



Web Forum as a Means of Development of Sociocultural Skills of University Students Specializing in Translation and Interpreting

Üniversitelerin "Çeviri ve Yorum" Bölümü Öğrencilerinin Beceri, Sosyal ve Kültürel Gelişimin bir Koşulu Olarak Web Forumu

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Abstract. Modern information and communication technologies which seemed to be a distant future just a few years ago became a reality quite quickly. In this regard, the issue of using the web forum in development of socio-cultural knowledge and skills of students has become relevant. The learning process can undoubtedly be intensified by means of targeted expansion of the scope of application of Internet technologies. The article aims to represent an educational system of development of sociocultural skills of students majoring in Translation and Interpreting by means of the web forum and to offer an algorithm for its implementation in the course of experimental training involving web forums. The article defines the set of sociocultural skills of students in Translation and Interpreting, which is formed on the basis of the web-forum. The author's educational program and methodical conditions for development of socio-cultural skills by means of web forums, as well as an algorithm for development of sociocultural skills of students on the basis of the described Internet technology are described.

Keywords: Higher education, education informatization, information and communication technologies, web forum, sociocultural skills

INTRODUCTION

In the late XX - early XXI century the active process of informatization has penetrated almost into all spheres of human life. At the same time, we can confidently talk about the process of computerization in the early XXI century. The computer has turned into a universal device that can serve not only as a professional tool in a variety of professions, but also as a means of teaching, everyday communication, and also be used for entertainment purposes. There is a gradual penetration of innovative technologies, in particular the Internet, into the most diverse spheres of human life – the sphere of education, labour activities, leisure, communication, which leads to the formation of the concept of "social presence", measuring "realness" of man in communication (Yildiz, 2009, 46).

Thus, we can say that the Internet contributes to the process of symbolic exchange, in which individual self-understanding of individuals is mediated through symbolic materials from different sources. It is important to note that in the intercultural communication the Internet acts as a cultural standardizer (through network etiquette, netiquette), and reveals cultural differences (Marcoccia, 2012, 353).

Modern needs of society in information, its volumes and the need for storage and processing have caused the emergence and introduction of new information and communication technologies. Their use in education contributed to development of a new field of pedagogical science – informatization of education, which aims at developing methodology, teaching and methodical programs, methods and organizational forms of teaching, as well as improvement of the system of education management mechanisms under conditions of the modern information society. There are a lot of research articles whose authors opt for the use of information and communication, as well as multimedia technologies, in education (Toyoda & Harrison, 2002; Hanna & Nooy, 2003; Wu & Hiltz, 2004; Crystal, 2005; Robert et al., 2008; Durant & Shepherd 2009, Marcoccia, 2012; Matusitz 2014; Yarullin, Prichinin & Sharipova, 2016). Informatization of education could not but affect the teaching of foreign languages. In recent years, a whole series of papers have appeared in which scientists are considering the use of information and communication technologies with the idea of developing types of speech activities, forming aspects of language and building socio-cultural and intercultural competence (Andreev, 2005; Polat, 2009; Yildiz, 2009; Jaidev 2014; Straaijer 2014). The review of these works shows that modern information and communication technologies have valuable didactic and methodological properties which can significantly speed up the process of learning a foreign language. Information and communication technologies in teaching foreign languages give a possibility to obtain the required information in a foreign language, and what is even more important they allow us to modernize the process of teaching a second language and culture.

The competence model of education focused on the outcome of the learning process is becoming dominant in the Russian pedagogy (Almazova, 2003; Zimnnyaya, 2004; Masaev, 2015; Vlasova, Kirilova & Curteva, 2016). It acts as an important factor to maintain a unified educational, professionally qualified and cultural-value environment. One of the main objectives in teaching a foreign language is formation of foreign language communicative competence and all of its constituent components, one of which is socio-cultural competence. Formation of social competence in the process of foreign language learning is of particular significance for the Vyatka State University (VyatSU) students specializing in Translation and Interpreting, as they will always be on the "crossroads of cultures" by the nature of their future professional activity. Successful cross-cultural contacts will largely depend on how well their sociocultural skills are developed. The didactic properties of the new generation of modern Internet technologies (Web 2.0) – Web-forums, blog technology, wiki technology, and podcasts (Sysoev, 2014) – suggest that these technologies can be used to develop socio-cultural skills of students.

Web forum peculiarities

This paper will discuss in detail one of the Internet technologies – the Web forum. The Web forum can help in developing some aspects of the foreign language communicative competence and it is one of the Internet technologies, which allows to organize communication between website visitors and participants of a telecommunication project.

The distinctive characteristics of the Web forum are the following 1) unlimited access to electronic content; 2) two-way communication (allowing feedback); 3) personal and impersonal participation in discussions; 4) public / private communication mode; 5) combination of synchronous and asynchronous modes of communication; 6) individual authorship of each individual comment / post; 7) chronological posting of messages on the Web forum.

As the Web forum allows multiple Internet users to participate in a discussion on a given topic, this technology can be used in the educational process to develop skills of sociocultural competence.

METHOD

The goal and tasks of the research

The aim of the present paper is to develop scientifically proven methods of development of socio-cultural knowledge and skills of VyatSU students specializing in Translation and Interpreting via use of such Internet technology as a Web forum.

To achieve this aim the following objectives were set 1) to clarify the range of socio-cultural skills of students of the Translation and Interpreting Department and to identify the range of sociocultural skills developed by means of the Web forum; 2) to establish and identify methodological conditions for development of sociocultural skills of students by means of the Web forum; 3) to develop an educational program of development of sociocultural skills by means of the Web forum; 4) to work out an algorithm for development of sociocultural skills by means of the Web forum; 5) to verify the effectiveness of sociocultural development of students by means of the Web forum in the experimental training and describe its qualitative and quantitative results.

The theoretical and conceptual basis of the presented work is the assumption that the development of the sociocultural skills of students of a language university through a web forum will be successful if it is conducted on the basis of the development and implementation of such a methodical system for organization of teaching process, in which: 1) the nomenclature of students' sociocultural skills developed through a web forum is clearly defined; 2) the features of the web forum are taken into account; 3) the teaching process is organized in three stages and eight steps.

Theoretical and empirical methods

The theoretical foundations of the study can be seen in domestic and foreign works on the informatization of education and the use of modern information and communication technologies in teaching (Andreev, 2005, Robert et al., 2008, Polat, 2009), the theory of the competence approach in higher professional education (Almazova, 2003, Zimnyaya, 2004), the use of new information technologies in teaching foreign languages (Warschauer & Kern, 2000; Isaacs & Phoebe, 2001; Crystal, 2005; Robert et al., 2008; Polat, 2009; Sysoev & Evstigneev, 2010).

To achieve the set objectives and to verify the hypothesis the following methods were used: 1) review and generalization of the results of the theoretical research on the above topic; 2) modeling the pedagogical process of development of sociocultural skills of students by means of the Web forum; 3) experimental training; 4) analysis and description of the quantitative and qualitative results of the experimental training.

Stages of the research

The paper describes the results of the research conducted from 2010 to 2016.

The first research phase (2010-2011). At this stage the research problem was formulated and defined, the object and the subject of the research were identified; we set the goals and objectives, defined the hypothesis, methodology and separate research methods. The review and analysis of pedagogical and methodological literature on the topic "Modern Internet technologies in development of sociocultural skills of students majoring in Translation and Interpreting" was carried out at this stage.

The second research phase (2011-2013). At this stage the hypothesis of the research was defined more precisely and verified; we specified the set sociocultural skills for Translation and Interpretation students to be developed by means of the Web forum; we determined and justified the methodological conditions necessary for development of sociocultural skills of Translation and Interpreting students by means of the web forum; we developed the author's educational program of development of socio-cultural skills of Translation and Interpretation students by means of the web forum and developed an algorithm to develop sociocultural skills of Translation and Interpretation students by means of the web forum.

The third research phase (2013-2016). At this stage the experimental training program was worked out, it was aimed at testing the hypothesis of the research; the experimental training itself was carried out. The fourth-year students of the Linguistics Department of the Vyatka State University were participants of the control and experimental groups.

Description of the research

Within this paper we define the following set of socio-cultural skills of students which can be developed by means of such Internet technology as the Web forum: 1) to collect, classify and interpret cultural information with the help of various Internet resources; 2) to find materials reflecting interesting aspects of cultures of one's own country and the country of the foreign language in one's mother tongue and in a foreign language; 3) to participate in discussions in a foreign language about cultural aspects of life in the target language country; 4) to draw analogies, make comparisons, and summarize information about various facts, cultural phenomena, events in cultural life of the foreign language communities; 5) to act as a cultural mediator between the Russians and representatives of other cultures, helping to establish cultural contacts, explaining cultural characteristics of the relationship of foreigners in their own and Russian-speaking environments, to predict possible communication misunderstanding and conflicts, helping to prevent them or to deal with them; 6) act as a representative of his native country; 7) to develop projects based on the cultures of the foreign language countries and Russia.

It is necessary to give a definition of a methodical system and determine its component composition. A methodical system is understood as "a set of interrelated components: objectives, methodological teacher style, and organizational forms necessary to create consistent and well-focused pedagogical influence on the formation of the specified qualities of a learner's personality and on development of the educational process" (Zabrodina 2014). Any methodical system is aimed at fulfilling its main functions: gnoseological, humanistic, engineering, regulatory and reflexive.

The gnoseological function implies orientation at cognitive processes acting as the processes modeled; studying specific technologies, methods and techniques of solving professional problems; it creates awareness of the main goals and objectives of the learning process as well as the teacher's awareness of one's role and abilities in the learning process.

The humanistic function is understood as recognition of each person's value as a personality, their right to development and showing their abilities. This function plays an important role in the educational process, contributing to formation of students' personalities and enrichment of the teacher's professional experience.

The engineering function implies technological support of the learning process, namely, selection of its forms, techniques, methods and content. This kind of projection on the educational process provides the most effective solution of tasks.

The regulatory function is understood as being in compliance with value priorities in teaching activities. The main objectives of the regulatory function are to meet and support specific requirements, rules and regulations when planning the educational process and creating and implementing specific educational technologies.

The essence of the reflective function is the teacher's evaluation of one's professional activities, abilities, mistakes, possibilities and opportunities, as well as regulation of one's further actions.

Performing these functions ensures formation of a unified whole, an aggregate of specific components of a methodical system, which has a number of features: completeness of the components involved in achieving the objective; links between and interdependence of the components; presence of the leading component and the leading idea necessary to combine the components; common characteristics of the components of the system. The main components of a methodical system are its goals and objectives, approaches, principles, content, methods, tools, forms of training, skills developed in the course of training, as well as the results, outcomes and consequences of transformation of the educational process together with assessment of quality of solutions.

Methodical system of development of students' sociocultural skills by means of the Web forum

Having analyzed a number of works by leading experts in the field of foreign language teaching methodology, we can say that, on the one hand, development of students' sociocultural skills is one of the main objectives of foreign language teaching and, consequently, it is of practical value to use modern Internet technologies to achieve this goal. On the other hand, the process of sociocultural development of students' skills by means of advanced Internet technologies lacks appropriate methodological support. This fact determines the necessity of development of the methodical system aimed at development of students' socio-cultural skills by means of modern Internet technologies. According to the above, it seems appropriate to represent the model of development of sociocultural skills by means of the Web forum as a hierarchical system consisting of interrelated components: the goal and objectives, approaches, principles, methods, content, pedagogical conditions, evaluation criteria and results. The Web forum-based methodical system of development of socio-cultural skills of students majoring in Translation and Interpreting was worked out on the basis of competence, communicative and cognitive, personality and activity, and sociocultural approaches including a goal unit (goal), a methodological unit (learning approaches and principles), process unit (forms, methods, tools, and training conditions), and assessment-and-result unit (assessment criteria and learning outcomes). It is implemented taking into account the principles of education informatization, formation of student autonomy, interactivity, consciousness and proactivity, cultural self-reflection, cultural variety, intercultural dialogue, dominance of problem culture-related assignments.

Methodical conditions and step by step algorithm for development of sociocultural skills by means of the Web forum

Development of sociocultural skills of Translation and Interpreting students by means of the Web forum is effective thanks to the fact that the above mentioned methodical system takes into account the following methodological conditions: 1) well-formedness of information and communication competence of students at the time of training; 2) implementation of the cultural variability principle when selecting educational material; 3) it includes assignments involving cultural reflection; 4) it includes assignments involving discussion and evaluation of the

information obtained through analysis and research; 5) it offers a consistent step-by-step algorithm for its implementation.

The authors offer a step-by-step algorithm for implementation of the above mentioned methodical system of development of sociocultural skills of Translation and Interpreting students by means of the Web forum which includes three stages: (preparatory, processual, and final), as well as eight phases (inception phase, familiarization phase, learning phase, phase of collection the Internet information, phase of posting the first comment, phase of posting the second comment, reflection phase, evaluation phase).

RESULTS

Experiment procedure and its results

Experimental training was organized in order to determine effectiveness of the methodical system of development of sociocultural skills of students by means of the Web forum. This training was provided during one cycle (one term) from September 2016 to December 2016 at the premises of the Vyatka State University. The participants were 160 forth-year students of the Department of Linguistics majoring in Translation and Interpreting who were divided into two groups - control (80) and experimental (80 people) ones. The level of German proficiency equaled B2-C1 level according to the Common European Language Proficiency Framework (Common European Framework of Reference: Language, Testing and Assessment, 2001). The experimental training was conducted in accordance with the algorithm developed at the Chair of Linguistics and Translation of the VyatSU. The students of the control (15 students) and experimental (15 students) groups used the 'Zeit fur Deutsch' textbook (Volina, Voronina, Karpova, 2007) in the training process. They also used culture-related topics covered by German-media (Moskauer Deutsche Zeitung, Deutsche Welle, etc.) as additional material in their learning activities.

In addition, the experimental group students were involved in project activities in the classroom and in extracurricular activities which aimed at developing sociocultural skills by means of the Web forum. According to the curriculum, students have 16 classroom hours per month (4 hours per week)

While working on projects aimed at developing sociocultural skills by means of the Web forum, the students of the experimental group had unlimited access to the electronic content which was successfully used in their work at culture related projects. The students had a possibility to comment the project topic in general, as well as specific opinions of another student, which helped to stimulate discussion in the second language. Every participant of the Web forum had an access to other students' messages no matter where he was; in the future it could be used to facilitate networking in a foreign language between students and organize extracurricular learning activities of students. The students had an opportunity to communicate asynchronously, that is, the web forum eliminated time constraints making it possible to think over one's own comment.

The students could create messages only individually, which simplified the process of tracking the progress of each particular student in respect of development of sociocultural skills. The students' messages were structured chronologically, allowing to organize step-by-step monitoring of the methodical system of development of sociocultural skills.

Implementation of one culture-related project (a cycle) and its discussion on the Web forum was carried out during extracurricular time during two weeks. Table 1 shows the topics for discussion on the Web forum.

Table 1. *Web forum discussion topics of the experimental group*

Nº	Experiment period	Topics of Internet projects
1	September 2016	1) Ethnic and racial identity and ethnocentrism

		2) Social stratification
2	October 2016	1) Gender and sexism 2) Media stereotypes
3	November 2016	1) Religious diversity and discrimination 2) Age and ageism
4	December 2016	1) Language variations

Control and experimental assessment of development of sociocultural skills in the control and experimental groups was held in the course of the experiment. To assess the development the students of the control and experimental groups were invited to participate in the discussion on the Web forum devoted to two topics studied within the course of 'Culture of German Verbal Communication' discipline. They were 'Positive and Negative aspects of Immigration' (before experiential training) and 'Will Modern Computer Technologies Replace Traditional Means of Communication?' (after the experiential training). The assessment of development of each of the monitored sociocultural skills was carried out with the help of a specially designed scale presented in Table 2.

Table 2. *Sociocultural skills monitored in the process of experimental learning*

N ^o	Monitored Sociocultural skills
1	to collect, classify and interpret cultural information with the help of various Internet resources;
2	to find materials reflecting interesting aspects of cultures of one's own country and the country of the foreign language in one's mother tongue and in a foreign language;
3	to participate in discussions in a foreign language about cultural aspects of life in the target language country;
4	to draw analogies, make comparisons, and summarize information about various facts, cultural phenomena, events in cultural life of the foreign language communities;
5	to act as a cultural mediator between the Russians and representatives of other cultures, helping to establish cultural contacts, explaining cultural characteristics of the relationship of foreigners in their own and Russian-speaking environments, to predict possible communication misunderstanding and conflicts, helping to prevent them or to deal with them;
6	to act as a representative of his native country;
7	to develop projects based on the cultures of the foreign countries and Russia.

Tables 3 and 4 show the results of assessment of development of sociocultural skills in the control and experimental groups.

Table 3. *Results of assessment of development of sociocultural skills in the control group with unpaired t-test*

Sociocultural skill	Total number of students	Student's t-distribution	P-value
1	80	8,45	0,05*
2	80	15,20	0,01**
3	80	12,45	0,01**
4	80	4,3	0,068
5	80	4,7	0,071
6	80	7,79	0,05*
7	80	4,7	0,071

* $p < 0,05$. ** $p < 0,01$.

Table 4. *Results of assessment of development of sociocultural skills in the experimental group with an unpaired t-test*

Sociocultural skill	The total number of students	Student'st-distribution	P-value
1	80	8,76	0,05*
2	80	16,28	0,01**
3	80	11,98	0,01**
4	80	4,12	0,066
5	80	4,58	0,06
6	80	7,16	0,05*
7	80	4,58	0,06

* $p < 0,05$. ** $p < 0,01$.

The results of the experiential training were coded for statistical processing, which was carried out with the use of Minitab software. The indicators for each sociocultural ability (Table 2) were encoded using a five-point grading scale: "1", "0.75", "0.5", "0.25" or "0". The monitored sociocultural skills of students of the control and experimental groups were analyzed in accordance with this five-point system. Student's t-test was used to assess statistical significance of the results.

According to the statistical data, assessment of some of the sociocultural skills of Translation and Interpretation students by means of the Web forum were statistically significant in both control and experimental groups prior experimental training. The statistical analysis suggests that already before the experimental training many participants in both groups had already quite well-developed skills of collecting, classifying and interpreting cultural information with the help of various Internet resources; finding materials reflecting interesting aspects of cultures of one's own country and the country of the foreign language in one's mother tongue and in a foreign language; participating in discussions in a foreign language about cultural aspects of life in the target language country, and acting as a representative of his native country.

Such initial assessment results in the control and experimental groups can be explained by the fact that, firstly, some sociocultural skills had already been developed in the course of training at university. Secondly, some sociocultural skills are universal, regardless of the discipline within the framework of which sociocultural competence is formed. Skills of working with information and reference books on cultural topics and skills of presenting the results of their cultural projects had been already formed in the course of study of other disciplines, and the students simply transferred them from one educational context to another.

P-values of the Student's t-distribution for the 4th ($t = 4,3$), 5th ($t = 4,7$), and 2d ($t = 4,7$) monitored sociocultural skills in the experimental group, and for the 4th ($t = 4,12$), 5th ($t = 4,58$), and 2d ($t = 4,58$) sociocultural skills in the control group were > 0.01 . This means that, despite positive assessment results, they were not sufficient to talk about the development of the following monitored sociocultural skills: to draw analogies, make comparisons, and summarize information about various facts, cultural phenomena, events in cultural life of the foreign language communities; to act as a cultural mediator between Russians and representatives of other cultures, helping to establish cultural contacts, explaining cultural characteristics of the relationship of foreigners in their own and Russian-speaking environments, to predict possible communication misunderstanding and conflicts, helping to prevent them or to deal with them; to act as a representative of his native country.

To test the effectiveness of the proposed method it is particularly important to make the experimental statistical assessment of the results of the control and experimental groups. The paired t-test was used to find out the differences between the control and experimental groups, which made it possible to compare the results and determine their statistical significance (Table 5).

Table 5. Results of the experimental statistical assessment of the results of the control and experimental groups made with a paired t-test

Sociocultural Skill	Total number of students	Student'st-distribution	P-value
1	160	20,95	0,01**

2	160	4,20	0,05*
3	160	5,06	0,05*
4	160	27,77	0,01**
5	160	25,50	0,01**
6	160	27,70	0,01**
7	160	25,78	0,01**

* $p < 0,05$. ** $p < 0,01$.

It should be noted that the results of the experimental training showed that the students of the experimental group had significantly better results for all monitored skills, which confirmed the hypothesis of the study and proved the effectiveness of the system of development of sociocultural skills of students by means of the Web forum.

DISCUSSION

The intensive development of international contacts, the processes of globalization and integration in the world community affect all areas of economic and political development. The changes that occur in the system of higher education in the light of the decisions of the Bologna Agreement (2003) aim at creating a unified informational educational environment. The transformations intend to train a specialist, who is capable of active creative work, self-realization, independence, competitiveness, social and professional mobility. Modern vocational education focuses on looking for optimal ways of training professionally competent specialists, with new thinking, with fundamental knowledge, ready to solve their social and professional tasks, professionally mobile, speaking one or several foreign languages.

The integration of Internet technologies into education and, in particular, their application in teaching foreign languages, is currently quite relevant. This is mainly due to the fact that when using these technologies as a means of teaching a foreign language, many goals and objectives of education and upbringing are being carried out in the best possible way.

Over the past few years there has been a whole body of research in the scientific methodological literature, devoted to the use of the first generation of Internet technologies (Web 1.0) and the second generation Web (Web 2.0) in the formation of all components of the foreign language communicative competence. In particular, the researchers have focused on the development of the following techniques: teaching writing with the help of e-mail groups, a wiki-based technologies (Sysoev & Evstigneev, 2010; Markova, 2011; Zaborina 2014), blog technologies (Sysoev & Evstigneev, 2010); training speaking and listening skills with the help of educational podcasts (Solomatina, 2011, Sysoeva, 2014); formation of sociocultural competence with the wiki technology (Koshelyaeva, 2013), blog-based e-learning (Petrishcheva, 2014), educational online resources (Sysoev & Evstigneev, 2014), the Web forum (Cherkassov, 2012); formation of the cross-cultural competence of pupils and students with the help of an e-mail group (Apalkov & Sysoev, 2008). The literature review shows that among the above-mentioned Internet-based technologies which are effectively used in education, an e-mail group will be much less likely used in comparison with the web forum, blog technology, wiki-technology, and podcasts, due to its "ageing". The last four Internet-based technologies are considered to be advanced second-generation Internet technologies. They do not duplicate each other focusing on development of different speech abilities; they imply development of different teaching techniques based on them and can be used in the educational process. That was the reason why we opted for the Web forum in our research.

CONCLUSION

Within the framework of the research we have defined the set of socio-cultural skills of students in Translation and Interpreting which can be developed by means of modern information and communication technologies, particularly, the Web forum; we have also determined and validated the methodical conditions necessary for development of such conditions.

The article describes the Web forum-based methodical system of development of socio-cultural skills of students majoring in Translation and Interpreting which was worked out on the basis of competence, communicative and cognitive, personality and activity, and sociocultural approaches including a goal unit, a methodological unit, process unit, and assessment-and-result unit (assessment criteria and learning outcomes). The authors offer a step-by-step algorithm for realization of the methodical system of development of sociocultural skills by means of the Web forum which includes three stages and eight phases. The methodical system is tested on real training materials in conditions of university teaching (German language for Translation and Interpreting students)

The results of the research and the experimental data prove the effectiveness of the Web forum technology in developing sociocultural competence in the process of teaching a foreign language. The students of the experimental group, using the Web forum, can classify and interpret cultural information more efficiently. Their culture-based projects are of higher quality. During classes the students of the experimental group actively participate in discussions in German devoted the cultural peculiarities of Russia and Germany; they are confident when drawing analogies, comparing and generalizing the facts of cultural life of the Russian and German societies. Thus, the web-based forum can be called an important condition for development of socio-cultural skills of students. The results of the experimental training give grounds to consider it reasonable to implement the Web-based Internet technologies into the process of teaching the German language.

Based on the above, we can confidently state that the development of the sociocultural skills of the students majoring in "Translation and Translation Studies" at Vyatka state university through a web-forum is successful and effective, as it was implemented on the basis of a methodical system for organizing training, in which the socio-cultural skills of students are clearly defined, the features of the web forum are taken into account and the training is organized clearly by stages and steps.

Thus, it should be noted that modern information and communication technologies have certain didactic features and functions that should be taken into account in the process of teaching a foreign language. With these technologies, you can not only develop language and speech skills, form all of the constituent components of foreign language communicative and cross-cultural competence, but also significantly enrich the linguistic and sociocultural experience of students thanks to didactic properties of these technologies.

RECOMMENDATIONS

The results presented in this paper will undoubtedly be interesting for teachers of higher educational institutions as information and communication technologies open up a lot of possibilities in teaching a foreign language allowing to bring in more and more new elements in the educational process, helping and making it easier for students to acquire knowledge and become an educated and tolerant person, free from stereotypes. This is currently one of the most challenging and promising avenues of research in education.

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