INVESTIGATION OF THE DIGITAL TRANSFORMATION OF LANGUAGE EDUCATION

INVESTIGAÇÃO DA TRANSFORMAÇÃO DIGITAL DA EDUCAÇÃO DE LÍNGUAS

INVESTIGACIÓN DE LA TRANSFORMACIÓN DIGITAL DE LA EDUCACIÓN DE IDIOMAS

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ABSTRACT: In the age of digital transformation, the education industry has been heavily influenced by technology. Investment in digital learning alone has generated quite a lot of global growth lately. This rapid growth in the education sector from primary to secondary schools, high schools, and universities are increasingly digitalized. With the rapid growth of the industry, there is no doubt that digital learning will be sustainable. The main aim of the study is the investigation of the digital transformation of language education. A descriptive-analytical method is utilized to meet the objective of the study. Based on the results obtained, providing online content guides and facilitates learning experiences and helps students who need help with key concepts. Personalized learning is the foundation of education in this century. This learning refers to students learning in a unique, different way, at different times and with different approaches.

KEYWORDS: Digital transformation. Student. Language education. Education industry.

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RESUMO: *Na era da transformação digital, a indústria da educação foi fortemente influenciada pela tecnologia. O investimento em aprendizagem digital por si só gerou um grande crescimento global recentemente. Este rápido crescimento no setor de educação do ensino fundamental ao médio, escolas de segundo grau e universidades está cada vez mais digitalizado. Com o rápido crescimento do setor, não há dúvidas de que o aprendizado digital será sustentável. O objetivo principal do estudo é a investigação da transformação digital do ensino de línguas. Um método descritivo-analítico é utilizado para atender ao objetivo do estudo. Com base nos resultados obtidos, a disponibilização de conteúdos online orienta e facilita as experiências de aprendizagem e auxilia os alunos que precisam de ajuda com os principais conceitos. A aprendizagem personalizada é a base da educação neste século. Esta aprendizagem refere-se à aprendizagem dos alunos de uma forma única e diferente, em momentos diferentes e com abordagens diferentes.*

PALAVRAS-CHAVE: *Transformação digital. Estudante. Ensino de línguas. Indústria educacional.*

RESUMEN: *En la era de la transformación digital, la industria de la educación se ha visto fuertemente influenciada por la tecnología. La inversión en aprendizaje digital por sí sola ha generado un gran crecimiento global últimamente. Este rápido crecimiento en el sector de la educación desde la escuela primaria a la secundaria, las escuelas secundarias y las universidades está cada vez más digitalizado. Con el rápido crecimiento de la industria, no hay duda de que el aprendizaje digital será sostenible. El objetivo principal del estudio es la investigación de la transformación digital de la educación lingüística. Se utiliza el método descriptivo-analítico para cumplir con el objetivo del estudio. En base a los resultados obtenidos, brindando contenidos en línea guías y facilitadores de experiencias de aprendizaje y ayuda a los estudiantes que necesitan ayuda con los conceptos clave. El aprendizaje personalizado es la base de la educación en este siglo. Este aprendizaje se refiere a que los estudiantes aprendan de una manera única, diferente, en diferentes momentos y con diferentes enfoques.*

PALABRAS CLAVE: *Transformación digital. Estudiante. Enseñanza de idiomas. Industria de la educación.*

Introduction

In this day and age companies have all the tools to promote their brand on the Internet. But the main problem is that in the modern world consumers no longer want to be just objects of an advertising campaign. In the digital age, when choosing a product, consumers are guided not by advertising, but by the opinion of people in their circle, their virtual community and friends on the Internet. The development of modern digital technologies, methods of virtual transmission of information, as well as the emergence and widespread use of portable mobile devices have made access to the Internet convenient, operational and ubiquitous. The Internet is a channel for data transmission, which, on the one hand, adds new tasks to Internet managers,

and, on the other hand, opens up unique opportunities for marketing and advertising (Alekseev et al., 2018; Zhanasov, 2017; Myslyaeva, 2017; Bayanova et al., 2019; Cherdymova et al., 2020; Tugun et al., 2020; Kharlamov & Vunotropidi, 2015).

For quite a long time, business was focused on making a profit through traditional channels of product promotion, but gradually campaigns realized the importance of forming a brand concept. This was primarily due to socio-economic realities (Dyaksul & Feshchenko, 2017; Fedorova, 2017; Karamova2020).

The heyday of the branding concept occurred in the second half of the twentieth century. The old methods of differentiation of goods - labeling and standardization of functional characteristics of goods - stopped working. The trademark as a complex of commodity identifiers in competitive conditions could no longer effectively carry out the function of differentiation of goods. Under these conditions manufacturers began to engage in branding (Asaul & Mikhailova, 2018; Makarov, 2018; Zaitsev, Borisov & Zaitsev, 2013; Gabay, 2004).

In the modern world, an increasing number of companies are using new Internet marketing technologies as one of the main ways to create and promote their brand.

Today, with an abundance of goods on store shelves and a reduction of time for making a purchase decision, the possibility of branding and creating a set of functional and emotional promises to the target consumer that are meaningful to him and meet his needs in the best way, becomes the main one. At the same time, innovative methods of brand promotion that create and maintain the necessary image increase the competitiveness and profitability of the campaign. (Avdeenko & Aletdinova, 2017; Kegler, 2002; Mukhanova, 2002; Putilina et al., 2019).

Over time, with the growing popularity of social media, they began to be used not only as a tool for organizing group interactive promotions, but also as a full-fledged platform for their implementation. This is due to the fact that the main activity of people moves from offline to online environment - shopping, communication, etc. Social networks are becoming the most convenient platform where a person can quickly express his opinion on a particular topic, even without leaving home, as well as a platform where one can find like-minded people anywhere in the world. Social networks allow not only to instantly gather a crowd, but also to gather a large audience, since there is no geographical framework in the network. Therefore, an unlimited number of people from any city and any country connected by a common idea can participate in group interactive promotions held on the network. This is, of course, an attractive factor for the organizers (Diakonov & Nikonov, 2005; Efimushkin, Ledovskikh & Shcherbakova, 2017; Savelyeva, 2006; Cheverton, 2002; Zaitsev & Kornilov, 2014).

Thus, we can say that virtual group interactive promotions, like offline ones, are a form of collective activity - they unite people through a single idea or value that they carry. They are also fleeting - they quickly attract the interest of users, rapidly spreading across the network, and also quickly fade away when interest in them is lost. And they are also aimed at attracting the attention of third-party users to their subject matter (Osenton, 2003; Popov, 2008a; Popov, 2008b; Lebedev-Lyubimov, 2002; Lopanova et al., 2018; Abradova & Kislovskaya, 2018; Robbins, 2013).

But virtual group interactive promotions have a greater viral value - they are able to spread across the network in the shortest possible time and attract attention to the topic not only of participants, but also of their followers. It means that the audience coverage is huge. The main difference between a virtual group interactive campaign and an offline one is only that it is not only organized through social media, but also directly represented in media. There are no geographical boundaries for it, so representatives of different countries and nations can participate in a group interactive promotion.

Objectives and Structure of the Research

When selecting students, future test subjects, a target sample was used. A survey was conducted – there were participants of those group interactive promotions, examples of which were given by experts, in order to further evaluate the results expected by campaigns when launching group interactive promotions, and how they were perceived by consumers.

Tasks:

−to study the experience of students' participation in the virtual group interactive promotions;

−to analyze the reasons for students' participation in the virtual group interactive promotions;

−to determine the assessment of students in the virtual group interactive promotions;

−to study the impact of a virtual group interactive campaign on the attitude of students to the campaign.

The proposed questions were the following:

−Are you familiar with the phenomenon of a virtual group interactive promotion?

−Have you participated in the virtual group interactive promotions?

−Why did you decide to participate in this group interactive promotion?

–How did you find out about this group interactive campaign?

–In which social network was this virtual group interactive promotion organized?

–Did you buy the products of this campaign before your participation in this group interactive campaign?

–Have you purchased the products of this campaign after participating in an interactive group promotion?

–What was your attitude to the campaign before you took part in its group interactive campaign?

–Has your attitude towards the campaign changed after participating in the group interactive campaign that organized it? If yes, how?

–Will you continue to follow the activities of the campaign, the group interactive campaign in which you participated?

All the respondents are representatives of student youth, young men and women aged from eighteen to twenty-five years. This generation is characterized by deep involvement in information technology, so they are the first to react to changes in new media, and a new type of marketing activity of campaigns, virtual group interactive campaigns, is directed to them.


Results

The research revealed that there are several reasons for students to participate in virtual group interactive promotions. Students take part in those group interactive promotions that reflect their life principles (78%), as well as intentions (76%) related to charitable activities. In fact, by participating in an interactive group promotion, they can openly express their position on a particular issue. Students who take part in an interactive group promotion see an opportunity for creative self-expression and demonstration of their talents (71%). Students, taking part in an interactive group promotion, feel attached to a certain social group (71%). Through a virtual group interactive campaign, a kind of community is created around the brand, connected not only by interest in the brand, but also united by common interests. Students participate in virtual group interactive promotions and contests organized by campaigns to win their products (68%). All the interviewed students participated in virtual group interactive events (100%) organized by major brands known all over the world. They noted that they knew the history of the campaign and its product line well, even before the launch of the virtual group interactive campaign. But only a part of the students (54%) knew the marketing strategy of the

campaign and knew that they had a social orientation. This fact has become a key factor in changing the attitude of respondents to the brand after participating in a virtual group interactive campaign. In fact, the attitude towards the brand did not change only among those who were well acquainted with the marketing policy of the campaigns (54%). As for the change in attitude towards brands, it was due to the fact that students, thanks to group interactive promotions, learned that these campaigns support social and charitable activities. This has become a significant plus in the formation of a positive brand image. All students, without exception, (100%), assessed their participation in such events positively, and said that they were ready to continue participating in those virtual group interactive promotions that they would find interesting. An unusual idea that correlates with the values of consumers is a crucial key to the success of virtual group interactive promotions.

As for the question about the disadvantages of the virtual group interactive campaign, many students (51%) could not mention them. They said that for them, in a group interactive campaign, the main criterion of success is the idea, and they were completely satisfied with it. And they could not identify other criteria for evaluating a virtual group interactive campaign. It is worth noting that all students, without exception, (100%) appreciated the importance of such advertising campaigns and said that they consider a new and unexpected way of advertising communication very bright. (Figure 1)

Figure 1. The significance of virtual group actions in the representation of students
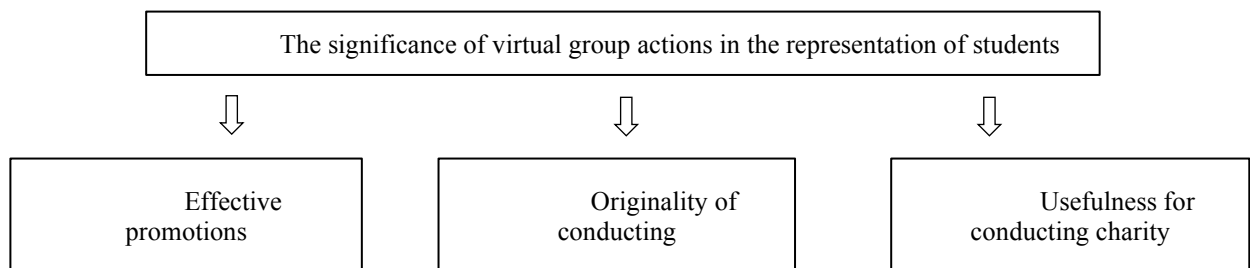
Thus, we can say that all the students clearly understand that virtual group interactive events are organized by the campaigns as part of the promotion of their products, as well as to increase brand awareness. Consumers support this version of the advertising campaign because they consider it original, and, most importantly, they like personal involvement in the brand promotion process. As for the virtual group interactive events related to charity, they are the ones that arouse the greatest interest among consumers. Students react to them extremely positively, they like that campaigns do not just spend money on traditional promotions, but

spend it on good goals that are useful for society. Thus, they form a positive opinion about the campaign, and also form a strong emotional connection with the brand, as a result of which they will give preference to this brand when buying in the future.

During the research, it turned out that the participation of students in the virtual group interactive actions directly affected only their attitude to the campaigns and brands (78%). Participation did not become a motivator for the students to purchase the product produced by these campaigns (81%). Students initially made the decision to participate in a group interactive campaign based on the idea and values the brand propose, and not out of the sympathy for the product itself. Most of the students have never even purchased the products of those campaigns in which group interactive actions they participated. After participating in group interactive promotions, no one purchased campaign products. All the students attributed this either to the lack of need to purchase, or to the lack of interest in purchasing this product. It is worth noting that after participating in a group interactive campaign, students either finally became convinced of their commitment to the brand or began to look at brands with great interest. Many noted that such actions forced them to look at the brand's product from a different angle. The research also revealed that all the students, after participating in a group interactive campaign, began to follow the brand policies of the campaigns in which they participated more closely. As it was mentioned above, participation in the group interactive promotions did not affect the increase in consumer interest in the products of the campaigns, but directly affected the increase in interest in the brand values that it carries to the masses. The majority of respondents said that they would continue to monitor the marketing activity of the campaigns and support their new promotions.

It is necessary to note another important feature of the virtual group interactive actions from the point of view of students, their impact on the dissemination of brand information. As it was mentioned earlier, the students participating in the group interactive promotions learned about its launch either through information posted on the pages of famous personalities or through information posted on the pages of their friends. In the same way, the relay of the virtual group interactive action was passed on. Students noted that they also talked about the group interactive action themselves by creating a post on their social network page or in a personal conversation.

Discussion

Students want to take more part in the formation and development of the brand, so the companies have to look for new, more interesting ways to interact with consumers. The virtual group interactive promotions have become one of these forms. Participation in such promotions satisfies the creative orientation of users and allows them to join the community of brand agents. From the point of view of the campaign, the launch of the virtual group interactive promotions also has great advantages not only in establishing strong and trusting relationships with consumers, but also in terms of brand promotion. A virtual group interactive action has a huge viral value. The audience coverage is very large: not only the participants themselves, but also their followers get acquainted with it, and this is the key factor in promoting the brand on the Internet.

The virtual group interactive campaign aroused students' interest in the brand but did not affect the attitude to its products in any way. None of the students purchased campaign items after participating in the virtual group interactive promotion. Some attributed this to the fact that they had no need to buy goods, while others talked about their preferences for other brands. Therefore, it can be concluded that the virtual group interactive promotions affect brand awareness among consumers and increase interest in it, but do not increase sales of the campaign.

Thus, we can say that the virtual group interactive promotions have become a new type of advertising campaign and are used by Internet marketers to promote the brand on the Internet. All the experts believe that the realities of the modern world dictate trends towards simplifying communications between business and consumers, and also create the need to involve consumers not only in communication with the campaign, but also to disseminate information about it. The virtual group interactive campaign has similar characteristics as a method of promoting the campaign on the Internet, which is increasingly used by Internet marketers in their work.

Conclusions

Internet marketers use virtual group promotions to bring new brands and new products to the market. This is justified by the rapid spread of information on social networks. With the help of it, information about the brand is scattered over the Internet very quickly. Its mechanism resembles a snowball: the more people learn about information, the faster it spreads. This is a great advantage for any campaign, because each of them expects that their advertising campaign

will give a quick result. Campaigns are no longer ready to wait a year or six months, everyone needs a result here and now. That is why marketers increasingly choose virtual group promotions as methods of brand promotion on the Internet. But still, the main purpose of launching the virtual group promotions is to increase brand awareness.

The students appreciated the originality of this method of campaign promotion and were unanimous in their opinion about its effectiveness. They said that traditional advertising has ceased to be attractive to them, because they are no longer interested in being just bystanders. And participation in the group interactive campaign gave them an opportunity to fully participate in the advertising campaign and feel not only their importance, but also their contribution to the development of the brand. Thus, we can say that partnership with the brand has become important for students - two-way communication, in which their opinion is also important.

The reasons contributing to the participation of students in the virtual group interactive promotions are: reflection in the actions of the life principles, intentions related to charitable activities; in the actions there is an opportunity for creative self-expression and demonstration of their talents; perception of themselves attached to a certain social group; desire to win their products. An unusual idea that correlates with the values of consumers is a crucial key to the success of the virtual group interactive promotions.

The students said that before participating in the group interactive campaign, they did not give priority to any of the brands and chose products solely based on its characteristics: price, quality and design. And taking into account the fact that direct competitors are in the same price segment, the choice smoothly moved from one campaign to another. But after participating in the group interactive campaign, the situation changed, and the students said that most likely next time they would go shopping in the store of the campaign in which group interactive promotion they participated.

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