

**ПЕДАГОГИКА. ТЕОРИЯ И МЕТОДИКА ОБУЧЕНИЯ И ВОСПИТАНИЯ
PEDAGOGY. THEORY AND METHODOLOGY OF TRAINING AND
EDUCATION**

Научная статья
УДК 378

Педагогические науки
<https://doi.org/10.26907/2658-3321.2023.6.1.7-15>

**ВЗАИМОДЕЙСТВИЕ ПЕДАГОГОВ И СТУДЕНТОВ В ЦИФРОВОЙ
ОБРАЗОВАТЕЛЬНОЙ СРЕДЕ В ПРОЦЕССЕ ОБУЧЕНИЯ ИНОСТРАН-
НОМУ ЯЗЫКУ**

Н.А. Сигачева

*Казанский (Приволжский) Федеральный Университет, Казань, Россия
nsigacheva@mail.ru, <https://orcid.org/0000-0002-8746-6828>*

Аннотация. Процесс цифровизации высшего профессионального образования актуализирует необходимость теоретического осмысления и обоснования сложившегося и устойчивого педагогического явления взаимодействия участников образовательного процесса в новых условиях. Государственный стандарт высшего образования требует, чтобы современный выпускник обладал высоким уровнем компетентности в иноязычной коммуникации, поэтому повышение качества и эффективности учебного процесса является в настоящее время важной частью образовательного процесса в университете. Педагогическое взаимодействие, как структурный компонент системы обучения, позволяющий повысить уровень знаний иностранного языка у студентов, становится объектом растущего научного интереса. Целью статьи является выявление уровня мотивации студентов к взаимодействию с преподавателями на уроках иностранного языка в цифровой образовательной среде университета. В процессе исследования использовались методы изучения, обобщения, анализа педагогической литературы и педагогического опыта, а также метод анкетного опроса. В результате исследования были получены эмпирические данные о мотивации студентов к взаимодействию с преподавателями в цифровой образовательной среде университета; рассмотрена сущность, определена структура и специфика взаимодействия преподавателей и студентов в процессе обучения иностранному языку. Материалы статьи могут быть полезными для магистрантов, аспирантов, исследователей в области педагогики.

Ключевые слова: педагогическое взаимодействие; высшее образование; иностранный язык; цифровая образовательная среда

Для цитирования: Сигачева Н.А. Взаимодействие педагогов и студентов в цифровой образовательной среде в процессе обучения профессиональному иностранному языку. *Казанский лингвистический журнал*. 2023;6(1): 7–15. (In Eng.) <https://doi.org/10.26907/2658-3321.2023.6.1.7-15>

Original article
<https://doi.org/10.26907/2658-3321.2023.6.1.7-15>

Pedagogy studies

**INTERACTION OF TEACHERS AND STUDENTS IN THE DIGITAL
EDUCATIONAL ENVIRONMENT IN THE PROCESS OF TEACHING
A PROFESSIONAL FOREIGN LANGUAGE**

N.A. Sigacheva

*Kazan (Volga region) Federal University, Kazan, Russia
nsigacheva@mail.ru, <https://orcid.org/0000-0002-8746-6828>*

Abstract. The process of digitalization of higher professional education actualizes the need for theoretical understanding and justification of the established and sustainable pedagogical phenomenon of interaction between participants in the educational process in the new conditions. The State standard of higher education requires a modern graduate to have a high level of competence in foreign language communication. Therefore, improving the quality and efficiency of the educational process is currently an important part of the educational process at the university. Pedagogical interaction, as a structural component of the educational system, which allows increasing the level of students' knowledge of a foreign language, is becoming an object of growing scientific interest. The purpose of the article is to reveal the level of students' motivation for the interaction with teachers in foreign language lessons at the university, considering work in a digital educational environment. Methods of studying, generalizing, analyzing pedagogical literature and pedagogical experience were used in the study as well as the method of questionnaire survey. As a result of the study, empirical data on the students' motivation to interact with teachers in the digital educational environment of the university were obtained; the concept, the essence, the structure and specifics of the interaction between teachers and students in the process of teaching a foreign language were clarified. The materials of the article can be useful for undergraduates, graduate students, researchers in the field of pedagogy.

Keywords: pedagogical interaction; higher education; professional foreign language; digital educational environment

For citation: Sigacheva N.A. Interaction of Teachers and Students in the Digital Educational Environment in the Process of Teaching a Professional Foreign Language. *Kazan Linguistic Journal*. 2023;6(1): 7–15. <https://doi.org/10.26907/2658-3321.2023.6.1.7-15>

The interaction of teachers with students is the object of scientific research and a condition for the effectiveness of the pedagogical process. Research is carried out in all areas of pedagogical interaction, including the field of teaching foreign languages. The need to organize continuous feedback with students in order to receive information about effectiveness of pedagogical tools and methods, actualizes the scientific task of studying the theory and practice of pedagogical interaction between teachers and students in a digital educational environment.

The purpose of this study is to describe theoretical approaches to determining the interaction of foreign language teachers with students in the digital educational environment. Theoretical methods of study, generalization, analysis of scientific and methodological literature and practical experience as well as the method of questionnaire survey were used as key research methods.

The study and analysis of pedagogical research showed the interest of scientists in considering problems associated with various aspects of pedagogical interaction. So,

A.V. Andrienko [1], Z.P. Barabanova [2], L.V. Nikolaeva [3], Yu.Yu. Rubleva [4], Che Ahmad [5], R. Moirano [6] explore pedagogical interaction as an important requirement for the effectiveness of educational activities at a university. It should be noted that the digital educational environment is also put forward as a condition for ensuring the effectiveness of pedagogical interaction and the quality of student training [7; 8; 9]. At the same time, despite the identified scientific interest in this problem, we note the lack of research on the interaction of foreign language teachers with students in the digital educational environment of the university. This makes it necessary to consider the theoretical justification, definition, identification of the essence and structure of pedagogical interaction in foreign language classes, taking into account work in a digital educational environment.

Currently, scientists offer various approaches to the definition of such a phenomenon as pedagogical interaction. Some researchers emphasize the activity and communicative nature of pedagogical interaction and its target orientation. M.S. Ananin believes it is necessary to form individual styles of interaction between teachers and students, taking into account the stages of its formation and development [10]. E.V. Korotaeva notes the social status of the pedagogical phenomenon and the ability to have a developing impact on each participant in the educational process [11].

Thus, it can be assumed that the interaction of professional foreign language teachers with students in the digital educational environment at the university is a complex multicomponent process that includes didactic, educational, social and psychological aspects, due to the set educational goals, having its own structure, both positive and negative consequences, formed and developed in stages, having its own levels and criteria for evaluating effectiveness.

Considering the essence of the phenomenon under study, we note that pedagogical interaction is the very essence of the educational process, since it consists of two interrelated forms of activity, teaching and learning. At the same time, the essence of pedagogical interaction between teachers and students in foreign language classes comes from its goal, namely, the creation of the most effective conditions for

achieving a high level of foreign language communication, increasing the level of self-motivation for joint activities with the teacher. Effective pedagogical interaction helps to ensure the individual development path of each student, taking into account abilities, individual typological and personal characteristics [11].

In the pedagogical community, it is customary to consider pedagogical interaction as a special activity that should be analyzed considering the structure of activity, including such components as need, motive, goal and conditions for achieving it, tasks and methods for solving them, actions and, finally, the result. A special characteristic feature of the structure of pedagogical interaction between teachers and students in foreign language classes is its dynamism, mobility and variability, due to the presence of external and internal influencing factors, the unpredictability of results, the participation of more than one subject of the educational process and the very specifics of the activity.

For a deeper study of the structure of the phenomenon, within the framework of this study, it is necessary to consider the main areas (spheres) of pedagogical interaction, which differ in content and form. The megasphere is associated with the interaction of state and educational social institutions and is reflected in the educational strategy of the state for digitalization and regulations aimed at developing the foreign language competence of university graduates. The metasphere is represented in the system of higher vocational education, taking into account the level of education, the type of educational institution, and its content side is manifested in the concept of higher vocational education. The metasphere is implemented in the form of organizing the process of education, training, upbringing at the educational institution, while the content is implemented through curricula that take into account state, national, and regional components. The microsphere occupies a significant place in the structure of interaction and participates in the formation of the connection between the participants in the educational process. Theoretical and practical studies show that it is the microsphere that is fundamental for pedagogical interaction, since the above are based on it.

G.M. Frolova notes that the process of teaching students a foreign language is determined by the special nature of the interaction of its subjects, which implies continuity of feedback in order to receive information about the knowledge, skills and abilities acquired by students and correct pedagogical methods for presenting and consolidating educational material [12]. This approach allows you to distribute the teaching material optimally, choose effective teaching methods correctly.

A systematic analysis of the phenomenon under study made it possible to refer to the specific features of effective pedagogical interaction in foreign language classes:

- 1) the need for unity of internal and external relations, in which the social component determines the main result of pedagogical interaction; the psychological one indicates the mechanism for its implementation, and the pedagogical one creates conditions for the implementation of the goals set in practice;
- 2) the orientation of the teacher not only on the result, but also on the process itself, during which it is necessary to give a positive assessment of the internal state of the interaction participants;
- 3) building a constructive (developing) type and empathic style of communication with students, which allows creating favorable psychologically comfortable conditions for students' personal growth;
- 4) focus on a high level of motivation in the use of digital technologies in foreign language classes, as well as creative orientation in solving learning problems.

In the process of research, in order to reveal the level of motivational focus on interaction between teachers and students in foreign language classes, the method of questioning was used. The questionnaire with closed-type tasks as a diagnostic tool was developed. 141 second year students of the Institute of Computational Mathematics and Information Technologies of Kazan federal university took part in the questionnaire survey.

Questioning of students allowed finding out:

- whether the level of pedagogical interaction affects the level of students' knowledge;
- the level of interaction between teachers and students on a five-point scale;
- what style of pedagogical interaction creates a more favorable environment for conducting classes, according to students;
- what digital educational resources students prefer to use in the process of interaction with the teacher;
- what pedagogical technologies will improve the level of pedagogical interaction in the digital educational environment of the university;
- what digital educational resources are most effective, according to students.

The survey results showed:

107 (76%) students surveyed believe that the level of pedagogical interaction largely affects the level of students' knowledge, 30 (21%) – can influence, 4 (3%) – practically does not affect;

38 (27%) students rated the level of interaction between teachers and students at five points, 90 (64%) – at four points, 11 (8%) – at three points, 1 (2%) – at 1 point;

120 (85%) respondents believe that the democratic style of pedagogical interaction creates a more favorable environment for learning a professional foreign language, according to students, 21 (15%) – liberal style, 0% – authoritarian.

123 (87%) students surveyed noted the active use of YouTube educational channels – BBC Learning English and sapSCIENCE; Google Translate service, an online platform for designing graphics, posters and videos – PosterMyWall and PowerPoint for creating presentations, 18 (13%) use only entertainment platforms and PowerPoint.

61 (43%) respondents indicated that information and communication technologies correspond to the goal of increasing the effectiveness of pedagogical interaction in the digital educational environment of the university, 53 (38%) – chose project technologies; 27 (19%) – consider gaming technologies to be the most effective.

Theoretical analysis of scientific pedagogical literature and the research led to the conclusion that:

- 76% of the students surveyed are aware of the impact of pedagogical interaction on the level of knowledge and have a fairly high level of motivation to interact with teachers using digital educational resources in the process of learning a foreign language;
- it is necessary to consider the interaction of teachers with students at the university as a complex multicomponent process that has its own structure, internal and external relationships and specific activities;
- the essence of pedagogical interaction between teachers and students in foreign language classes is considered to be based on its goal, namely the creation of the most effective conditions for achieving learning outcomes;
- the structure of the phenomenon includes not only the goal, tasks, motives, but external and internal socio-psychological, pedagogical superstructures and relationships;
- the specifics of the interaction of foreign language teachers with students in a digital educational environment in the university is determined by its special communicative character, the purpose of the process itself, which is to increase the level of competence of communication in a foreign language, in the need to consider the individual abilities of each student.

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Авторпубликации

Сигачева Наталья Альбертовна –
кандидат педагогических наук, доцент
Казанский федеральный университет
Казань, Россия
E-mail: nsigacheva@mail.ru
<https://orcid.org/0000-0002-8746-6828>

Раскрытие информации о конфликте интересов

Автор заявляет об отсутствии конфликта интересов.

Информация о статье

Поступила в редакцию: 01.02.2023
Одобрена после рецензирования: 21.02.2023
Принята к публикации: 28.02.2023

Автор прочитал и одобрил окончательный вариант рукописи.

Информация о рецензировании

«Казанский лингвистический журнал» благодарит анонимного рецензента (рецензентов) за их вклад в рецензирование этой работы.

Author of the publication

Sigacheva Natalya Albertovna –
Candidate of Pedagogical Sciences, Associate Professor
Kazan Federal University
Kazan, Russia
E-mail: nsigacheva@mail.ru
<https://orcid.org/0000-0002-8746-6828>

Conflicts of Interest Disclosure

The author declares that there is no conflict of interest.

Article info

Submitted: 01.02.2023
Approved after peer reviewing: 21.02.2023
Accepted for publication: 28.02.2023

The author has read and approved the final manuscript.

Peer review info

Kazan Linguistic Journal thanks the anonymous reviewer(s) for their contribution to the peer review of this work.