

**ROLE OF AUTHENTIC MATERIALS IN TRAINING FUTURE MANAGERS  
FOR INTERCULTURAL COMMUNICATION THROUGH CONTENT AND  
LANGUAGE INTEGRATED LEARNING**

***PAPEL DOS MATERIAIS AUTÊNTICOS NA FORMAÇÃO DE FUTUROS  
GESTORES PARA COMUNICAÇÃO INTERCULTURAL ATRAVÉS DA  
APRENDIZAGEM INTEGRADA DE CONTEÚDO E LINGUAGEM***

***PAPEL DE LOS MATERIALES AUTÊNTICOS EN LA FORMACIÓN DE  
FUTUROS GESTORES PARA LA COMUNICACIÓN INTERCULTURAL A  
TRAVÉS DEL APRENDIZAJE INTEGRADO DE CONTENIDOS Y LENGUAS***

Irina Evgenievna KUTENEVA<sup>1</sup>  
Elena Borisovna BYSTRAY<sup>2</sup>  
Sergey Grigorievich MOLCHANOV<sup>3</sup>  
Irina Anatolyevna SELIVERSTOVA<sup>4</sup>  
Marina Leonidovna SEMENOVA<sup>5</sup>

**ABSTRACT:** We consider the role of authentic materials in the process of preparing future managers for intercultural communication through content and language integrated learning (CLIL). The purpose is to analyze the role of authentic materials in preparation for intercultural communication. The analysis of scientific literature and diagnostic techniques, questionnaires, testing and methods of statistical data processing were used as research methods. We have found that authentic materials have a positive effect on preparation for intercultural communication, as they facilitate the study of foreign cultures. Preparing future managers for intercultural communication increases the effectiveness of students in a foreign language space. Authentic materials imitate the atmosphere of intercultural communication at university. Preparing future managers for intercultural communication through CLIL helps to overcome psychological barriers in learning a foreign language and creates a healthier atmosphere in the student community. Authentic materials are a method to increase motivation of students.

**KEYWORDS:** Authentic materials. Manager. Management.

<sup>1</sup> South Ural State Humanitarian Pedagogical University, Chelyabinsk – Russia. Postgraduate Student. ORCID: <https://orcid.org/0000-0002-1181-7003>. E-mail: [Irina.K.E.90@mail.ru](mailto:Irina.K.E.90@mail.ru)

<sup>2</sup> South Ural State Humanitarian Pedagogical University, Chelyabinsk – Russia. Professor. ORCID: <https://orcid.org/0000-0002-5256-5885>. E-mail: [bistraieb@cspu.ru](mailto:bistraieb@cspu.ru)

<sup>3</sup> South Ural State Humanitarian Pedagogical University, Chelyabinsk – Russia. Professor. ORCID: <https://orcid.org/0000-0003-1089-2711>. E-mail: [molchanovsg@cspu.ru](mailto:molchanovsg@cspu.ru)

<sup>4</sup> South Ural State Humanitarian Pedagogical University, Chelyabinsk – Russia. Associate Professor. ORCID: <https://orcid.org/0000-0002-5273-4095>. E-mail: [seliverstovaia@cspu.ru](mailto:seliverstovaia@cspu.ru)

<sup>5</sup> South Ural State Humanitarian Pedagogical University, Chelyabinsk – Russia. Associate Professor. ORCID: <https://orcid.org/0000-0002-0993-6599>. E-mail: [semenovaml@cspu.ru](mailto:semenovaml@cspu.ru)

**RESUMO:** Consideramos o papel dos materiais autênticos no processo de preparação dos futuros gestores para a comunicação intercultural através da aprendizagem integrada de conteúdo e linguagem. O objetivo é analisar o papel dos materiais autênticos na preparação para a comunicação intercultural. Análise da literatura científica e técnicas de diagnóstico, questionários, testes e métodos de processamento de dados estatísticos foram utilizados como métodos de pesquisa. Descobrimos que os materiais autênticos têm efeito positivo na preparação para comunicação intercultural, pois facilitam o estudo de culturas estrangeiras. Preparar futuros gestores para a comunicação intercultural aumenta a eficácia dos alunos em um espaço de língua estrangeira. Os materiais autênticos imitam a atmosfera da comunicação intercultural na universidade. A preparação de futuros gestores para a comunicação intercultural através da aprendizagem integrada de conteúdo e linguagem ajuda a superar barreiras psicológicas na aprendizagem de língua estrangeira e cria um ambiente mais saudável na comunidade estudantil.

**PALAVRAS-CHAVE:** Materiais autênticos. Gerente. Gestão.

**RESUMEN:** Consideramos el papel de los materiales auténticos en el proceso de preparación de los futuros directivos para la comunicación intercultural mediante el aprendizaje integrado de contenidos y lenguas. El objetivo es analizar el papel de los materiales auténticos en la preparación de la comunicación intercultural. Como métodos de investigación se utilizaron el análisis de la literatura científica y las técnicas de diagnóstico, los cuestionarios y los métodos de procesamiento de datos estadísticos. Hemos comprobado que los materiales auténticos tienen un efecto positivo en la preparación para la comunicación intercultural, ya que facilitan el estudio de las culturas extranjeras. Los materiales auténticos imitan el ambiente de la comunicación intercultural en la universidad. Preparar a los futuros directivos para la comunicación intercultural mediante el aprendizaje integrado de contenidos y lenguas ayuda a superar las barreras psicológicas en el aprendizaje de lenguas extranjeras y crea un entorno más saludable en la comunidad estudiantil.

**PALABRAS CLAVE:** Materiales auténticos. Gerente. Gestión.

## Introduction

The problem of intercultural interaction is not new, but it acquired particular importance in the late XX and early XXI centuries with the development of globalization and cross-border cooperation, interethnic and interfaith conflicts, new ways of communication. Similar processes arise in the field of education, which makes the problem of preparing students for intercultural communication urgent (LEBEDEVA, 2012). Content and language integrated learning (CLIL) is an effective method of preparing students for intercultural communication, but its positive effect is enhanced by the use of authentic materials.

## Materials and methods

In the experimental work, such research methods were used as analysis of scientific literature, testing, questionnaires based on modified methods: the L.V. Bayborodova's methods "Research of the motives of adolescents' participation in activities", and "The Situation of Choice"; L.I. Bozhovich's and N.I. Gutkina's method "Diagnostics of the formation of educational motivation"; and methods of statistical data processing.

## Results and discussion

In the context of globalization, Russian teachers consider pedagogical phenomena and processes from the point of view of philosophical and cultural analysis, and foreign teachers—from the point of view of solving practical problems (DEREVYANCHENKO, 2016). Intercultural communication is the mutual enrichment of cultures (DUDOVICH, 2011), but it can lead to negative consequences: contradictions, conflicts, clashes of interests, values, meanings and ideas (KURBAN; KRIVOSHLIKOVA, 2013). The process of intercultural communication causes the desire for cultural self-affirmation from passive rejection to active resistance (DUDOVICH, 2011). Interest in intercultural communication is due to both the strengthening of integration processes and the emphasis on the identity of cultures. Intercultural communication is considered in different disciplines: philosophy, cultural studies, psychology, ethnology, sociology. Kotelnikov and Lebedev (2004) and Krivoslykova (2010) formulate *types* culture interaction, where borrowings enrich the periphery of the perceiving culture. In the modern world, intercultural communication is essential for graduates of Russian universities.

Preparation for intercultural communication is relevant for future managers. According to the Federal State Educational Standard of Higher Professional Education in the direction of training 38.03.02 Management (undergraduate level), a manager is a leader who is characterized by: educational, intellectual, communicative, moral, decisive and charismatic personality; know how to plan, make decisions, broaden their horizons and interact with subordinates. The manager today performs the functions of a manager, diplomat, leader, teacher and innovator (KOMAROVA, 2012), as well as the



tasks of creating a production organization and agreeing their decisions with the plans of the enterprise (MURAVYOV, 2016).

Globalization has led to the idea of teaching intercultural communication, in which authentic materials play an important role (KREMENETSKAYA, 2012; SAVINOVA; MIKHALEVA, 2007). The use of authentic materials in teaching foreign languages has become more frequent with the establishment of an educational paradigm based on a communicative approach (GRIDNEVA, 2017). Textbooks often use adapted notes and outdated materials (GLOTKINA, 2019). Compared to them, authentic materials have a number of advantages: they contain linguocultural knowledge, form language skills, and have variability (KAZAKOVA; EVTYUGINA, 2016), acquaint students with world culture, broaden their horizons, increase motivation, give a real example of using the language in a cultural context, and form students' sense of tolerance to manifestations of a foreign language culture. Teachers are faced with the task of selecting authentic materials, taking into account the interests of students. Authentic materials can be texts, audio recordings, video recordings, foreign textbooks, articles and classical literature, etc.

Authentic materials bring the learning process closer to a real language atmosphere and combine functionality and practicality. The following requirements are imposed on authentic materials: age of students and knowledge of speech norms, information content, educational value, different communication styles. It is recommended to select audio and video materials with natural clear speech, the accents of speech should be familiar to the student. When using video materials, a dynamic type of communication in a foreign language is created; expanding opportunities to improve speech and language; training is intensified; the cognitive, creative and mental activity of students develops; the quantity and quality of language communication increases, memorization of information is stimulated; understanding of the culture of native speakers is growing; the efficiency of the teacher's work increases. Students improve vocabulary, increase speech activity; better perceive incoming information, improve cognitive abilities, form analytical skills, learn to imitate authentic oral and speech examples of statements (BYSTRAY; BELOVA; SLABYSHEVA; SHTYKOVA, 2020; PANFEROVA, 2019). We agree with the point of view of Kazakova and Evtuygina (2016), who highlight a number of possibilities of the educational text: informational,

cultural, reactive and situational reliability; the authenticity of the national mentality, the design and study of tasks according to the texts.

Authentic materials are used in CLIL, since CLIL works in the same plane with the language component and professionally oriented discipline content (BYSTRAY; BELOVA; VLASENKO; ZASEDATELEVA; SHTYKOVA, 2018; POPOVA, 2016; TOKAREVA, 2017). The theoretical aspects of CLIL have been developed since the 1990s in Canada and then in Europe (SIDORENKO; KUDRYASHOVA, 2021). In 2004, the European Commission recommended CLIL for implementation in the general education system (ABUBAKIROVA; ZHACHEVA, 2021; SHAYAKHMETOVA, 2016). Russian and foreign scholars identify the following didactic principles that define CLIL: duality (reliance on native and foreign languages); integration of a foreign language and subject content; gradual complication of content; focusing on acquiring knowledge on a specific topic in two languages (native and foreign); developing motivation for the ability and desire to use a foreign language for special purposes; the unity of thought and speech in a foreign language (ABUBAKIROVA; ZHACHEVA, 2021). The main ideas of this concept: cognitive-oriented learning; mastering a foreign language simultaneously with professional discipline; conscious assimilation of professional and significant information by means of a foreign language (KHALYAPINA, 2017).

There are various CLIL-based learning models, from soft CLIL to hard CLIL. There are the following types of CLIL: language-led (with a predominance of language); subject-led (modular) with a predominance of subject content; subject-led (partial immersion) partial immersion in the language environment (CHEKUN, 2019; IVONINA; CHULANOVA; DAVLETSHINA, 2017; ZUBKOVA, 2020). CLIL includes: content, communication, cognition and culture. There are five aspects of CLIL: cultural; teaching; subject; social and linguistic (GUZIKOVA, 2019; MAKURINA; SIMAKOVA, 2017; SYDYK; KNISSARINA; YEGYSSBAYEVA; TURDALINA; TAUSHANOVA, 2018; YURASOVA; GORBACHEVA, 2015).

The advantages of using CLIL are: cognitive and conscious learning, familiarity with a wide cultural context, broadening one's horizons and vocabulary, preparing for work, increasing motivation and taking into account the needs of students (KARIMSAKOVA; YERMENOVA; KUZEMBAYEVA, 2018), strengthening confidence in learning a foreign language, interest in foreign cultures (FILIPOVICH,

2015); unlimited improvement; strengthening the teaching of a foreign language without additional hours in the curriculum; purposeful language learning; immersion in the language environment; replenishment of the vocabulary with subject terminology and preparation for further study and application of the acquired knowledge and skills corresponding to the use of authentic texts (MAKURINA; SIMAKOVA, 2017).

To prove the importance of authentic materials in the process of preparing future managers for intercultural communication through CLIL, we have developed and tested the course “Intercultural communication of future managers through CLIL”, consisting of three modules: “Comparative analysis of the cultures of English-speaking countries and Russia”; “Comparative analysis of etiquette of English-speaking countries and Russia”; and “English for Business Communication”. Table 1 presents the pedagogical conditions for the implementation of these modules, as well as methods and forms of work within their framework.

**Table 1** – Pedagogical conditions for the implementation of training modules

<b>Pedagogical conditions</b>	<b>Modules</b>	<b>Methods and forms of work</b>
1. The interdisciplinary nature of education, providing a logical relationship and professional orientation of the disciplines taught at the university.	1 Module	Travel game
	2 Module	Creating a cluster by topic
	3 Module	Training in preparation for business negotiations
2. Authentic and interactive orientation of the process of preparing future managers for intercultural communication.	1 Module	Filling in the gaps in the lyrics of authentic songs
	2 Module	Simultaneous translation of a video about a job application
	3 Module	Working with authentic texts
3. Development of reflection of future managers.	1 Module	Reflection development training
	2 Module	Project method
	3 Module	Interview

Source: Prepared by the authors

Before starting the experiment, we conducted a pre-experimental study of the level of students’ readiness for intercultural communication. The experiment took place at the Ural branch of the Financial University under the Government of the Russian



Federation. It was attended by 1st-year students studying in the direction of preparation 38.03.02 Management (bachelor's level), from 2020 to 2021 in the natural conditions of the educational process of the university.

To determine the initial level of readiness of future managers for intercultural communication, we used the above-mentioned methods, modified taking into account the specifics of our study. We identified five criteria (motivational criterion, knowledge criterion, activity criterion, effective criterion, reflexive criterion) and three levels (low, productive and creative) of students' readiness for intercultural communication. Here are examples of questions and tasks for each criterion, characterizing the degree of their severity (Table 2).

**Table 2** – Examples of control questions and tasks for each criterion (pre-experimental section)

Criteria	Sample questions
Motivational criterion	On a scale of 1 to 10, how much would you like to study or work abroad?
Knowledge criterion	On a scale from 1 to 10, how attracted are you to the opportunity to gain new knowledge, skills and abilities, develop personal qualities and enjoy intercultural communication?
Activity criterion	On a scale of 1 to 10, how often do you take the initiative and participate in community service?
Effective criterion	On a scale from 1 to 10, how often do you defend your opinion, show up for business meetings on time, and fulfill your commitments?
Reflexive criterion	How do you rate your intercultural ability and level of foreign language proficiency on a scale of 1 to 10?

Source: Prepared by the authors

Table 3 presents the results of the primary diagnosis of the level of readiness of future managers for intercultural communication.

**Table 3** – Results of diagnostics of the readiness levels of future managers for intercultural communication (pre-experimental section)

Criteria	Levels					
	Low (0–50 points)		Productive (51–100 points)		Creative (101–150 points)	
	number of students	%	number of students	%	number of students	%
Motivational criterion	7	23.3	12	40.0	11	36.7
Knowledge criterion	6	20.0	13	43.3	11	36.7
Activity criterion	6	20.0	17	56.7	7	23.3
Effective criterion	7	23.3	21	70.0	2	6,7
Reflexive criterion	14	46.7	15	50.0	1	3.3
TOTAL	26.7%		52.0%		21.3%	

Source: Prepared by the authors

Thus, we can conclude that the majority of students (52.0%) are at a productive level, which is associated with the good quality of CLIL implementation in the university. However, only 21.3% of students are at a creative level, which indicates the need to include authentic materials in the educational process.

We rediagnosed the readiness level of future managers as part of the CLIL implementation at the university using authentic materials. Table 4 shows examples of questions and tasks for each criterion, characterizing the degree of their severity.

**Table 4** – Examples of control questions and tasks for each criterion (repeated diagnostics)

Criteria	Sample questions
Motivational criterion	On a scale of 1 to 10, how important is intercultural communication for your studies or work?
Knowledge criterion	On a scale of 1 to 10, how attracted are you to communicating and helping people, teamwork, and intercultural communication?
Activity criterion	On a scale of 1 to 10, how much are you able to forgive people and compromise?



Effective criterion	On a scale of 1 to 10, how often do you put off work and quit?
Reflexive criterion	On a scale of 1 to 10, how well do you know the culture, traditions and customs of English-speaking countries (UK, Ireland, USA, Canada, Australia, New Zealand) and Russia?

Source: Prepared by the authors

The results of rediagnostics of the levels of readiness of future managers for intercultural communication are presented in Table 5.

**Table 5** – Results of rediagnostics of the levels of readiness of future managers for intercultural communication

Criteria	Levels					
	Low (0–50 points)		Productive (51–100 points)		Creative (101–150 points)	
	number of students	%	number of students	%	number of students	%
Motivational criterion	4	13.3	6	20.0	20	66.7
Knowledge criterion	5	16.7	5	16.7	20	66.6
Activity criterion	5	16.7	12	40.0	13	43.3
Effective criterion	5	16.7	16	53.3	9	30.0
Reflexive criterion	9	30.0	17	56.7	4	13.3
<b>TOTAL:</b>	18.7%		37.3%		44.0%	

Source: Prepared by the authors

Thus, the results of repeated diagnostics indicate a significant improvement in the preparation of future managers for intercultural communication.

After approbation of the course “Intercultural communication of future managers through CLIL”, a postexperimental cut of the level of students’ readiness for intercultural communication was carried out. Table 6 presents examples of questions and tasks for each criterion, characterizing the degree of their severity.

**Table 6** – Examples of control questions and tasks for each criterion (postexperimental section)

Tests	Sample questions
Test 1. Module “Comparative analysis of the cultures of English-speaking countries and Russia”	List the US and Canadian federal holidays.
	Name the indigenous peoples of Australia and New Zealand.
Test 2. Module “Comparative analysis of etiquette of English-speaking countries and Russia”	List neutral conversation topics in the UK and Ireland.
	What gifts are acceptable for business partners in the US and Canada?
Test 3. Module “English for Business Communication”	What is the difference between the structure of business letters in Russia and English-speaking countries?
	What are the rules for negotiating with colleagues from the US and Canada?

Source: Prepared by the authors

We calculated the level of readiness of future managers for intercultural communication on the following scale: from 0 to 10 points in 3 tests: low level; from 11 to 20 points: productive level; and from 21 to 30 points: creative level (Table 7).

**Table 7** – Results of diagnostics of the readiness levels of future managers for intercultural communication (postexperimental section)

Tests	Levels					
	Low (0–10 points)		Productive (11–20 points)		Creative (21–30 points)	
	number of students	%	number of students	%	number of students	%
Tests 1, 2, 3	1	3.4	4	13.3	25	83.3

Source: Prepared by the authors

During testing, we found out that the number of students with a creative level has increased. Thus, we can draw a conclusion about the effectiveness of the course

“Intercultural communication of future managers through CLIL” developed and tested in the framework of the experiment.

### Final Considerations

It can be concluded that the use of authentic materials improves the process of preparing future managers for intercultural communication, and also creates motivation for students to further study foreign languages and cultures.

### REFERENCES

- ABUBAKIROVA, R.; ZHACHEVA, E. CLIL technology as an innovative approach. **Deutsche Internationale Zeitschrift für zeitgenössische Wissenschaft**, Satteldorf, n. 8, p. 42-44, 2021. <https://doi.org/10.24412/2701-8369-2021-8-2-42-44>
- BYSTRAY, E. B.; BELOVA, L. A.; SLABYSHEVA, A. V.; SHTYKOVA, T. V. Formirovanie interesa k izučeniju inostrannyh jazykov v processe ispol'zovanija autentičnyh audiomaterialov [Forming interest in the study of foreign languages in the process of using authentic audio materials]. **Perspektivy Nauki i Obrazovanija [Perspectives of Science & Education]**, Voronezh, n. 1 (43), p. 242-257, 2020. <https://doi.org/10.32744/pse.2020.1.17>
- BYSTRAY, E. B.; BELOVA, L. A.; VLASENKO, O. N.; ZASEDATELEVA, M. G.; SHTYKOVA, T. V. Development of second-language communicative competence of prospective teachers based on the CLIL technology (from the experience of a pedagogic project at a department of history). **Espacios**, Caracas, v. 39, n. 52, p. 12, 2018. Available: <https://www.revistaespacios.com/a18v39n52/a18v39n52p12.pdf>. Access: 15 Dec. 2021.
- CHEKUN, O. A. Predmetno-yazykovoye integrirovannoye obucheniye v neyazykovykh vuzakh [Content and language integrated learning in non-linguistic universities]. **Pedagogika i psihologija obrazovanija [Pedagogy and Psychology of Education]**, Moscow, n. 1, p. 163-170, 2019. Available: <http://pp-obr.ru/wp-content/uploads/2019/04/2019-1-163.pdf>. Access: 15 Dec. 2021.
- DEREVYANCHENKO, Y. A. Problemy mezhkul'turnogo vzaimodeystviya v pedagogicheskikh issledovaniyakh [Problems of cross-cultural interaction in pedagogical research]. **Vestnik Nizhegorodskogo universiteta im. N.I. Lobachevskogo. Seriya: Sotsial'nyenauki [Vestnik of Lobachevsky State University of Nizhny Novgorod. Series: Social Sciences]**, Nizhny Novgorod, n. 1(41), p. 168-172, 2016. Available: <http://www.vestnik-soc.unn.ru/en/nomera?anum=9593>. Access: 15 Dec. 2021.

DUDOVICH, D. L. Mežkul'turnoe vzaimodejstvie kak pedagogičeskaja problema [Intercultural interaction as a pedagogical problem]. **Vestnik Samarskogo gosudarstvennogo tekhnicheskogo universiteta. Seriya: Psikhologo-pedagogičeskiy nauki**, Samara, v. 8, n. 2, p. 35-45, 2011. Available: <https://vestnik-pp.samgtu.ru/1991-8569/article/view/51672>. Access: 15 Dec. 2021.

FILIPOVICH, I. I. Predmetno-yazykovoye integrirovannoye obucheniye. Novyy shag v razvitiy kompetentsiy [Content and language integrated learning. A new step in the development of competencies]. **Nauchnyy vestnik Yuzhnogo instituta menedzhmenta**, v. 4, p. 74-78, 2015.

GLOTKINA, A. A. Ispol'zovaniye autentichnykh videomaterialov pri obuchenii angliyskomu yazyku studentov bioinzhenernykh spetsial'nostey [The use of authentic video materials in teaching English to students of bioengineering specialties]. **Sovremennoye pedagogicheskoye obrazovaniye**, v. 5, p. 72-75, 2019.

GRIDNEVA, N. A. Ispol'zovanie Autentičnykh Materialov v Obučeni Inostrannomu Jazyku Na Urovne A1 [The use of authentic materials in foreign language teaching on A1 level]. **Samarskiy Naučnyj Vestnik [Samara Journal of Science]**, Samara, v. 6, n. 4, p. 210-214, 2017. <https://doi.org/10.17816/snv201764302>

GUZIKOVA, V. V. Predmetno-jazykovoe integrirovannoe obučenie kak metodika aktivizacii processa obučeniya inostrannomu jazyku [Intent and language integrated learning as a methodology of activating the process of foreign language teaching]. **Naučnyj Komponent [Scientific Component]**, Krasnoyarsk, v. 2, n. 2, p. 169-173, 2019. [https://doi.org/10.51980/2686-939X\\_2019\\_2\\_169](https://doi.org/10.51980/2686-939X_2019_2_169)

IVONINA, A. I.; CHULANOVA, O. L.; DAVLETSHINA, J. M. Sovremennyye napravleniya teoretičeskikh i metodičeskikh razrabotok v oblasti upravleniya: rol' soft-skills i hard skills v professional'nom i kar'ernom razvitiy sotrudnikov [Modern directions of theoretical and methodological developments in the field of management: the role of soft-skills and hard skills in professional and career development of employees]. **Vestnik Evrazijskoj nauki [Eurasian Scientific Journal]**, Moscow, v. 9, n. 1, p. 90, 2017. Available: <http://naukovedenie.ru/PDF/90EVN117.pdf>. Access: 15 Dec. 2021.

KARIMSAKOVA, A. S.; YERMENOVA, K. K.; KUZEMBAYEVA, G. A. CLIL implementation in West Kazakhstan Marat Ospanov State Medical University: challenges and experience. **Medicinskiy Žurnal Zapadnogo Kazahstana [Medical Journal of West Kazakhstan]**, Aktobe, v. 57, n. 1, p. 63-67, 2018.

KAZAKOVA, M. A.; EVTYUGINA, A. A. Autentičnyye tekstovyye materialy v obučeni inostrannomu jazyku [Authentic written materials in teaching a second language]. **Vestnik Buryatskogo gosudarstvennogo universiteta. Obrazovaniye. Lichnost'. Obshchestvo [Bulletin of the Buryat State University. Education. Personality. Society]**, Ulan-Ude, n. 4, p. 50-59, 2016.

KHALYAPINA, L. P. Modern trends in professionally-oriented and integrated foreign language teaching in Russian and European system of higher education. **Language and Culture**, Tomsk, n. 10, p. 37-43, 2017. <https://doi.org/10.17223/24109266/10/7>

KOMAROVA, Y. A. «Ideal'nyj menedžer»: kto èto? [“Ideal manager”: who is he?]. **Naučnye i obrazovatel'nye problemy graždanskoj zašity [Scientific and educational problems of civil protection]**, n. 1, p. 112-114, 2012.

KOTELNIKOV, G. A.; LEBEDEV, S. D. Konceptual'nye modeli vzaimodejstvija svetskoj i religioznyh kul'tur [Conceptual models of interaction between secular and religious cultures]. **Sociologičeskie issledovanija [Sociological Studies]**, n. 5, p. 121-129, 2004. Available: <http://ecsocman.hse.ru/data/726/846/1217/016.KOTELNIKOV.pdf>. Access: 15 Dec. 2021.

KREMENETSKAYA, I. V. Ispol'zovaniye autentichnykh materialov v obuchenii delovomu inostrannomuy azyku [The use of authentic materials in teaching a business foreign language]. **Linguamobilis**, v. 1, n. 34, p. 142-145, 2012.

KRIVOSHLYKOVA, M. V. Rol' kommunikacii v mežkul'turnom vzaimodejstvii [Communication in cross-cultural interaction]. **Problemy istorii, filologii, kul'tury [Journal of Historical, Philological, and Cultural Studies]**, Magnitogorsk, n. 2(28), p. 308-315, 2010.

KURBAN, E. N.; KRIVOSHLYKOVA, M. V. Mežkul'turnoe vzaimodejstvie i mežkul'turnaja kommunikacija: k opredeleniju aspektov [Intercultural Interaction and Intercultural Communication: Toward the Definition of Aspects]. **Socium i Vlast'**, n. 1(39), p. 97-101, 2013.

LEBEDEVA, M. M. Problemy mežkul'turnogo vzaimodejstvija na sovremennom ètape [Problems of Intercultural Communication at the Present Stage]. **Vestnik MGIMO Universiteta [MGIMO Review of International Relations]**, Moscow, n. 5(26), p. 279-282, 2012. <https://doi.org/10.24833/2071-8160-2012-5-26-279-282>

MAKURINA, M. A.; SIMAKOVA, A. V. Predmetno-yazykovoye integrirovannoye obucheniye v sredney shkole (iz opyta raboty) [Secondary school integrated linguistic education (from practical experience)]. **Filologicheskij klass [Philological Class]**, n. 2(48), p. 32-40, 2017. Available: <https://filclass.ru/en/archive/2017/48/secondary-school-integrated-linguistic-education-from-practical-experience>. Access: 15 Dec. 2021.

MURAVYOV, Y. L. Sovremennyj menedžment : tehnologija ili iskusstvo [Modern management: technology or art]. **Vestnik Sibirskogo institute biznesa I informacionnykh tekhnologiy [Bulletin of the Siberian Institute of Business and Information Technology]**, Omsk, v. 2, no. 18, p. 53-57, 2016.

PANFEROVA, E. Y. Problematika ispol'zovanija autentichnyh materialov dlja razvitiya inojazyčnoj komunikativnoj kompetencii [The issue of using authentic materials for the development of foreign language communicative competence]. **Baltic Humanitarian Journal**, Kaliningrad, v. 3, no. 28, p. 118-122, 2019. Available:

[https://bg-mag.ru/journal\\_article/problematika-ispolzovaniya-autentichnyh-materialov-dlya-razvitiya-inoyazychnoj-kommunikativnoj-kompetentsii/](https://bg-mag.ru/journal_article/problematika-ispolzovaniya-autentichnyh-materialov-dlya-razvitiya-inoyazychnoj-kommunikativnoj-kompetentsii/). Access: 15 Dec. 2021.

POPOVA, Y. Developing students' communication skills in mathematics lessons using CLIL approach. **European research**, Bursa, n. 7(18), 2016.  
<https://doi.org/10.20861/2410-2873-2016-18-001>

SAVINOVA, N. A.; MIKHALEVA, L. V. Autentičnye materialy kak sostavnaja čast' formirovaniya kommunikativnoj kompetencii [Authentic materials as part of the formation of communicative competence]. **Vestnik Tomskogo gosudarstvennogo universiteta [Bulletin of Tomsk State University]**, Tomsk, n. 294, p. 116-119, 2007.

SHAYAKHMETOVA, D. The features of introduction of content and language integrated learning in the educational process. **European research**, Bursa, v. 4, n. 15, p. 112-115, 2016.

SIDORENKO, T.; KUDRYASHOVA, A. CLIL methodology evolution in Russian Technical University (Tomsk Polytechnic). **Rhema**, Moscow, n. 1, p. 129-143. 2021.  
<https://doi.org/10.31862/2500-2953-2021-1-129-143>

SYDYK, L. S.; KNISSARINA, M. M.; YEGYSSBAYEVA, L. Y.; TURDALINA, K. B.; TAUSHANOVA, M. K. Rol' predmetno-jazykovogo integrirovannogo obučeniya (CLIL) v uslovijah polijazyčnogo obrazovaniya [The role of content and language integrated learning (CLIL) in the context of multilingual education]. **Meditsinskiy zhurnal Zapadnogo Kazakhstana [Medical Journal of West Kazakhstan]**, Aktobe, v. 60, n. 4, p. 57-62, 2018.

TOKAREVA, E. Y. Predmetno-jazykovoie integrirovannoe obučenie kak metodika aktivizacii processa obučeniya inostrannomu jazyku [Content and language integrated learning (CLIL) as an intensification methodology of foreign language learning]. **Voprosy metodiki prepodavaniya v vuze [Teaching Methodology in Higher Education]**, v. 6, n. 22, p. 81-88, 2017.

YURASOVA, Y. S.; GORBACHEVA, Y. A. CLIL tekhnologiya na urokakh angliyskogo yazyka [CLIL technology in English lessons]. In: SKVORTSOV, V. N.; KOBRIN, L. M. (eds.). **Tsarskosel'skiye chteniya**. St. Petersburg: Leningrad State University named after A.S. Pushkin, 2015. p. 359-362.

ZUBKOVA, A. Y. Ispol'zovaniye tekhnologii integrirovannogo obučeniya angliyskomu yazyku I muzyke v sredney shkole [Using the technology of integrated teaching of English and music in high school]. In: GULYAYEV, G. Y. **Aktual'nyye voprosy pedagogiki**. Penza: Nauka i Prosveshcheniye, 2020. p. 31-35.





### **How to reference this article**

KUTENEVA, I. E.; BYSTRAY, E. B.; MOLCHANOV, S. G.; SELIVERSTOVA, I. A.; SEMENOVA, M. L. Role of authentic materials in training future managers for intercultural communication through content and language integrated learning. **Nuances Est. Sobre Educ.**, Presidente Prudente, v. 32, e021008, jan./dez. 2021. e-ISSN: 2236-0441. DOI: <https://doi.org/10.32930/nuances.v32i00.9121>

**Submitted:** 10/09/2021

**Required revisions:** 10/10/2021

**Approved:** 13/11/2021

**Published:** 28/12/2021

