator of the information and analytical base on the effectiveness of mechanisms for achieving a new quality of education. Monitoring includes the continuous collection of information about the course of training and the interpretation of this information, aimed at analyzing emerging problems, failures, difficulties of students and teachers in the educational process.

3. Results

Results of substantiation and experimental verification of the algorithm and monitoring mechanism introduced into the practice of forming masters' readiness for intercultural integration into the scientific and pedagogical community in Russian universities ("Russian State Social University"; "Moscow State University of Humanities and Economics"; "Samara National Research University named after Academician S.P. Korolyov").

According to the results of the work, the following theoretical and methodological provisions were obtained:

1. International academic and scientific cooperation includes scientific and pedagogical activities, and intercultural integration requires the formation of a Master's personality as a teacher, scientist and teacher. The quality of integration is due to the availability of pedagogical knowledge, knowledge in the areas of training, general pedagogical skills and personal qualities that create the basis for active interaction with representatives of foreign cultures. Special training of masters is required for integration into the international educational space, where communication is built on a tolerant basis in order to achieve unity in the implementation of professional development trends. The result of such training is expressed by the formation of indicators in the structure of readiness for intercultural integration into the scientific and pedagogical community by means of overcoming the language barrier in the course of communication with representatives of other cultures.

2. The masters' readiness for intercultural integration reflects the content of the activity model and the professional personality model. A model of activity is represented by a set of types of international activity, and a model of personality is represented by abilities for intercultural interaction. Comparison of models allows you to specify the structure of readiness, consisting of:

- indicators of the value-motivational component, which testify to the conscious focus on international activities;
- cognitive component - the presence of the ability to communicate with representatives of another culture;
- technological component - the presence of interpersonal skills;
- emotional-volitional component - emotional stability during interpersonal interaction;
- reflexive component - the ability to assess situations and find alternative ways to resolve them.

3. The significance of the developed algorithm lies in its certainty, since it allows saving the energy costs of the teaching staff and students in preparing masters for intercultural integration in the scientific and pedagogical community.

Analysis of the algorithmic process in the framework of the above universities confirmed that by applying the algorithm to the same source data repeatedly, the experts (teachers of foreign languages) got almost the same result, and therefore, we can talk about the effectiveness of the created algorithm. The certainty of the algorithm was manifested in its unambiguity and "determinism": when replacing performers (teachers of foreign languages departments, masters of various universities), the results differed within 4 - 6%.

4. Monitoring the indicators of readiness of masters for intercultural integration is built on the basis of the concept and methodology of international standards in the system of higher education. The leading principles of quality management in Russian universities are taken into account: the principle of reflecting the quality of processes as results; the principle of humanism or humanistic management; the principle of motivation in the implementation of a quality management system at the university; the principle of planning, as the leading principle of quality management; principle of consistency.

4. Discussion

The study of the provisions of the pedagogy of global and vocational education, the theory and methodology of teaching a foreign language, revealing the concept of "algorithm", as a rule, which determines pedagogical actions, as a result of which we arrive at a certain result, as well as monitoring parameters of the formation of the readiness of masters for intercultural integration, allowed identify ways of their interaction in the scientific and pedagogical community.

From a conceptual point of view for our research are of significant importance:

ideas of global education (Liferov, 1994; Tyunnikov, 1992);

-the theory of the design and modeling of the content of vocational education (Bespal'ko, 1989; Selevko, 1998; Sibirskaia, 1998; Slastenin, 1997; Shadrikov, 2005);

-integrative approach (Motova, 2004; Pridanova, 2016);

- sociocultural approach (Merkulova, Smirnova, Kaziakhmedova & Kireeva, 2018; Schukin, 2007).

Scientists - adherents of the idea of global education consider various aspects of the organization of international activities of the teacher and students of Russian universities. At the same time, the values of world professional culture are underused in the preparation of masters for scientific and pedagogical work. The solution of this problem, as shown by the scientific and pedagogical practice of the authors of the article, is possible in the course of learning a foreign language.

In this regard, it is important to use a sociocultural approach in the theory and methodology of teaching foreign languages. The researchers of this approach reveal the essence of the principles of teaching a foreign language in the context of a dialogue of cultures and civilizations, offering technological solutions to the problem of personal development as a subject of a dialogue of cultures.

Despite the presence of interest in intercultural integration in the scientific and pedagogical community, in recent years, insufficient attention has been paid to the problem of preparing masters for international cooperation. Based on the urgent needs of the development of Russian education, we can say that the need to create an algorithm and a mechanism for monitoring the formation of the readiness of masters for intercultural

integration into the scientific and pedagogical community is extremely relevant. The lack of appropriate didactic tools has a negative effect on the formation of the readiness of masters for intercultural integration, which is shown by the scientific and pedagogical experience of the teachers of the aforementioned universities.

5. Conclusion

In conclusion, the most important results of the study are presented.

1. An appeal to the methodology of the integration process showed that its holistic perception requires consideration of different points of view regarding the essence of this concept. The general scientific category of integration implies consideration of the subject of research in a holistic unity, taking into account cultural and educational, communicative, and socializing functions. As a pedagogical category, integration is represented by a process of establishing links between phenomena for organizing interaction in the course of pedagogical cooperation. Intercultural integration as a holistic pedagogical process involves intercultural interaction in the course of international activities.

2. To implement the functions of international activities, the masters need to be ready for intercultural integration in the scientific and pedagogical community. In developing the structure of readiness, one should proceed from the specifics of international activity, which is expressed in design, design, organizational, communicative and gnostic activity in the design and implementation of projects.

Intercultural integration as a feature of international activity requires special knowledge, skills and abilities for interrelation, interaction, interpenetration, developed by means of a foreign language and becoming components of readiness for masters.

3. The developed algorithm for the formation of the readiness of masters for intercultural integration in the scientific and pedagogical community in teaching a foreign language represents the stages of cooperation between the teacher and masters in teaching a foreign language for scientific purposes using active learning methods. It becomes expedient to use educational discussions on scientific and pedagogical problems as a means of creative understanding of the material studied and the formation of value orientations. An analysis of the practice of teaching and the results of scientific research shows that the insufficient development of the problem of intercultural integration of masters in the scientific and pedagogical community requires the creation of a system that ensures the development of indicators in the structure of readiness, which are represented by an algorithm.

4. The quality control of the readiness of masters for intercultural integration in the scientific and pedagogical community should perform the following functions: training, diagnostic, correction, management, evaluation. The special course of a foreign language is a tool that allows you to prepare masters for intercultural integration and improve the quality of training. When developing a monitoring mechanism, one should take into account the content of the definition of "monitoring" presented in the article, where the term "monitoring" is defined as a system of control, monitoring the process and results of research, collecting, processing and analyzing information for correction, decision making that improves educational and research processes.

Acknowledgements

The authors are grateful to the scientists whose research served as the methodological basis for the article: concepts of pedagogical integration (Apanasyuk, Soldatov, Kireeva & Belozertseva, 2017; Baydenko, 2002); the theory of designing and modeling the content of vocational education (Pridanova & Kireeva, 2016; Rudneva, 2002). The substantiation and experimental verification of the algorithm and the monitoring mechanism for the

formation of the readiness of masters for intercultural integration in the scientific and pedagogical community took into account the results of research in the field of foreign language teaching methods (Merkulova, 2011); foreign language masters in Russian universities.

The research we have carried out makes a certain positive contribution to the solution of the problem of preparing masters for international activities. We realize that not all the tasks are solved equally deeply and thoroughly.

Outside of our study, there were aspects such as the substantiation of the pedagogical conditions of intercultural integration of masters of specific areas of training, in the framework of international cooperation by means of a foreign language; professional development of foreign language teachers to prepare masters for intercultural professional activities.

References

1. Apanasyuk, L.A., Soldatov, A.A., Kireeva, I.A. & Belozertseva, N.V. (2017). Problems on Training Specialists in the Social and Economic Area for Intercultural Integration in the Context of Staff Mobility / *Espacios*. Vol.38 (33), 26 - 29.
2. Baydenko, V.I. (2002). *The Bologna Process: Structural Reform of the Higher Education in Europe*. Moscow: Research Center of Problems Related to the Quality of Training Specialists.
3. Bespal'ko, V.P. (1989). *The components of educational technology*. Moscow: Mysl'.
4. Liferov, A.P. (1994). *Theory and Practice of Global Education*. Ryazan: RGPU.
5. Merkulova, L. P. (2011). *Competence of Intercultural Communication of the Students' Youth*. Samara: Publishing House of SGAU.
6. Merkulova, L.P., Smirnova, E.V., Kaziakhmedova, S.Kh. & Kireeva, I.A. (2018). Inculturation of student youth in mastering a foreign language as a factor in optimizing the international activity of HEIs / *Espacios*. Vol.39 (10), 31- 34.
7. Motova, G.N. (2004). *Accreditation of educational systems: monograph*. Joshkar-Ola: CGA.
8. Pridanova, M.V. (2015). *Means of Intercultural Integration of Non-Linguistic Specialists in the Research and Pedagogic Community*. (Unpublished Master's Thesis). Samara.
9. Pridanova, M.V. & Kireeva, I.A. (2016). *Education in the Modern World: Innovational Strategies. Peculiarities of Intercultural Integration of Teachers in the Regional System of Professional Education*. Samara: Samara University. Publishing House, 32-34.
10. Pridanova, M.V. (2016). *Practical Pedagogics and Psychology: Methods and Technologies. Modelling Readiness for the Intercultural Interrelation of Students in the Non-Linguistic Higher Educational Establishment*. Ufa: AETERNA, 146-149.
11. Rudneva, T.I. (2002). *Methodology of pedagogical research*. Samara: SF MGPU.
12. Selevko, G.K. (1998). *Modern educational technologies*. Moscow: Narodnoe obrazovanie.
13. Sibirskaya, M.P. (1998). *Theoretical foundations of designing pedagogical technologies in the process of advanced training of specialists in vocational education*. (Unpublished Master's Thesis). Sankt-Peterburg.
14. Slastenin, V.A. (1997). *Pedagogy. Innovative activity*. Moscow: Magistr.
15. Tyunnikov, Yu.S. (1992). *Integrational Processes in the Pedagogic Theory and Practice, Interrelation of the Pedagogic Integration and Problem Teaching*. Ekaterinburg: SIPI, 107–120.
16. Schukin, A.N. (2007). *Teaching Foreign Languages: Theory and Practice*. Moscow: Filomatis.
17. Shadrikov, V.D. (2005). *New model of specialist: innovative training and competence approach*. Moscow: Vysshee obrazovanie segodnya, 26–31.

