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PROBLEMS OF INFLUENCE OF SOCIETY DIGITALIZATION ON HIGHER LINGUISTIC EDUCATION AND EDUCATIONAL POTENTIAL OF DIGITAL TECHNOLOGIES IN MULTILINGUAL TRAINING OF STUDENTS OF INSTITUTIONS OF HIGHER EDUCATION

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Abstract. The article studies the influence of society digitalization on linguistic education and defines the educational potential of digital technologies in the multilingual training of students of institutions of higher education. The extremely important roles and places of digitalization of education in a multilingual environment for the state are exacerbated by the nationalization of the country in order to conceptualize the national interests of the country.

Different aspects of the introduction of digitalization in the educational space have become the subject of foreign (C. Bassett, C. Gere, G. Creeber, M. Deuze, G. Greeber & R. Martin, L. Vanovich, J. Stommel, M. Hand) and domestic (V. Bykov, D. Halkin, M. Zhaldak, M. Leshchenko, P. Matiushko, O. Ovcharuk, V. Rebryna, O. Stryzhak, M. Shyshkina, A. Yatsyshyn) scientists. However, despite the interest manifested by the scientific community, the issues of the introduction of digitalization in a modern educational space for the implementation of key competencies, in particular, of future teachers of foreign languages, still require a more detailed study.

The purpose of the article is to study the key directions of influence of the society digitalization on higher linguistic education and to define the educational potential of digital technologies in the multilingual training of university students.

The author proves that using innovative educational technologies contributes to the improvement of the monitoring and evaluation system of students, individualization of the educational process, and the formation of free access to numerous electronic resources. The analysis of modern pedagogical studies and the documentary framework has allowed stating that the use of digital technologies in the multilingual training of students of institutions of higher education ensures the effective formation of foreign language communicative competencies; provides for the use of modern psychological, pedagogical, and information and communication technologies; makes it possible for constant feedback of students. Digitalization makes the educational process more personalized, accessible, and flexible. This, in turn, provides a comfortable environment for self-study, effective development, and career growth.

Key words: digitalization; linguistic education; multilingual training; students; institutions of higher education; digital technologies.

The problem setting in general. The realities of the speedy progressive digital development of the world dictate the conditions for the modernization of the economy and the creation of the escalation rules of the innovative digital era providing for

increasing income from e-commerce, exchange of information, and information services. Advanced technologies, modern challenges, and opportunities, new branches of science, specialities, and professions, discoveries, forecasts, and trends require intensity in the comprehensive preparation of the younger generation to creativity and life in a rapidly changing multicultural social environment from the domestic institutions of higher education. Consequently, the extremely important roles and places of digitalization of education in a multilingual environment for the state are exacerbated by the nationalization of the country in order to conceptualize the national interests of the country. To determine the role of educational potential for the use of digital technologies in multilingual training of university students, the constant system enhanced attention of representatives of power structures, public and political movements, social institutions, scientists, subjects of society is necessary. Providing high professional and language competency of university graduates at the proper level is a guarantee and a necessary condition for the sustainable development of the human capital of Ukraine.

The analysis of recent studies and publications. The need for digitalizing the educational sphere is accented in the number of normative-legal documents. In particular, in the Law of Ukraine “On Education” (2017), among the key competencies, the information-communication one is determined. The draft Concept of Digital Agenda of Ukraine – 2020 states that digitalization should become an object of focal and integrated state administration (2016). The need for the development of “e-learning and formation of digital competence of the participants of the educational process” is indicated in the order of the Ministry of Education and Science of Ukraine “On Approval of the Regulation on the National Educational Electronic Platform” (2018).

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However, despite the interest manifested by the scientific community, the issues of the introduction of digitalization in a modern educational space for the implementation of key competencies, in particular, of future teachers of foreign languages, still require a more detailed study. The above stated has determined the choice of the research topic.

The purpose of the article is to study the key directions of influence of the society digitalization on higher linguistic education and to define the educational potential of digital technologies in the multilingual training of university students.

The results and discussion. The analytical review of the developments of domestic and foreign specialists of the spheres of Pedagogy, Psychology, Philology, Linguistics, and General Linguistics allows stating that the materialization and practical implementation of the idea of the multilingual competency of a specialist requires the superior withdrawal of the education system to a qualitatively new level of operation (Gerasimenko, & Zenina, 2020; Klein, Rice, & Levy, 2012). The conditions for the dynamic digitalization of socio-economic processes in Ukraine substantiate the need to bring the education system, including linguistic, in line with the requirements and needs of the time.

A number of foreign researchers, considering the problem of implementing national and social interests in the field of education, note that ensuring the digitalization of the educational environment at the proper level is the guarantor of the high qualification of specialists of all industries, the condition for the sustainable development and growth of the welfare of citizens of the country. Special attention is paid to the issue of modernizing educational policy in the context of the formation of a digital educational environment (Buzzard, Crittenden, Crittenden, & McCarty, 2011; Klein, Rice, & Levy, 2012).

The developments of domestic authors disclose the conceptualization of the growing role of the information and communication function of the state under the conditions of the information society. To implement the goals of digitalization of education the author offers to analyze the needs of the development of the scientific component of education, taking into account the new vision of the processes of the information society (Baguzina, 2017). The processes of digitalization of society aim the institutions of the education system on the need to carry out their activities under the conditions of the establishment of a network organization, the change of constant habits of society, the nature and lifestyle of consumers of educational services, and also determine the expediency to encourage changes and the implementation of the principles of stable development of educational technologies. At the same time, comprehending the problems of the network society in the context of the information and communication environment nowadays under difficult conditions of distance education as a measure to counteract the spread of the pandemic COVID-19 (Klein, Rice, & Levy, 2012).

In the context of fulfilling the tasks defined in the current state educational standard of higher education, the issue of determining the criteria and scale of the use of digital technologies in the field of education is of particular relevance (Zuev, 2020). It should be noted that this problem has not been properly developed yet, despite the

obvious relationship between the digitalization of economic and social institutions, including the educational sphere, and the transformation of our multicultural society. This situation is explained by insufficient attention to the international experience of using digital technologies in the system of multilingual training of future specialists. The main problem lies in the fact that digitalization is often perceived only from the perspective of a fashionable educational trend, being content with its superficial implementation – using the functionality of cloud technologies, digital data processing, and software to assess students' knowledge or visualize educational material. However, strategic changes and qualitative transformation processes are impossible with such a narrow solution to the problem.

The modern era of cyber-socialization of society actualizes the individual's need to act effectively, performing various social functions in the digital space, both independently and as a subject of a team, group. Consequently, in order to achieve qualitative transformations in linguistic education, there is a need for total digitalization, digital transformation, involving the introduction of a new educational paradigm, building and creating the educational process in a piece of new information and innovative format with the introduction of the latest techniques, the purpose of which is to focus on the result – the formation of key multilingual competencies.

Despite the interest shown by the scientific community, the issues of introducing digital technologies into the modern educational space for the formation of key multilingual competencies, in particular, of future specialists in the field of linguistics and general linguistics, still require more detailed study as part of the systematization of regulatory documents characterizing the feasibility of introducing digitalization into the structure of the pedagogical technologies, as well as the analysis of the possibilities of using information and communication technologies (ICT) in the educational process, their advantages as the factors in the transformation of the system of linguistic education (Conceptual principles (version 1.0), 2016).

During the 20th century modernization of education was focused primarily on updating its content. But in the 21st century, this is no longer enough, because there is an increasing need to improve organizational forms, methods, teaching aids, to create an effective digital educational space due to the digitalization of education (Conceptual principles (version 1.0), 2016). The digitalization of the educational process is caused by the need for the widespread introduction of innovative technologies, the emergence of new requirements for specialists, in particular, for the formation of key linguistic multilingual competencies, and a new digital generation with special socio-psychological characteristics. Thanks to a carefully organized digital environment, education is becoming more accessible and comfortable, which is extremely important

under the conditions of minimal costs – time, financial, human resources. In addition, for modern youth, this is also a familiar plane, in which there are all the conditions for development, a kind of lifting for the realization of the individuality of each person, and a comfortable introduction of innovations. Establishing international partnerships between universities, students, and lecturers who take part in various international programs requires a high level of mastering a foreign language, which is impossible without the use of modern educational technologies, including the digital ones. Various digital devices, gadgets are a toolkit with which students regularly interact in both academic and professional activities, and, therefore, they need to improve linguistic and information skills, so the more digital technologies are integrated into the educational process, the better.

Not only digital and information technologies themselves are important, but also their correct selection, combination, and management to establish effective work, the interaction between a lecturer and a student. The advantages of digital transformation of linguistic education are obvious. This is the provision of favorable conditions for:

- 1) developing skills to study independently, to allocate the most valuable material for self-development;
- 2) forming personal mobility, the ability to adapt to changing conditions unpredictably, quickly, and rapidly;
- 3) strengthening motivation for self-education and self-development in a multicultural environment;
- 4) reaching a diverse audience (the content becomes personalized), ensuring cooperation and integration of language education;
- 5) building an individual educational trajectory;
- 6) learning in the most convenient conditions – at a comfortable pace, but with optimal use of the time allotted to perform certain tasks (Law of Ukraine on Higher Education, 2021).

It should also be emphasized that digitalization ensures the transition from the education “for all” to the education “for everyone”. Thus, the modern educational space is developing, which has all the conditions for mastering basic multilingual competencies. Digitalization presupposes a fundamentally new format of the educational environment, based on digital technologies that provide convenient and affordable services and platforms to increase competitiveness, more effective interaction of all the participants in the educational process, increase its transparency, and the role of intellectual property, and develop digital skills. However, digitalization should in no way be perceived solely as an end in itself. It is just an instrument that

creates benefits and provides easy access to them, it is a paradigm shift in how the specified study has allowed formulating the following conclusions. Lecturers and university students taking a multilingual training course understand the need to digitize the educational space, but in practice, innovations are used only partially. This situation is caused by the lack of educational-methodical support and scientific literature. The survey of the students of the Philological Faculty of the SHEI “Donbas State Pedagogical University” has confirmed the fragmented nature of the introduction of digitalization into the system of linguistic education.

Using the digital technologies has opened up new channels of communication and cooperation in the educational process, encouraging students’ motivation and their active participation in learning, developing the processes of mutual assessment and feedback in the “lecturer – student” system. At institutions of higher education, the digital technologies are used to revitalize and individualize education, saving time and resources, much more efficiently than traditional teaching (Gerasimenko, & Zenina, 2020).

Studying foreign languages can be accompanied by the use of various digital programs and mobile applications. The programs such as “Grammar Up”, “Best Colleges Online”, e-courses on the Moodle platform, etc., allow students to activate and test their knowledge of general grammar rules, specific topics (verbs, prepositions, etc.), basic rules of spelling and pronunciation. An important function of such applications is the ability to monitor continuously the progress of students by the lecturer. Future professionals gain a lot of information through exploratory and interactive learning, which can also take place in a virtual space thanks to digital technologies. Specialty sites give students many opportunities to explore almost any topic on the Internet. Audiobooks are used to improve students’ reading techniques and understanding of a foreign language. Educational and feature videos, news broadcasts are necessary for the formation of students’ skills to perceive a spoken foreign language by ear, expand the stock of professional and everyday vocabulary, as well as deepen socio-cultural knowledge about the country of the language studied.

Using digital resources, such as iTunes, designed specifically for foreign language learning, gives lecturers access to many free podcasts, digital audio files on a variety of topics. Students can also create their own podcasts, reports, and presentations to practice their foreign language speaking skills. Foreign language lecturers can create their own programs and e-courses, taking into account the latest educational and psychological studies, as well as modern advances in digital technologies:

1) to conduct a detailed analysis of possible lexical and grammatical errors in accordance with each separate block of the course through the chat of students with the lecturer;

2) to form audiovisual, multimedia and other language content related to the future professional activities of students, based on authentic sources;

3) to take into account the previous cognitive experience of students, based on which educational materials for the electronic course will be compiled.

Conclusions and prospects for further research. Thus, using digital technologies in foreign language classes in the process of language training of future specialists provides significant advantages in the formation of skills in the practical mastering and use of grammar, spelling, and pronunciation, interactive activation of socio-cultural knowledge, active and passive communication skills. The advantages of e-learning as a digital technology make it possible to stimulate the academic mobility of students and lecturers, as well as to develop curricula in accordance with world standards.

The use of digital technologies in the process of multilingual training increases the motivation of students because they prefer a combination of traditional education with the use of digital gadgets (laptops, smartphones, computers) in everyday life and are interested in the formation of digital literacy for the needs of their future professional and social activities. Today digitalization acts as a key factor in improving the education system, including the linguistic one. In addition to directly affecting the effectiveness of the educational process, digital technologies provide a number of indirect benefits, in particular, the optimal use of time for more effective formation of the key competencies of specialists in a multicultural language environment. Digitalization makes the educational process more personalized, accessible, and flexible. This, in turn, provides a comfortable environment for self-study, effective development, and career growth. This study confirms the relevance of digitalization of the educational space in the context of the formation of key competencies of future specialists in the field of linguistics, philology, and general linguistics and proves the need for further development of the problem, in particular, the search for more effective ways to implement digitalization as a set of means that optimize learning, to provide personalization and automation of educational processes.

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**ПРОБЛЕМИ ВПЛИВУ ДИГІТАЛІЗАЦІЇ СУСПІЛЬСТВА
НА ВИЩУ ЛІНГВІСТИЧНУ ОСВІТУ ТА НАВЧАЛЬНОГО
ПОТЕНЦІАЛУ ЦИФРОВИХ ТЕХНОЛОГІЙ У
БАГАТОМОВНІЙ ПІДГОТОВЦІ СТУДЕНТІВ
ЗАКЛАДІВ ВИЩОЇ ОСВІТИ**

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Анотація. У статті досліджується вплив дигіталізації суспільства на лінгвістичну освіту та визначається освітній потенціал цифрових технологій у багатомовній підготовці студентів закладів вищої освіти. Надзвичайно важливі для держави роль та місце дигіталізації освіти в багатомовному середовищі посилюються націоналізацією країни з метою концептуалізації національних інтересів країни.

Різні аспекти впровадження дигіталізації в освітній простір стали предметом вивчення іноземних (С. Бассетт, Ч. Гір, Г. Грібер, М. Деузе, Г. Грібер та Р. Мартін, Л. Ванович, Дж. Стоммель, М. Хенд) та вітчизняних (В. Биков, Д. Галкін, М. Жалдак, М. Лещенко, П. Матюшко, О. Овчарук, В. Ребрина, О. Стрижак, М. Шишкіна, А. Яцишин) вчених. Однак, незважаючи на зацікавленість наукового співтовариства, питання впровадження цифрових технологій в сучасний освітній простір для реалізації ключових компетенцій, зокрема, майбутніх учителів іноземних мов, все ще потребують більш детального вивчення.

Метою статті є вивчення ключових напрямків впливу дигіталізації суспільства на вищу лінгвістичну освіту та визначення освітнього потенціалу цифрових технологій у багатомовній підготовці студентів університету.

Автор доводить, що використання інноваційних освітніх технологій сприяє вдосконаленню системи моніторингу та оцінювання студентів, індивідуалізації навчального процесу та формуванню вільного доступу до численних електронних ресурсів. Аналіз сучасних педагогічних студій та документальної бази дозволив констатувати, що використання цифрових технологій у багатомовній підготовці студентів закладів вищої освіти забезпечує ефективне формування іншомовних комунікативних компетенцій; передбачає використання сучасних психолого-педагогічних та інформаційно-комунікаційних технологій; дає можливість постійного зворотного зв'язку для студентів. Дигіталізація робить навчальний процес більш персоналізованим, доступним та гнучким. Це, у свою чергу, створює комфортні умови для самостійного навчання, ефективного розвитку та кар'єрного зростання.

Ключові слова: дигіталізація; лінгвістична освіта; багатомовне навчання; студенти; заклади вищої освіти; цифрові технології.

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