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SIGNIFICANCE OF ELECTRONIC EDUCATIONAL ENVIRONMENT WHEN TEACHING FOREIGN LANGUAGE FOR STUDENTS' RESEARCH ACTIVITIES

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Background. *The paper focuses on the urgent problem of foreign language vocational training of prospective specialists and its significance in students' research activities. Nowadays, the current concept of teaching foreign languages at non-linguistic university training emphasizes the teaching system combining vocational training and language acquisition. In other words, it is crucial to consider the competencies for prospective occupation and the ability of students to use their professional language skills in a dynamically changing environment. Based on the modern standards of higher education, with an emphasis on project and research activities, the programs of teaching foreign languages consider the student's research activities one of the most important motivation tools for mastering a foreign language. These activities allow students to creatively apply the achievements of scientific and technological progress in practice.*

Purpose. *The aim of the research is to present a description of the structure of the electronic educational environment of the university and to identify the specifics of foreign language teaching for research activities of students.*

Materials and methods. *The competence approach, in particular foreign-language professional-oriented competence, is considered as the methodological basis of the study. Achievement of the set research goal was carried out on the basis of theoretical and methodological analysis, systematisation and generalisation of scientific literature on*

the given problem. Quantitative indicators were used as an element of describing the dynamics of changes in the educational environment of the university. Using the given methods, the students should obtain foreign language competencies, including the extensive application of electronic educational resources and research skills. We described the approaches to organizing the teaching process, focusing on the concept of a computer-based environment, including electronic educational resources.

Results. *The experience of Sevastopol State University (Sevastopol, Russia) serves as an example of the positive experience of the electronic educational environment, which underlines the scientific novelty of the study. Practice shows that using an electronic educational environment is essential in engaging students in research activities. Such an environment promotes the formation of creative skills among students and increases the level of their vocational training.*

Keywords: *professional competence in a foreign language; new educational technologies; computer-based environment; electronic educational environment; students' research activities*

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Научная статья | Методология и технология профессионального образования

ЗНАЧЕНИЕ ЭЛЕКТРОННОЙ ОБРАЗОВАТЕЛЬНОЙ СРЕДЫ ПРИ ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ ДЛЯ ИССЛЕДОВАТЕЛЬСКОЙ ДЕЯТЕЛЬНОСТИ СТУДЕНТОВ

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Обоснование. *Статья посвящена актуальной проблеме иноязычной профессиональной подготовки будущих специалистов и*

ее значению в научно-исследовательской деятельности студентов. В настоящее время в концепции обучения иностранным языкам в неязыковом вузе особое внимание уделяется системе обучения, сочетающей профессиональную подготовку и овладение языком. Иными словами, крайне важно учитывать компетенции для будущей профессии и способность обучающихся использовать свои профессиональные языковые навыки в динамично меняющейся среде. Основываясь на современных стандартах высшего образования, с акцентом на проектную и исследовательскую деятельность, программы обучения иностранным языкам рассматривают исследовательскую деятельность обучающихся как один из важнейших инструментов мотивации к овладению иностранным языком, что способствует творческому применению достижения научно-технического прогресса на практике.

Цель – представить описание структуры электронной образовательной среды вуза и выявить специфику обучения иностранному языку для научно-исследовательской деятельности студентов.

Материалы и методы. В качестве методологической базы исследования рассматривается компетентностный подход, в частности иноязычная профессионально-ориентированная компетентность. Достижение поставленной цели исследования осуществлялось на основе теоретико-методологического анализа, систематизации и обобщения научной литературы по заданной проблеме. Количественные показатели использовались как элемент описания динамики изменений в образовательной среде вуза. Используя данные методики, у обучающихся формируется иноязычная компетенция, включающая широкое применение электронных образовательных ресурсов и исследовательские навыки. Описаны подходы к организации учебного процесса с акцентом на концепции компьютерной среды, включающей электронные образовательные ресурсы.

Результаты. Опыт Севастопольского государственного университета (г. Севастополь, Россия) служит примером положительного опыта использования электронной образовательной сре-

ды, что подчеркивает научную новизну исследования. Практика показывает, что использование электронной образовательной среды имеет большое значение для вовлечения студентов в научно-исследовательскую деятельность. Такая среда способствует формированию творческих навыков у студентов и повышает уровень их профессиональной подготовки.

Ключевые слова: исследовательская деятельность обучающихся; компьютерная среда; новые образовательные технологии; профессиональная компетенция на иностранном языке; электронная образовательная среда

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Introduction

The significance of students' research activity is a meaningful way to amend the quality of training students within higher education programs. The practical application of the achievements in scientific and technological progress is considered to be in a creative manner.

Teaching students a foreign language is a complex process, which implies language acquisition at both professional and general levels. The contemporary concept of teaching foreign languages at vocational universities is aimed at providing a teaching system that combines vocational training and language acquisition. According to N.V. Kuznetsova [5], S.S. Mirontseva, E.V. Mikhailova [10] and A.Yu. Uvarov [17], the electronic educational environment for teaching a foreign language for students' research activities is becoming more flexible. Presentations are an effective teacher support tool. E.V. Maslanov underlined the effectiveness of electronic educational technologies applied in the teaching process based on the three factors: a) the computer literacy, (b) the level of information and communication technologies that implement the educa-

tional environment of the higher education, (c) the level of integration of the local educational environment into a personal, educational space [7].

The research activity ensures arranging and shaping students' inventive abilities, as well as developing and improving their motivation to perform research, design, project, and operation activities (Bates [21], Kuznetsova [5]); it also serves as the platform to interfuse comprehensive, scientific, and training processes aimed at improving both professional and general level of education of future experts. Thus, the research activity of students effectively combines complex scientific and educational processes and the mastery of complex teaching methods, techniques, and skills by students. Thus, students develop research, selective, and inventive abilities, discover independence, criticism, and initiative, and generally improve the professional and overall knowledge of future experts.

The system should take into account the competencies of prospective occupation and the ability of students to use their professional language skills in a dynamically changing environment [2]. Students cannot conduct scientific research without skills in selecting and analyzing original international sources of information on topical issues. The students' research activity is strongly affected by modern digital technologies and virtual interactive language environment, including the internet. All the processes mentioned above are manifested in the successful preparation of high-level publications and communication during international student conferences. The paper focuses on the urgent problem of teaching foreign languages at non-linguistic universities based on the vocational training of future experts and its significance for students' research activities.

Materials and methods

The paper aims to highlight some efficient methods of teaching foreign languages to vocational students and underline the importance of obtaining foreign language competencies, including both the extensive application of electronic educational resources and research skills.

The research dwells on the (1) stimulation of the cognitive activity of students with the help of an electronic educational environment and

(2) means of increasing students' motivation for scientific research when teaching with the help of an electronic educational environment.

Sevastopol State University (Sevastopol, Russia) actively applies innovative and digital technologies. Namely, the Department of Foreign Languages widely uses the latest information and communication technologies when training vocational students in foreign languages. The training process includes different forms of education, starting with classic methods and technologies and ending with innovative and digital ones (e.g., ways of presenting and structuring the material in the textbooks and guides, testing methods, interactive cooperation between teachers and students, etc.). The use of advanced methods increases students' motivation to study foreign languages. In particular, the research activities develop students' speaking skills when disclosing the topics of their fields of expertise during conferences, forums, and other events. Publishing articles and other materials significantly improves students' writing skills in English and German.

Recently, an educational experiment has been conducted in the course of teaching foreign languages to students with various majors at the Institute of Social Sciences and International Relations of Sevastopol State University.

The experiment was aimed at substantiating the feasibility of using electronic educational resources when forming a foreign language and professionally oriented competence of students. The practical goal of the experiment was the development and testing of the structural and functional model that ensures the effectiveness of the formation of professional foreign language competence in future bachelors at higher education institutions. The research results were embedded into the educational process, and the experience was accumulated in the organization of teaching a foreign language, taking into account the differences in the initial language levels of students. A course was developed that could improve the quality of professional training for bachelors and ensure compliance with the requirements of the current education standard [8]. Computer testing was included in the learning environment as a part of an integrated system on the Moodle platform.

Results

Three stages of informatization in education

We considered three stages of informatization in education. At the first stage, computer technologies were introduced into the educational process, and the basics of computer modeling were preserved, contributing to the development of computational thinking in the student community. The training systems were created using computers to help students conduct academic research. This stage focused on grammar and spelling with a computer, a well-established model of computer exercises based on the following principle: learning – practice – testing.

The second stage was associated with the use of computers and the development of software providing interaction between the user and the computer. Educational automated systems for knowledge testing and educational process management were widely used. In the 1970s, intelligent tutoring systems appeared, involving the communicative approach in teaching foreign languages. Computer programs maintained critical thinking and audiolingual skills.

At the final stage, we applied mediacommunication and multimedia technologies and virtual reality. The internet promoted the global informatization of education, where the teaching of foreign languages is analyzed using new approaches, forms, and methods of teaching.

I.W. Robert [24], A.V. Khutorskoy [19], B.S. Gershunsky [1], E.S. Polat [12] and other scholars addressed the changes in the process of education, considering informatization as a way to overcome the crisis of education through the development of new models of education. B. Gershunsky [1] regarded computers as components of a teacher-training managing system, a means of increasing the efficiency of academic and educational research.

Information technologies are essential for teaching English, allowing one to (1) coordinate with researchers, (2) support trainees, (3) create online-learning programs, (4) improve the intellectual level, (5) develop communicative skills, and (6) form a real linguistic environment that contributes to the need to communicate in a foreign language and, as a result, the formation of a foreign language communicative competence [3].

Goal of the Priority 2030 Program for the development of education

The goal of the Priority 2030 Program is to create more than 100 progressive, modern universities, centers of scientific, technological, and socio-economic development by 2030. Improving the accessibility, effectiveness, and quality of education in line with the current realities and future challenges is one of the basic areas of a state policy, a general framework for systemic changes ensuring the socio-economic development of the country. Nowadays, all modern universities use electronic educational resources. At university, educational modernization combines information technologies and traditional and electronic forms of learning (Fig. 1).

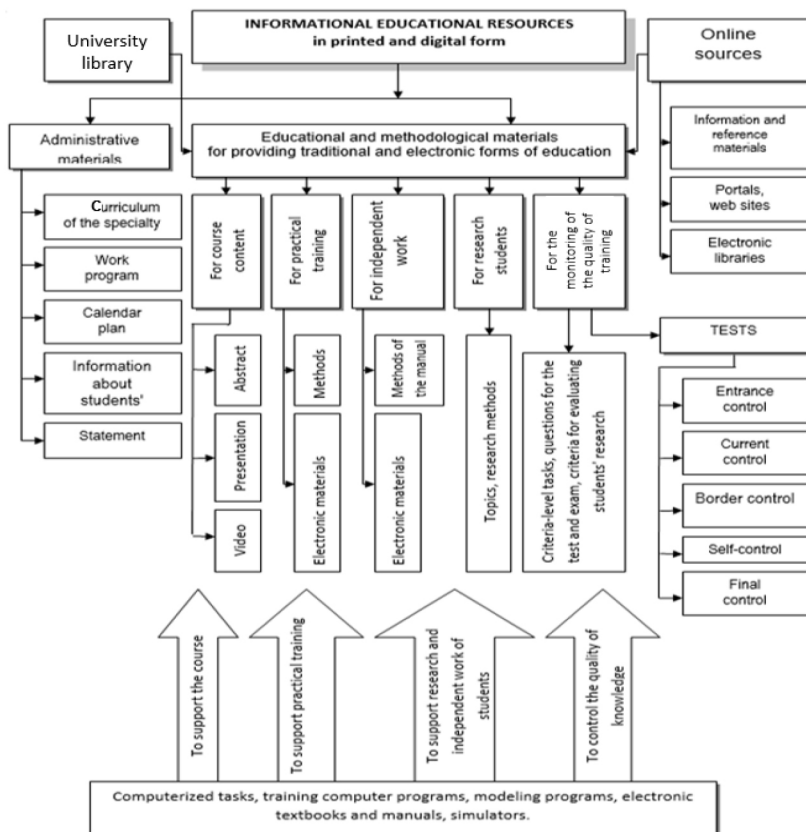


Fig. 1. Educational resources of the university

To improve the quality of the educational process, a teacher can use digital educational technologies and electronic training courses that include presentations, online lectures and conferences, electronic books, multimedia courses, forums, and online educational resources (Baryshev [20], Johnson et al. [22], Khachikyan et al. [18], Kozlova [4], Zilka [26]).

Each resource mentioned above allows achieving a limited number of educational objectives and providing a limited range of specific tasks; therefore, they can be used only as part of a complex educational process, secondary sources combined with traditional language training technologies (Bates [21], Mansurova and Gaysina [6], Safuanov et al. [13])

The modern concept of higher education closely links the course and results of training with the level of organization of independent work of students. The higher education system should form a certain system of knowledge and the professional qualities of future experts.

To characterize the readiness of future bachelors for the formation of vocational foreign language competence, we identified specific criteria according to which the levels of readiness were determined (creative, productive, intermediate, and beginner). These levels are close to the levels of the Common European Framework of Reference scale: beginner (A1), elementary (A2), pre-intermediate or intermediate (B1), and upper-intermediate (B2). Moodle courses are developed for various areas of undergraduate and graduate studies.

The Department of Foreign Languages takes a number of initiatives projecting and arranging scientific and practical events, such as conferences, contests, and seminars. The students specializing in different fields can demonstrate the results of their scientific research during the events mentioned above. The first event organized by the department was the All-Russian Student Conference “Language and Career” (2016). More than 160 students from 30 universities in Russia, Belarus, and Ukraine participated in offline and online discussions covering 20 sections. The reports were presented in foreign languages (taught to the students as second languages). Other events included the All-Russian Scientific and Practical Conference “Profmarket” (2017–2018) and the All-Russian

Scientific and Practical Conference “Linguanet” (2019–2021). Meanwhile, the All-Russian Scientific and Practical Conference “Achievements and Prospects of Innovations and Technologies” (2016–2021) takes place annually [23].

The mission of these conferences is to develop students’ skills in presenting the results of their research activity and develop communicative skills in foreign languages. The combination of students’ vocational and linguistic skills is an essential characteristic of their knowledge, confidence, and competitiveness. Among the leading partners of Sevastopol State University taking part in the conferences, one can find Lomonosov Moscow State University Branch in Sevastopol (Sevastopol), V.I. Vernadsky Crimean Federal University (Simferopol), Russian State Social University (Moscow), and Novosibirsk State Technical University. The proceedings are regularly published by the Department of Foreign Languages of Sevastopol State University [23].

Thus, such events can boost students in terms of developing their research skills. Student interdisciplinary conferences allow one to develop a fruitful knowledge exchange and active interaction between universities.

The study was conducted in the Institute of Information Technology and Management in Technical Systems of Sevastopol State University, where the electronic information and educational environment based on Moodlesevsu.ru was created. We developed and implemented the electronic training course “Presentation in English” (Fig. 2) for the organization of independent work of 3rd- and 4th-year students (112 students in 2019–2020, 116 students in 2020–2021) majoring in 09.03.02 – “Information Systems and Technologies,” 09.03.03 – “Applied Computer Science,” and 09.03.04 – “Software Engineering” (Sevastopol State University, n.d.). The course is based on the content of the work program of the elective discipline “Presentations in English”; it consists of five units:

1. Opening a presentation;
2. Body language;
3. Presentation tools;
4. Types of visuals;
5. Making a presentation and portfolio.

These units include communication-oriented and creative tasks with methodological recommendations for their implementation.



Fig. 2. Electronic training course “Presentation in English” in the educational environment based on Do.sevsu.ru

The study comprised four stages: at the first stage (2019), we determined the composition of the control and experimental groups based on the results of the first pre-experimental section, the purpose of which was to determine the input level of general English proficiency.

This level was measured using the materials of the Cambridge FCE test exam, corresponding to the level of general English proficiency (B2), which is one of the conditions for successful presentation training (Table 1). To identify criteria and indicators, we used diagnostic methods.

Table 1.

Comparison of English proficiency levels of students of the experimental group (EG) and control group (CG) in learning a foreign language for research activities based on the results of the annual training course (2019)

| | Advanced | Upper- intermediate | Intermediate | Pre-intermediate | |
|----|----------|---------------------|--------------|------------------|--------------------------|
| EG | 5.02% | 11.88% | 47.34% | 35.76% | Pre-experimental section |
| CG | 4.85% | 10.83% | 33.52% | 50.80% | |
| EG | 11.19% | 21.76% | 52.34% | 14.71% | Final section |
| CG | 8.42% | 17.16% | 44.26% | 30.16% | |

At the second stage (2019–2020), the theoretical concept of the study was corrected, and an experimental model of the study was developed (see Table 2).

Table 2.

Comparison of English proficiency levels of students of the experimental group (EG) and control group (CG) in learning a foreign language for research activities based on the results of the annual training course (2019–2020)

| | Advanced | Upper- intermediate | Intermediate | Pre-intermediate | |
|----|----------|---------------------|--------------|------------------|--------------------------|
| EG | 4.15% | 10.44% | 35.47% | 49.94% | Pre-experimental section |
| CG | 3.09% | 9.82% | 46.97% | 40.12% | |
| EG | 19.75% | 21.32% | 46.16% | 12.77% | Final section |
| CG | 6.12% | 13.88% | 46.12% | 33.88% | |

At the third stage (2020–2021), we conducted a training experiment and experimentally verified the model. We considered four levels of English proficiency of students in learning a foreign language for research activities: pre-intermediate, intermediate, upper-intermediate, and advanced, according to Cambridge English levels.

We analyzed the levels of English proficiency of students of the experimental group (working in an electronic educational environment) and control group (working in a traditional educational environment) based on the results of the annual training course (2019–2020).

Also, we analyzed the levels of English proficiency of students of the experimental and control groups in learning a foreign language for research activities based on the results of the annual training course (2020–2021).

At the fourth stage (2021–2022), we formalized the theoretical understanding of the results of the experimental study and drew conclusions (Fig. 3).

Qualitative analysis of English proficiency of students in learning a foreign language for research activities showed positive dynamics. We made a number of comparisons. For example, the levels of English proficiency of students when studying a foreign language for research activities in experimental and control groups in 2019–2020 and 2020–2021 amounted to 5.02% and 11.19% in 2019 versus 4.15% and 19.75% in 2020, respectively. One can also note positive changes (although less

significant) in the control group: 47.34% and 52.34% in 2019 versus 35.47% and 46.16% in 2020.

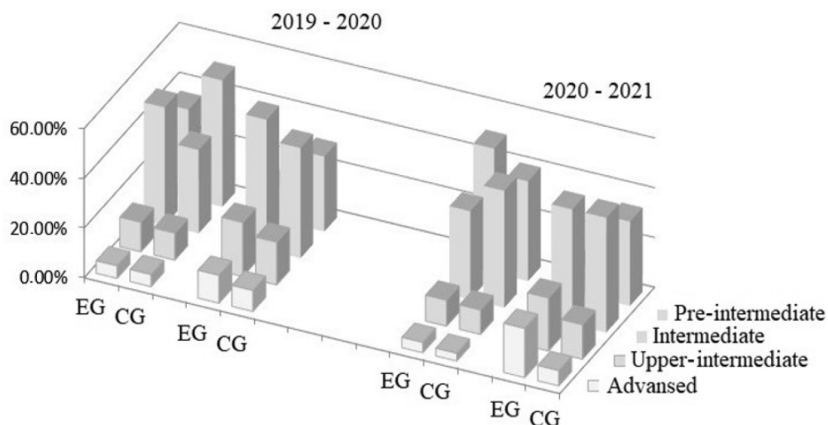


Fig. 3. Comparison of English proficiency levels of students of the experimental group (EG) and control group (CG) in learning a foreign language for research activities in 2019-2020 and 2020-2021

Discussion

Despite the advantages of electronic teaching of foreign languages, the most controversial one is the deadlines (Bates [21]). On the one hand, according to Tuning Educational Structures in Europe, the deadlines for completing tasks can negatively affect the internal motivation of the student [25]. On the other hand, the deadline is one of the key factors of control and the effectiveness of the educational process. The results of the study show that the assessment method which is being applied provide a more accurate and transparent picture of future economists' foreign-language, professionally oriented communicative competence level of formation, as well as to identify weak points and directions for further development among future bachelor-economists. The information may be useful for the staff of higher educational institutions who are engaged in organizing the process of forming future economists' professional competence [11]. As part of this environment is considered a teaching software, consisting of electronic training course «Foreign languages: business communication», training and control tasks of the

electronic training course, involving productive interaction between all the subjects of the educational process in the digital environment [15].

Some studies also indicate that the control effect has only a short-term impact. In the long term, tight deadlines for project completion reduces the team's ability to create and perceive innovative trends. More than that, deadlines negatively affect the moral and psychological mood of the team (Khachikyan, et al. [18], Khutorskoy [19]). Nevertheless, we regard limiting the time to complete academic assignments as one of the basic pedagogical and educational principles.

A team of authors developed an English textbook, *Business Skills*, which has already been tested and successfully applied [9], [16]. The textbook also describes internet services such as Quizlet, Quia, Mind Map, and others. One can find the following sections in the textbook: Emails, Job Hunting, Leadership, Teambuilding, Meetings, Negotiations, Presentations, and Problem Solving. Each module includes several pre-text activities (warming up the students) and post-text activities (communicative assignments based on the relevant vocabulary of the given audio or video text, which should be done creatively).

Conclusion

1. One of the main objectives of Federal State Educational Standards 3++ is to develop up-to-date methods and techniques of higher education. Electronic educational resources are an essential tool for the implementation of the education program. Such resources include a series of educational information resources based on information and communication technologies. Sevastopol State University has had a positive experience in an electronic educational environment. Electronic educational resources are a significant factor in involving students in research activity, ensuring the formation and strengthening of students' creative skills and increasing the professional training of future experts.

2. In conclusion, we would like to note that the use of multimedia presentations in the study of the Linux Security Modules in the course "Presentation skills" [14] in research activity has a positive effect on the educational process. Such a tool stimulates the cognitive aspects of

learning (e.g., the perception and analysis of information), increases students' motivation, develops team cooperation skills, improves the ability to create and present texts, enhances the information culture, and forms the speech and rhetorical competence of students. Thus, the pedagogical potential of multimedia presentations provides favorable conditions for student-oriented and competence-based approaches and increases the efficiency of the learning process. In addition, the use of multimedia presentations allows one to develop the intellectual and creative abilities of students, influence the language proficiency of students when learning a foreign language for research activities, and, in general, provide dynamics in the development of professionally important personal qualities of future experts.

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