

USE OF DIGITAL TECHNOLOGY BY A TEACHER TO IMPROVE THE EFFECTIVENESS OF THE PROCESS OF STUDENTS' TRAINING AND PROFESSIONAL SELF-IDENTIFICATION

USO DA TECNOLOGIA DIGITAL POR UM PROFESSOR PARA MELHORAR A EFICÁCIA DO PROCESSO DE FORMAÇÃO E AUTOIDENTIFICAÇÃO PROFISSIONAL DOS ALUNOS

USO DE LA TECNOLOGÍA DIGITAL POR PARTE DE UN DOCENTE PARA MEJORAR LA EFECTIVIDAD DEL PROCESO DE FORMACIÓN Y AUTOIDENTIFICACIÓN PROFESIONAL DE LOS ESTUDIANTES

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ABSTRACT: The quality of the formation of fundamental competencies depends on the professional actions of the faculty in a qualified and professionally organized work in the relevant subject area of teaching, which is associated with planning, organization, the conduct of practical classes, and evaluation of the activities involved in students' training and upbringing. A teacher is qualified to analyze the characteristics and problems of professional work, both theoretically and practically; to derive solutions considering social and ethical responsibilities; to systematically interpret and present to students technical, economic, and social relations and events, as well as forming the educational information and communication system in their professional educational and scientific contexts. The article is devoted to the place and role of the teacher in the educational process of higher education associated with the professional content and the combined capabilities of traditional and modern methods that ensure a successful learning process.

KEYWORDS: Role of teacher. University educational process. Traditional and modern teaching. Bologna system.

RESUMO: *A qualidade da formação das competências fundamentais depende da atuação profissional do corpo docente em um trabalho qualificado e profissionalmente organizado na área disciplinar relevante do ensino, que está associada ao planejamento, organização, condução das aulas práticas e avaliação das atividades envolvidas na formação e educação dos alunos. Um professor está qualificado para analisar as características e os problemas do*

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trabalho profissional, tanto teórica como praticamente; derivar soluções considerando as responsabilidades sociais e éticas; interpretar e apresentar sistematicamente aos alunos relações e eventos técnicos, econômicos e sociais, bem como formar o sistema de informação e comunicação educacional em seus contextos educacionais e científicos profissionais. O artigo é dedicado ao lugar e papel do professor no processo educativo do ensino superior associado ao conteúdo profissional e às capacidades combinadas de métodos tradicionais e modernos que garantem um processo de aprendizagem bem-sucedido.

PALAVRAS-CHAVE: *Papel do professor. Processo educacional universitário. Ensino tradicional e moderno. Sistema de Bolonha.*

RESUMEN: *La calidad de la formación de las competencias fundamentales depende de la actuación profesional del profesorado en un trabajo cualificado y profesionalmente organizado en la materia de enseñanza correspondiente, que está asociada a la planificación, organización, realización de las clases prácticas y evaluación de las actividades involucradas en la formación y educación de los estudiantes. Un docente está capacitado para analizar las características y problemas del trabajo profesional, tanto en la teoría como en la práctica; derivar soluciones considerando las responsabilidades sociales y éticas; interpretar y presentar sistemáticamente a los estudiantes relaciones y eventos técnicos, económicos y sociales, así como formar el sistema de información y comunicación educativa en sus contextos educativos y científicos profesionales. El artículo está dedicado al lugar y rol del docente en el proceso educativo de la educación superior asociado al contenido profesional y las capacidades combinadas de los métodos tradicionales y modernos que aseguran un proceso de aprendizaje exitoso.*

PALABRAS CLAVE: *Papel del maestro. Proceso educativo universitario. Enseñanza tradicional y moderna. Sistema de Bolonia.*

Introduction

The system of higher education is undergoing reforms that combine the traditional and modern methods and methodology of teaching. In this context, there emerge new issues related to the objective of providing students with high-quality competitive professional training. In this context, under higher education, we understand 1) the abilities of graduates associated with a sufficient level of knowledge in accordance with their talents in all their personal and socially valuable manifestations, as well as with general human culture; 2) self-learning, which gives varied opportunities for young people to shape themselves and constantly improve, update, and filter the accumulated knowledge by assessing it in terms of practical applicability.

The problems of education are directly linked to the personality of the teacher, professional skills, and persuasive arguments in their teaching. Therefore, the most important goal of teaching, in our opinion, is to teach students the skills of being active in mastering the

subject. This requires professional support in the person of a university teacher who is embedded in the educational process.

Methods

The study actively employs the cognitive, communicative, and intercultural approaches, written and oral speech mediation, translation techniques, and the intellectualization and digitalization of the learning platform. At the basis of the concept of teaching lies a research and empirical approach to this process. The study also relies on:

- the method of literature review: the study uses published training materials and programs in the field of teaching methodology in higher education;
- simulation, holistic-value, and analytical methods aimed at the multidimensionality of the dynamics and self-organization of personality (of the teacher and the student) in the process of interaction with the reality of an open socio-educational environment and the use of incentives that correspond to the needs and values of this environment in the educational process, the development of fundamental educational technologies on this basis;
- rational and reflective analysis of the theoretical and practical activities in the educational and upbringing work of teachers determined by the effectiveness of teaching activities;
- innovative development of curricula and methods for teaching a foreign language, varying learning scenarios, development of a grading system, integration of different teaching approaches and methods, an experimental system of applying online technologies.

Results

At present, foreign language teaching, represented by a range of Russian researchers (E.M. Dubovikova, M.O. Iliakhov, S.A. Leshchenko, E.A. Lopatina, IU.IU. Markova, I.G. Olshanskii, IU.M. Orekhova, E.S. Patarakin, E.D. Polat, L.R. Sakaeva, D.O. Sviridov, E.D. Koshelaeva, P.V. Sysoev, S.B. Titova, ZH.A. Khramushina, M.A. Chistiakova etc.) and is aimed at the further methodological development of language teaching and makes it possible to match the various forms of practical classes to a large extent. The success of an author's methodology is ensured by stimulating students to the thematic comparison of authentic textual situations with the original ones in the linguistic field. It is a teaching model that changes the students' view of intercultural competence, fundamental differences in

worldview, and the ability to understand them, which prevents the desire for isolation or estrangement from other cultural communities. Learning from authentic texts offers opportunities to enrich students' own cultural potential. The teaching model is clearly structured and defines a reference point for the definition of intercultural communication. The goal is for students to learn to perceive and understand the communicative textual situation and navigate it in the process of learning a foreign language, to accept the features of thinking and behavior of a foreign culture through linguistic means. This understanding develops students' empathy, readiness for a deeper study of their own cultural norms, openness, and respect. The model lays down the foundation for intercultural attitudes and values.

Didactic-methodological teaching of a foreign language is understood as active construction of a subjective language model that uses all the cognitive resources provided by the curriculum, and, in accordance with the psychological and pedagogical approaches on which this methodology is based, it creates a state of readiness to learn: openness to learning processes, interest, motivation, positive fundamental attitude, the absence of expectations that are too high. Then the student is at ease and ready to perceive and cope with the proposed program. They direct their attention to the subject of learning, thereby coping effectively with the learning environment and demonstrating appropriate feedback.

Thus, commonalities and differences are found to lead to a better understanding and achievement of the communicative goal, translation actions, and the accompanying linguistic expression explaining the cultural meaning of the text.

The modern "digital" teacher can serve as a more reliable intensive guide who not only conveys the subject content of the discipline but also conducts research in a particular area of science. Receiving almost exhaustive information about the subject of study, adding to their intellectual reserves, students can always use the provided knowledge to a greater or lesser extent and, if possible, apply it to its intended purpose.

The traditional system of education stood on the side of the teacher and the society that functioned according to the same stable requirements; it responded with appropriate actions to all challenges, which, of course, was not an *a priori* measure of last resort, but one that justified itself at that moment and lead to the planned, desired results.

Times have changed rapidly and since 2003, we continue to implement the Bologna system of education, still unsure of its effectiveness for Russia. As a reminder,

The Bologna Process is the organization of a single educational space in order to create a system of education that is competitive in relation to the educational systems of Australia, North America, South-East Asia, and other

regions, to which there is an outflow of students from European countries. The basic principles of this system: 1. Diplomas are recognized in all countries participating in the Bologna System. 2. The system of higher education consists of three levels: bachelor, master, doctorate (NAVIGATOR OBRAZOVANIYA, 2015).

The key position of the Bologna Process for students is

the opportunity to study not only in their own university but also to go for internships in other European universities. At the same time, not only to get new experience, but also an education that is recognized and accepted in all member states. This should increase the chances of a young specialist for employment in Europe (NAVIGATOR OBRAZOVANIYA, 2015).

The conclusion is simple: this process entails the training of a huge mass of bachelors, specialists of narrow profiles who do not have enough professionally important competencies demanded in the labor market, although the program goal and objectives are clear:

1. To increase faculty and student mobility by developing connections between institutions of higher education.
2. To increase employment opportunities for young professionals in the new global world.
3. To strengthen and develop scientific, cultural, and intellectual potential.
4. To increase the quality and practical orientation of higher education.
5. To strengthen the role and function of higher education institutions in the formation and development of national and universal cultural values (EVGENIA, 2021).

In practice, we only observe quite substantial impoverishment of the creative and intellectual potential of students. Quite clear is the danger of the overflow of propaganda that is contrary to the national values and needs to be countered by the school and university. To this day, Russia has been unable to even “tailor” the minimal European standards to the established national system and guarantee the graduates that they will meet these minimal requirements. This is due to the number of academic hours, the hastily created educational-methodical complexes, and other documentation that devours the main working time of teachers, while the advertised installations are on a completely different level and elude the logic of our educational system.

The ministry and other authorized bodies are guided more by the achievements of individual students rather than the effectiveness of the whole learning process in general, which, in our opinion, would have had a greater positive effect. Certainly, interim student testing has always been used in Russia, but in intermediate working order, we find it very productive for this purpose. However, we consider this testing to be not the main or

systematic, reflecting the real knowledge of students, but a means serving only to determine whether an individual student has reached the minimum standard of competence (in practice, such a standard is achieved by most students, according to official reporting figures – 93%). Yet such high results are not reflected in the progressive economic development of our country (to specify, Russia does have some outstanding graduates, but they are too few for our huge economy).

Most students have no access to internships or placements not only in the leading countries but also in any other ones, not even in the central cities of Russia if we consider regional universities, which are the majority. There is an expansion of higher education which leads to an increase in unemployment and an increase in the “inadequate employment” of graduates. To establish the so-called educational justice, our results really need to be more objective and comparable. In our view, this can only be achieved based on completed digitalization, continuous free additional training for teachers, and the teaching staff being provided with sufficiently high salaries for the normal implementation of the educational process and the achievement of a decent standard of living. Only then would it be possible to demand that they fill the educational process with educational, upbringing, informational, and didactic content, and only this, we believe, can lead to a competitive, patriotic, and efficient education, as well as to an understanding of the values of other cultures and our own culture, since the education system is the one to set criteria for their comparison and comprehension, having impeccable knowledge supported by the care of the state.

University faculty uses all resources, suggestions, opportunities, and personal initiatives, from which the specialization of graduates later stems, to cope with the task of improving all aspects of students’ intelligence (of which there are far more than those that have to do with pragmatism, rationality, i.e., emotional, creative intelligence in different educational directions, etc.).

Russia’s university environment is introducing modern digital technologies into the process of teaching foreign languages as much as possible. This is already (conditionally) Generation Z, which actively uses multimedia Internet resources, TED, the WeVideo Resource, 3D-reality. These are “digital people” interested in science and technology. They are expected to pursue space engineering, biomedicine, robotics, and the arts; to lead healthy lifestyles, as they were born into a new socio-political environment. However, they know about democracy from the institutional side and give little thought to the multifaceted perception of its versatile essence in everyday life.

Thus, the general canon of education followed by society, universities, faculty, and students who know foreign languages is an important aspect of introduction into the digital system. However, which values are necessary to be transmitted by the educational environment, the teacher, and textual information?

Als interaktive Gattung kommen Hypertexte der Sprachdidaktik und der Lernpsychologie insofern entgegen, als sie sprachlich einfacher verwertbare Strukturen bereitstellen können und dennoch gleichzeitig das natürliche Interesse der Lerner an Entdeckung und kreativen Strukturen explizit einfordern und üben / As an interactive category, texts can stand up to linguistic didactics and the psychology of learning by providing students with linguistically easier-to-use structures and, at the same time, provoking a natural, creative interest in their discovery and mastery (ROCHE, 2007, p. 169).

We set goals of expanding the field of learning culture, shared patterns of understanding, and a common perception of our past and present to help students plan for the future in unfriendly and even hostile environments. Comparable value systems and ways of evaluating the environment also create a culture of perception. Forming such a perception in students remains the task of higher education. And this should, it seems to us, be understood pragmatically, because higher education is also carried out, first of all, in terms of what it does for the development of the student's personality before the qualification requirements of the subsequent work activity. This already points to the need for a responsible approach: first, to the choice of the specialty; second, the ability to learn at a high level, suitable, for example, for language, history, mathematics, science, and other direction of study; and, third, the need for prior knowledge, i.e. basic education from school, to have a good general foundation. Teachers work on the rest to form an understanding of the nature of cognition in general, the skills of scientific research, analysis, synthesis, characteristic of higher education; to teach independent work and familiarity with scientific methods for deepening into the chosen problem. For this purpose, our universities have enlightened, authoritative teachers-scientists, which gives students the opportunity to deal competently with the achievements of modern science and technology, to design the technology of the future. This is propaedeutics for scientific work (required not only in the university), determination of the sphere of activity, but awareness of the necessity of also knowing foreign languages for future successful professional work. All natural disciplines are equally functional and promising. Of particular significance is in-depth knowledge of foreign languages in non-linguistic specialties. Adequately identified by the teacher, students' learning abilities are always successfully directed at the formation of general skills (key competencies), which are important for

training at the undergraduate level: the ability to think independently, learn, and organize one's work, communicate and collaborate, as well as reflexivity and willingness to take responsibility – everything that is organized and realized by the model of teaching. Choosing high-quality mastery of a foreign language, motivation, alternatives to be had, decisions and their consequences, withdrawal of responsibility and taking it upon oneself, development of interest, independence – with such important experiences of professionalism students could acquire practical experience as early as at the beginning of higher education.

Der Student kann sich in dieser komplexen Lernumgebung auch so verhalten, wie er es sonst gewohnt, das heißt z.B. seine gewohnten eingeschliffenen Lernstrategien einsetzen, entweder auswendig lernen oder Hypothesen bilden, blättern oder gezielt suchen, das Material sequentiell studieren oder nach Zusammenhängen forschen, extrinsisch motiviert 'pauken' oder intrinsisch motiviert sich mit wesentlichen Frage- und Problemstellungen identifizieren. Hypertext ist offen und zugänglich für alle möglichen individuellen Lernstile und Lernangewohnheiten / The student can behave in ways they are normally accustomed to, such as using their usual learning strategies, memorizing, or hypothesizing, just skimming, or searching purposefully; consistently learning material, or tracing connections, 'cramming,' content with external motivation, or being internally motivated to identify with essential questions and problems. Hypertext is open and accessible to all possible individual learning styles and learning habits (SCHULMEISTER, 2002, p. 268).

Our working model of teaching and foreign language learning, from the cognitive-psychological point of view, forms into a simple interconnected structure of the obtained language knowledge, which constantly changes along with the change of texts and depending on the individual communicative abilities of each student. The translation of texts and composition of multiple dialogues is accompanied by the elimination of deficiencies in terms of adequacy, accuracy, and expressiveness, which distort the rules of communication. Important linguistic structures are anchored in meaningful information, which allows linguistic and non-linguistic elements to function in communication, contributing to a conscious focus on certain elements. In informative familiarization with the text, information is perceived and evaluated only in a general and highly selective manner, but subsequent use of vocabulary corrects incomplete or inaccurate understanding by bringing the situational context into alignment. Further work involves a certain range of options depending on how the student interprets the information: intellectually or emotionally. In the case of a positive grade, appropriate knowledge is acquired, and the final linguistic execution relies on appropriate linguistic utterance resources, using a particular strategy of selecting appropriate means of written and spoken language, making every effort to obtain an adequate result.

A proper translation requires three important elements: motivation and willingness to learn; understanding from the student's subjective perspective of the importance of their personal contribution to their education and the ability of sensory perception; allowing one to make appropriate interpretations, to make hypotheses. These hypotheses experimentally shape the interpretation of the data. The more successfully a hypothesis is developed, the faster it is condensed to one that is functional, flexible, ready for further refinement. The learning process at this stage concludes successfully with the acceptance of a suitable hypothesis-presumption in an appropriate lexical-linguistic formulation.

Teachers independently determine the content of the topic, the forms of work, and its order within the educational model. Students are also free to participate in the selection and design of the material that needs to be edited in the classroom. Consideration and acceptance of such decisions is a crucial part of learning and, accordingly, a form of independent work. This approach does not define learning entirely; much more often, professors plan the course, working out the material from every conceivable angle, just so they do not miss important details. In addition, the teacher controls the approaches, methods, and forms of work and, therefore, the research potential of the students. The methodological sophistication of our teaching staff is concerned with their organizational, social, and educational-aesthetic competence and failure to achieve the planned objectives in the classroom is most often due to technical limitations on the choice of method and the time wasted on reorienting tasks because the means required for them are not available. This is considered a serious loss to the teacher's effectiveness.

Speaking of their motivation in learning and the choice of the discipline as an element of engagement, students focus on the teacher's personality and ponder the question: what constitutes the level of higher education? The answer to the question seems more important in terms of sustainability of learning; the continuity of the process of learning, the research nature of the educational process, constantly using and implementing the results of new research.

For successful implementation of modern information and communication and new pedagogical technologies in the educational process in high school and university, it is advisable to identify, analyze, and subsequently attempt to overcome the difficulties encountered by the subjects of the pedagogical process, which will improve the organization of the entire learning process (OREKHOVA; BETRETDINOVA, 2021, p. 177).

The results of educational programs that teach in disarray further and further reveal the indispensability of academic education. Teachers monitor the obsolescence of values, truths,

and norms, replacing them with new ones, which ensures the security and clarity of students' intellectual development. The academic truths of our teaching model based on the modern digital technology and competent, enthusiastic staff form the foundation for students' mastery of a wide array of knowledge in foreign languages, which continue to prove to be indispensable in practice, contribute to the formation of personal skills of students, develop their persistence and perseverance in active learning according to the rules of the educational environment, in a climate of discovery, in a search for new knowledge and sharing it.

Conclusion

The learning process focuses on stimulating the intellectual and creative activity of a student. Communication and intercultural skills emerge from the analysis of situations and roles, the development of corresponding educational tests with authentic situations. All the employed methods are selected and used in compliance with strict criteria of consistency and efficiency and are aimed at preparing the student for the sphere of professional activity, at providing them with the knowledge necessary in it. The existing and developed author methods are applied in accordance with the curriculum in such a way that the trainee can be qualified to engage in professional activities, to be responsible for their actions in a free, democratic, and social state of law.

The educational process is also a well-organized discussion space, in which knowledge is offered and scientific truths are voiced, but beliefs and conjectures (hypotheses) as well as (assumed) research conclusions can also be expressed and discussed with the students being given the freedom to object and prepare an evidence-based explanatory presentation, report, abstract, etc. It is a space of constant experimentation where new knowledge can be put into use. The provision and acquisition of academic knowledge, skills, and methods required in the profession presuppose that the teachers, too, are proficient in them.

High and comparable teaching standards are designed to motivate students to study well regardless of whether they are pursuing an academic, commercial, or some other professional career, and call for increasingly organized and individualized training in foreign languages.

The variability of teaching options at the level of authors' monographs, textbooks (including electronic ones), study guides, methodological manuals, master's programs, which are developed according to different principles, and collective participation of students in

them increase the effectiveness of teaching and, in our view, being positively interpreted in the modern system of digitized higher education, presents a contribution to its success. The teaching staff of higher education institutions can be considered the central unit of quality in this vital system.

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