

# Foreign languages training features in digital environment of non-linguistic universities

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**Abstract.** The research is devoted to identifying the features of foreign languages training of non-linguistic universities students in the digital environment. The analysis of theory and practice on the research problem allows us to highlight a number of features that affect the formation of foreign language competence of non-linguistic universities students in the foreign languages training. It is worth including among them: updating the multicultural component of foreign languages training in a non-linguistic university; implementation of purposeful work on extracurricular preparation of students for the digital tools using; an electronic information and educational environment creation. The authors emphasize the importance of the multicultural component in foreign languages training, as it contributes to the development of the potential abilities of the students' linguistic personality. Considering the second feature, the authors especially note that the use of digital tools provides great opportunities for the implementation of a method that most fully reflects the two main principles of the communicative approach to foreign languages training: motivation for learning and personal interest. Students are willingly involved in cognitive activities. The authors associate the third feature with the ability of students to work independently, since it is the independence that makes it possible to successfully adapt to work associated with rapidly changing technologies. This skill is especially important in correspondence or distance learning, when the student's communication with the teacher is irregular. The presented features, according to the authors, make it possible to change the motivational attitude towards educational and future professional activities.

**Keywords:** multicultural component, motivation, polylingual personality, digitalization

## 1 Introduction

Modern education development involves the global informatization of key areas of activity. In this context, the organization of the teaching and learning process and the goals and

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objectives of teachers and learners are changing. Primarily, the modern education system is designed to create a flexible model of learning, to provide a personalized approach to every student and to the choice of teaching methods [1].

The concept applies to foreign language training in higher education as well. Teaching a foreign language in modern conditions is aimed not merely at studying grammar, vocabulary, and phonetics but also at familiarization with the cultural and historical features of the target-language country for successful cross-cultural communication in a context of rapid information exchange. In other words, students have to use the foreign language as a communication tool for personal and professional purposes, always relying on peripheral knowledge of the target-language country mindset. A foreign language is a means of communication with a representative of another culture, as well as a tool for sharing professional experience and knowledge at the global level [2].

Thus, polylingual personality formation is one of the main tasks in the context of education digitalization and constitutes an important part of professional expertise. Its various aspects when teaching communication in other languages have been considered by Baykova, Bukharov & Porchesku [3]; Bukowski [4]; Kubrushko, Alipichev, Kozlenkova, Nazarova & Siman [5]; Zaitsev & Gnezdilova [6]; etc. Multicultural component issues of the foreign language training content have been reflected in the studies of Feopentova [7]; Kazachkova, Pronkina & Eremkina [8] and other educators.

Bagramova & Vasilieva have tried to prove the effectiveness of interactive foreign language training which depends on the systematization of forms and techniques for interactive training and the sequence of using them [9].

Based on the viewpoints of Nightingale & Safont [10], Portoles & Marti [11], Reisner [12], etc., we come to the conclusion that a polylingual personality is not just an individual with different sets of speech communication capabilities. Furthermore, it is a culture-historical persona possessing national heritage and social value, willing to apply accumulated nation-specific linguistic and cultural knowledge of one's own country and the target-language country in the professional activity, displaying interpersonal skills, empathy, and tolerance as professionally important attributes [11].

Analyzing the theory and practice of the study, we will highlight a number of educational conditions promoting effective polylingual personality formation for non-linguistic university students in foreign language training. Certain features influencing the polylingual personality formation of non-linguistic university students in foreign language training can be defined as educational conditions. The following should be considered relevant:

- updating the multicultural component of foreign language training;
- implementation of purposeful work on extracurricular preparation of students for the digital tools using;
- creating an electronic information and educational environment.

Therefore, the purpose of the present research is to justify the importance of certain educational conditions affecting the formation of student polylingual personality with regard to distance learning.

## **2 Materials and methods**

The following research methods have been used for the present investigation: theoretical analysis of philosophical, psychological, and pedagogical literature on the subject of the study; content analysis of foreign language training documentation and curriculum materials; analysis of teaching theory and practice; scientific prognosis; observation.

### 3 Results

**Updating the multicultural component of foreign language training (Fig. 1).** The multicultural component plays a special part in the system of foreign language training. The reason for this is that culture is the background, with life and professional skills of students serving as guidelines for personal behavior.

The introduction of a multicultural component in the process of professional training will help to solve complex tasks, such as preparing future specialists for the growing needs of international mobility, close cooperation with foreign partners in various fields (education, culture, science, commerce, trade, industry, etc.).

Therefore, it is necessary to introduce a multicultural component into the current system of foreign language training, since it fills the student's cultural and educational environment with vital spirit and brings educational institutions closer to the immediate participants of the cultural and educational process, providing an opportunity for them to become subjects.



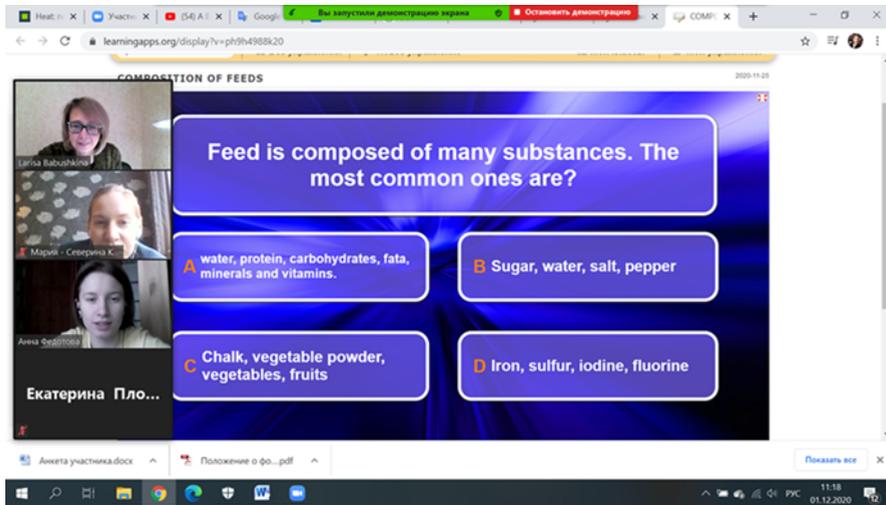
**Fig. 1.** Updating the multicultural component of foreign language training.

To address polylingual personality formation different organizational formats of learning process are used (lectures, tutorials, learning conference, etc.) It is important to emphasize that a lesson should be comprehensive, that is combining different activities, though within the framework of one goal.

**Implementation of purposeful work on extracurricular preparation of students for the digital tools using (Fig. 2).** In fact, in foreign language training teachers are faced with a big amount of exciting opportunities to use digital tools to improve language learning. Even for teachers inclined to experiment with newly emerging digital tools, it can be difficult to determine which resources, websites, and other digital tools might be most suitable for the particular event or the subject of the training.

This considers the extent to which digital mediated social interactions dominate our everyday life, refers to our ability to make the most of these interactions for the benefit of our students and involve them in the learning experiences in such a way as to encourage

them to practice the languages they learn, thereby improving their multicultural personality formation.



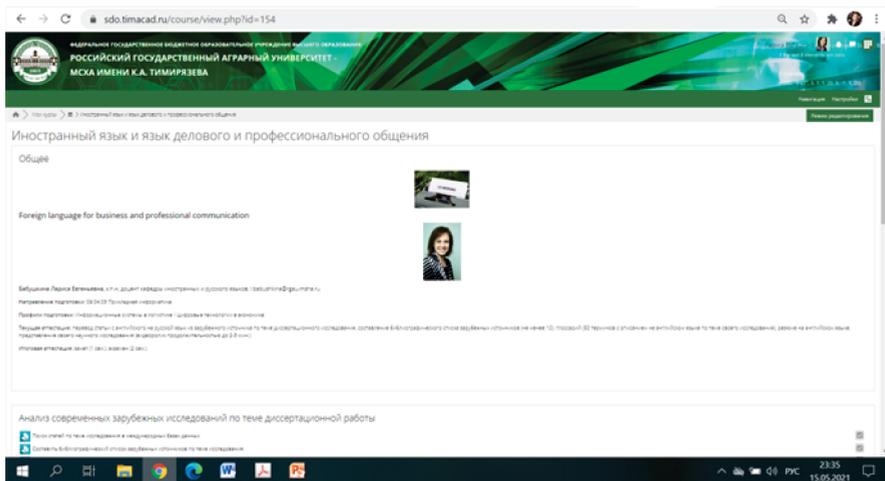
**Fig. 2.** Implementation of purposeful work on extracurricular preparation of students for the digital tools using.

Of particular note is that learning motivation and personal interest are easily achieved with the use of digital tools, which provides a great opportunity to implement communicative language teaching. Learning experiences provide conditions for developing individual creative abilities, students are eager to involve in cognitive activity, emotional pulse beat improves.

**Creating an electronic information educational environment (Fig. 3).** One of the learning objectives is aimed at forming the student's ability to work independently with the academic book and particularly with an electronic one. This skill is especially important in distance learning when the student's communication with the teacher is irregular. Obtaining educational services without visiting an educational institution is possible when creating and implementing an electronic information and educational environment in the learning process.

Researchers [13-15] have relied on the electronic information and educational environment as a means of determining the true language use for decades, but extending its application to pedagogical purposes of language learning is still a fairly new practice.

The possibility of using the entire Internet as a common electronic information and educational environment is being realized now. Teachers of the Department of Foreign and Russian Languages of the Russian State Agrarian University – Moscow Timiryazev Agricultural Academy are convinced that the electronic information and educational environment has been created to support teachers and is of great potential. Accordingly, we enjoy an unlimited supply of authentic linguistic content for contextual reference.



**Fig. 3.** Creating an electronic information educational environment.

## 4 Discussion

Foreign language learning in the electronic information and educational environment has a number of challenges that have to be overcome in the nearest future:

- challenges of a personal nature: students' low initial self-motivation because of the unusual form of distance learning itself, enervation, relaxed attitude to work;
- Habituation to teacher control, learners' poor self-organization;
- lack of emotional and psychological contact with other learners, lack of belongingness.

The aim of the study of Olivier, 2021, explores the affordances of individual language planning in terms of facilitating self-directed learning in multilingual Information Technology classrooms at the high school level [16].

The objective of the research of Pupikova & Birova is to describe the importance of portfolio creation as a tool for the professional development of a foreign language teacher. The study also focuses on the conditions and negative aspects of its creation. Authors will also outline the possibilities of its use to represent the acquired professional competencies of a foreign language teacher during the attestation examination, which resulted from the new legislative conditions [17].

Barieva, Kireeva, Zhou & Kadi explore the emerging contradiction between the need of taking into account the individual characteristics of students and the lack of such opportunities during the preparation for the lesson and find a point for the crystallization of the processes of working with students, taking into account their features and integral process, the management of which will solve a whole range of problems [18].

The above-mentioned challenges can be overcome provided that distance learning is organized in an expert manner, self-improvement in mastering digital tools is continuous, and both teachers' and learners' motivation to make active use of modern technologies in teaching and learning a foreign language is increasing.

## 5 Conclusion

Therefore, we have identified the features of foreign language training providing efficient polylingual personality formation:

- updating the multicultural component of foreign languages training;
- implementation of purposeful work on extracurricular preparation of students for the digital tools using;
- creating an electronic information and educational environment.

The implementation of the features presented will make it possible both to improve foreign language proficiency, and to develop likewise students' multicultural identity in a non-linguistic training area, to change the motivational attitude towards educational and future professional activities.

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