STRATEGIES FOR MASTERING THE CONTENT OF LANGUAGE EDUCATION USING DIGITAL TECHNOLOGIES BY STUDENTS OF TECHNICAL UNIVERSITIES

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Abstract. These days, in the context of international interaction in various spheres of economics, science, technology and cooperation, the issue of language education for students of technical universities is being actualized.

The subject of the paper is foreign language professionally oriented training, which involves the development of professionally significant skills and abilities, the formation of professional thinking allowing students to take into account the cultural and linguistic diversity of economic and technical systems.

The personality-development content of modern language education determines the emergence of various strategies for its acquisition. They are formed depending on students' needs and capabilities. What is meant here is a strategy of staying in the content, a step-by-step strategy, a strategy of information exchange, etc.

In this case, these strategies are closely interconnected with one or another paradigm of education, for instance, the scientific-technocratic, humanitarian paradigm and the paradigm of tradition.

Digital technologies are not only a tool but also an environment for existence, which introduces new opportunities for mastering the content of language education: learning at any convenient time, continuous education, the ability to design individual educational routes.

In this regard, it is necessary to modernize the process of professional training, widely introduce digital tools for educational activities and integrate them into the educational environment.

Therefore, to ensure the effectiveness of the process it is necessary to determine each strategy that can be used to master language education with the help of digital technologies and identify the principles of learning that should be relied upon when using a particular strategy.

The implementation of the studied strategies in terms of new educational conditions will allow the teachers to integrate them within learning technologies. Using the strategies in an educational process will result in a qualitative breakthrough in the field of language education.

Keywords: language education, engineering education, educational paradigm, educational strategy, digital technologies, individual educational route, professionally oriented training, learning principles.

СТРАТЕГИИ ОВЛАДЕНИЯ СОДЕРЖАНИЕМ ЯЗЫКОВОГО ОБРАЗОВАНИЯ С ИСПОЛЬЗОВАНИЕМ ЦИФРОВЫХ ТЕХНОЛОГИЙ СТУДЕНТАМИ ТЕХНИЧЕСКИХ ВУЗОВ

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Аннотация. Сегодня в контексте международного взаимодействия в различных сферах экономики, науки, технологий и сотрудничества актуализируется вопрос языкового образования студентов технических вузов. Важным является профессионально-ориентированная подготовка по иностранному языку, которая предполагает развитие профессионально значимых навыков и умений, формирование профессионального мышления, позволяющего студентам учитывать культурно-языковое разнообразие экономико-технических систем.

Личностно-развивающее содержание современного языкового образования определяет появление различных стратегий его усвоения. Они формируются в зависимости от потребностей и возможностей студентов. Здесь имеется в виду стратегия пребывания в контенте, пошаговая стратегия, стратегия обмена информацией и т.д. Данные стратегии тесно взаимосвязаны с той или иной парадигмой образования, например, научно-технократической, гуманитарной парадигмой и парадигмой традиции.

Цифровые технологии – это не только инструмент, но и среда существования, которая вводит новые возможности для овладения содержанием языкового образования: обучение в любое удобное время, непрерывное образование, умение проектировать индивидуальные образовательные маршруты. Следовательно, необходимо модернизировать процесс профессиональной подготовки, широко внедрять цифровые инструменты образовательной деятельности и интегрировать их в образовательную среду.

С целью обеспечения эффективности процесса необходимо определить каждую стратегию, которая может быть использована для овладения языковым образованием с помощью цифровых технологий и определить принципы обучения, на которые следует опираться в процессе обучения иноязычному общению. Реализация изученных стратегий с точки зрения новых образовательных условий позволит учителям интегрировать их в технологии обучения. Использование подобных способов овладения иноязычным содержанием в образовательном процессе приведет к качественному прорыву в области языкового образования.

Ключевые слова: языковое образование, инженерное образование, образовательная парадигма, образовательная стратегия, цифровые технологии, индивидуальный образовательный маршрут, профессионально-ориентированное обучение, принципы обучения.

Introduction

One of the key tools for developing personality and basic culture in engineering students is the content of education. The level of personality development is determined by the quality of mastering educational programs. However, in modern society the individual is focused on meeting own needs through social, information and technological resources rather than through personal qualities, which depersonalizes all social aspects, including education. This is due to the fact that success / failure of any activity is determined by its paradigm. In other words, it is the paradigm that influences the choice of an educational strategy.

Literature Review

Finding the optimal learning strategy that will make higher education effective is a fairly universal problem. Even the existence of a system that develops approaches to solving secondary and postsecondary education tasks with further preparation for higher education (for instance, Career and Technical Education - CTE) does not solve the emerging issues of higher education. So, Bailey and Belfield described as the false dichotomy between CTE and college preparation [Bailey et al., 2019, p. 165].

The search for answers to questions about the quality of vocational training is rooted in the previous educational experience of students. «Although the high school offered programs to support students' college capital and reinforce their aspirational capital, they were not operationalized in a holistic way that made students college-ready» [Bailey et al., 2019, p. 167.].

It is for this reason that foreign research experience, indicating the need to build a more thoughtful system of training students, covers not only the period of the learning process itself at the university. Studies by a number of American scientists Betancourt, G.M., George Mwangi, K.A., Green, K.L., etc. indicate «strengthening the pathways between secondary and postsecondary education is crucial to support individuals in pursuing economic stability [Bettencourt et al., 2022, p. 453]. This view confirms the need to study a paradigmatic approach to learning, taking into account the previous analysis of students' competencies.

The solution of educational tasks takes place within the framework of the development and application of individual programs that can become the basis for solving systemic issues. For example, in foreign methodological practice the Transdisciplinary (TD) graduate training programs are growing in number [Liechty et al., 2022]. Some findings and insights applicable to TD graduate education and curriculum design appear and they are described as «a novel visual assessment tool» [Liechty et al., 2022] but the principles of the developed approaches still need to be studded and explained.

The term "paradigm" comes from the Greek word "paradeigma" meaning pattern or example. This concept was introduced by the American physicist and historian Thomas Kuhn who distinguished between four stages in the development of scientific disciplines: the pre-paradigm stage; the stage in which a dominant paradigm is active; the crisis of normal science; the scientific revolution that determines a paradigm shift.

As Kuhn puts it, a scientific community consists of people who adhere to a certain paradigm, and the paradigm can unite members of a scientific community sharing similar views. Paradigms can be found in scientific research and textbooks. They determine the range of problems and approaches to their solution in a scientific field or community. Aristotle' views or Newtonian mechanics can be attributed to a certain paradigm.

Various dictionaries define a paradigm as a system of theories, beliefs, attitudes, etc. The dictionary of Logic, for example, describes a paradigm as "a set of theoretical and methodological provisions adopted by a scientific community at a certain stage of science development and used as a model or standard for research, interpretation, evaluation and systematization of scientific data, interpreting hypotheses and solving scientific problems" [Ивин и др., 1998]. The Dictionary of Modern Western Philosophy provides the following definition of a paradigm: "a set of beliefs, values, methods and technical means adopted by a scientific community to support scientifictraditions" [Малахов и др., 1998].

In the same vein, the Glossary of Philosophical Terms by the RAS Institute of Philosophy n.a. Kirensky defines a paradigm as "a set of generally accepted research standards and ideals and the picture of the world approved by most of the

researchers" [Глоссарий философских…, б.г.]. Dictionary of Key Terms by E. Matveeva defines the term "paradigm" as a set of theoretical and methodological prerequisites that determine scientific research presented in a scientific theory and practice at a certain stage of development [Матвеева, 2006].

In pedagogy, the term "paradigm" was introduced in the 1970s and contributed to the integration of theoretical and practical pedagogical education. This term quickly gained recognition among researchers [Малахов и др., 1998].

As a rule, the paradigm dominates during a certain historical period. The key stages in the development of any science are determined by a paradigm shift.

There is a great variety of paradigms of education. Kolesnikova links their diversity to the pedagogical civilizations: creative pedagogy has replaced natural and reproductive ones [Колесникова, 2001, с. 33].

The present study will focus on those paradigms which are a basis for modern engineering education. These are the traditional paradigm, the personality-oriented (humanitarian) paradigm and the open education paradigm, which determine the choice of an educational strategy.

Methodology

To achieve the research goals, it is important to describe these three types of educational paradigm and the nature of an educational strategy. In addition, it is necessary to reveal links between these types of paradigm and an educational strategy chosen by engineering students. The findings can be used to develop an algorithm for choosing an educational strategy intended to improve the efficiency of the educational process in a technical university. The experimental group will include first-year students, since they lack knowledge of educational strategies and are not able to choose them.

Results

The issues of mastering the content of education have been studied by a number of researchers [Кириченко, 2011; Комарова, 2012; Гальскова и др., 1991; Гайнулина, 2008], etc. However, few if any attempts have been made to analyze issues that require integral theoretical searches and concepts and a deep methodological substantiation of some initial positions.

An analysis of educational strategies should be preceded by a short description of the educational paradigms. The traditional paradigm focuses on knowledge as a reflection of spiritual wealth and historical experience accumulated by generations. Since knowledge is an important social value, the knowledge-oriented content of education is important. However, in this case, knowledge becomes an absolute value and obscures the individual through the ideologization and control over the scientific core of knowledge making it academic. The traditional paradigm focuses on average students.

Interesting is that the traditional paradigm is still in use by researchers in the field of education science [Зимняя, 2009, с. 7].

The humanitarian paradigm, its nature and features have received much attention. The humanitarian paradigm has been analyzed in the context of

philosophical reflection [Шаповалов, 1994], scientific disputes about the humanitarian and natural science paradigms [Исаев, 1995], education [Монахова, 2014], sociology [Гез и др., 2017], etc.

To describe this paradigm, it is necessary to define the concept of humanitarian. The term "humanitarian" comes from the Latin word "humanitas" meaning "humanity" or "human nature". The traditional definition is based on the idea of sciences, which study society, culture and history, in contrast to the natural and engineering sciences [Колесникова, 1995, с. 85].

Humanitarian knowledge affects consciousness of humans who develop through the appropriation of this consciousness. Humanitarian knowledge cannot exist outside the individual who produces this knowledge and rethinks experience being a member of a cultural society. Humanitarian knowledge depends on human meanings. The concept of humanitarian is interpreted in the relationship of scientific knowledge with general humanitarian concepts, such as mercy, sympathy, philanthropy, etc. The problems of human freedom, social and existential, relative and absolute values, rational and irrational, mutual understanding between diverse cultures and individuals, hermeneutic interpretation of the text have been studied by humanitarianism [Шаповалов, 1994]. In other words, humanitarian knowledge is unique, unrepeatable and associated with the concept of personality. Individuality and personal values create a core of the humanitarian knowledge. Its personal nature is presented in a number of humanitarian studies. Kolesnikova claims that the source of humanitarian knowledge is the subjective world of an individual, who gains this knowledge through speech, thinking, imagination, and experiencing. This knowledge as the product of cognition includes specific information about the cognizing subject [Колесникова, 2001, с. 35].

Thus, the concept of humanitarian knowledge is associated with manifestations of human spirituality, human spirit, uniqueness of the individual and inherent values.

The object of the humanitarian paradigm is the individual and the belief system of a scientific community. In other words, the paradigm focuses on the individual with all his relations with the environment. The human nature in its relationship with the world of values and culture is a traditional educational value. It is the humanitarian paradigm that should act as the driving force behind the new education system designed to help society critically analyze the current state of affairs, existing problems and opportunities [Константиновский, 2006, с. 264].

Education digitalization affecting the overall transformation of the education system and evolving cognitive needs, entailing the need for high quality education have contributed to the creation of a new paradigm – open education, which has modified all elements of the educational system.

Professional tasks rather than scientific knowledge have become a basis in the educational system. Open education is helpful in replacing the subject principle of education with integrated training courses that reflect a holistic picture of professional activities.

The nature of knowledge has been changed. The main criterion in the selection of the content of education is "knowledge for professional activities".

For the open education system, knowledge performs professional tasks rather

than serves ontological purposes. These changes do no mean that fundamental knowledge has been cast aside by the open education paradigm. It is now based on different laws: knowledge is required to solve real problems that arise in practical activities. Universal (methodological) knowledge is of paramount importance, since it helps assess and predict the future.

Requirements for methods and forms of organization of education are changing. Active individual and group (joint, collective) forms of work with educational material methods become dominant. The type of activity and the nature of the relationship between teacher and students are changing. The student becomes a full-fledged subject of activity in solving both educational and professional tasks itself, while receiving the necessary help from the teacher [Ибрагимов, 2001].

Thus, it should be noted that the open education paradigm has be- come, to one degree or another, an integrating paradigm. It does not reject the value of knowledge, but at the same time emphasizes a person's ability to independently and rationally dispose of them, taking into account their personal qualities, the student's personality remains at the head with its characteristics and needs. Therefore, when defining strategies for mastering the content of language education, we see it as expedient to rely on the open education paradigm.

Let us designate the very understanding of the essence of the concept of strategy, which can be viewed from three positions: 1) strategy as a set of orientation in the future, implemented in behavior; 2) strategy as a system of rationally grounded decisions (stages, steps); 3) strategy as a system of actions. Based on the three-level understanding of the "strategy" category, M.V. Ozerova offers the following definition of this concept: "An educational strategy is a conscious reflexive model of educational behavior, formed under the influence of a set of education- al, professional and social orientations, implemented on the basis of the choice of the institutional form of obtaining higher education" [Озерова, 2008, с. 159]. For our study, this definition seems to be quite important, since each of the indicated levels of the general strategy for obtaining education affects the choice of a strategy for acquisition of the language content of education.

The first level, the level of perspective orientations, is represented by social, professional and educational orientations. This level is a source of motivation for educational behavior. If we are talking about technical universities' students, then, as a rule, they are poorly motivated to study foreign languages.

The second is the level of justified decisions, in this case it acts as a realized choice of the institutional form of obtaining higher education: a university, a faculty, a specialty, a form of education. Of course, curricula for different areas of training and profiles provide for a different volume of learning a foreign language. The choice by the student of a certain strategy for acquisition it will also depend on this.

The last level is represented by the models of students' behavior during their studies at the university, which, based on their own education- al needs, will in different ways determine the strategy for mastering the necessary content of language education.

As a rule, teachers develop educational strategies for mastering the content of language education for students. If we are talking about the open education paradigm,

then in this case the student himself must become the strategist for his mastering a foreign language, taking into account his capabilities and abilities. It is about formulating a goal, defining the process of assimilating the content of training, introspection of the results obtained.

The choice of one or another digital technology affects efficiency of building the desired strategy. Without the use of which it is impossible to imagine a modern lesson in a foreign language today. Digital technologies can be presented in the form of various courses (MOOCS, I- tunes Courses), electronic textbooks, tools (Google Docs, Camtasia, Explain Everything), encyclopedias and other academic sources (Google Search, Wikipedia, stand-alone dictionaries, Microsoft Office, Quizlet) and help to conduct an interactive study of certain topics [Титова, 2017, с. 248]. The use of various digital technologies contributes not only to the development of writing and speaking skills, but also increases the motivation of students to study a foreign language at a technical university, where language is not the main discipline of the educational program.

The penetration of digital technologies into the foreign language educational process creates the preconditions for a radical renewal of both the content-targeted and technological aspects of mastering the language content. It should be emphasized that digital technologies, especially at the first stages of training, cannot give the expected effect without the support of the educational process by a teacher, since such technologies are only teaching aids. Consequently, the teacher needs to be provided with the conditions and opportunities for choosing a technology for its active use by students, to unleash the potential of various information tools and services that can affect the efficiency of mastering the language content. In other words, with digital technologies, students are provided with more opportunities for the development of reflective thinking associated with the study and use of the language (e-mail or message for posting on a forum, blog, chat, etc.). Due to these activities, students are able to more thoroughly apply learning strategies, as well as expand and improve the ways of learning activities [Улицкий, 2000, с. 285].

An algorithm for constructing a strategy for mastering the content of education using digital technologies is presented in Table 1.

Table 1. Algorithm for building a strategy for mastering the content of education by students of technical universities using digital technologies.

Steps	Title	Student Activity	Teacher Activity	Digital Technologies
1	Diagnosing	Participation in diagnostic procedures in order to de- termine edu- cational needs	Carrying out diagnostic procedures	Google Meet, Skype, Mi- crosoft Teams, Zoom д Google Docs

2	Theoretical	Content awareness, searching and choosing of material, sources of in- formation, digital tech- nologies, ob- jects under study within the frameworkof the academ- ic topic	Propose var- iable tasks that provide a choice within the framework of a specific educational topic; digital technologiesfor perform-ing activities	Google Meet, Skype, Mi- crosoft Teams, Zoom д Google Docs
3	Selective	Selection of assignments graded with acertain score	Offer options for as-sessment, assist in the selection of assignments	Google Docs,Camtasia, Explain Eve- rything
4	Implementation	Processing ofcontent into schemas, tables, dia- grams, infor- mation folding	Advisory	Miro, Kahoot, Mentimeter,Jamboard.
5	Reflexive	Checking ac- cording to the plan, scheme, algorithm of the work per- formed, con- clusion about what worked out, what did not, whether there are er- rors, what dif- ficulties were encountered	Provide a standard: plan, scheme, work analy- sis algorithm	Google Meet, Skype, Mi- crosoft Teams, Zoom д Google Docs

Thus, summarizing the information presented above, we can conclude that when determining the strategy for mastering the content of language education, it is necessary to rely on the open education paradigm, within which students develop an individual foreign language acquisition strategy, taking into account his capabilities and abilities. The teacher is an active assistant, coordinator of this process, since this activity is organized at the first stage of training at the university. The algorithm for constructing a strategy for mastering the content of language education by a student includes five sequential, rationally used and result-oriented stages, where all components are aimed at achievingthe set goals by the joint efforts of all participants in the learning process. Each stage assumes sequential steps of the student and the teacher, including selection, information processing and reflection. Thus, the

observance of the above stages ensures the effectiveness of the process of mastering the content of language education by students of technical universities and allows the teacher and students to manage their educational process in order to achieve optimal results.

Discussion

Experimental work was carried out at the Irkutsk National Research Technical University. The study involved 18 first-year students. The presented algorithm has been tested. At the first stage, we identified the level of formation of students' ability to independently build a strategy for mastering the content of education using digital technologies. The analysis of the results obtained showed that only 12% of students have a high level of formation of this ability (they successfully completed all the steps presented in the table). The majority (53%) of students have an average level of formation of the ability to independently build strategies (the help of a teacher was required and it took much time to per- form the tasks). The second stage lasted one year. During the 2020-2021 academic year, students worked with the developed algorithm.

As a result of working with the algorithm for 3 semesters, we obtained the following data: the level of formation of students' ability to independently build a strategy for mastering the content of education using digital technologies has become relatively higher. This was especially noticeable among students with a low level. So, these students began to more confidently demonstrate skills related to the search and critical comprehension of information, the choice and understanding of tasks, the organization of independent work, the use of digital resources to participate in individual and group work as part of building their own strategy for mastering language content

Conclusion

Thus, in the context of globalization, the issue of language education for students of technical universities is becoming relevant, which implies changes in approaches to teaching foreign language communication and the construction of various strategies for mastering language content, depending on the needs and capabilities of students. In this case, these strategies are closely related to the open education paradigm. The success and effectiveness of building a strategy depends on the choice of digital technologies. Digital technologies are not only a tool, but also an environment for existence, which opens up new opportunities for mastering the content of language education: learning at any convenient time, continuing education, the ability to develop individual educational routes. In this regard, it is necessary to modernize the process of vocational training, widely introduce digital tools for education-al activities and integrate them into the language educational environment. To ensure that the process is effective, it is necessary to define each strategy that can be used to master language education through digital technologies.

The use of these strategies in the educational process will lead to a qualitative breakthrough in the field of language education.

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