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**MODELING OF A FOREIGN LANGUAGE EDUCATIONAL SPACE
AT ESTABLISHMENTS OF HIGHER EDUCATION IN CONDITIONS
OF DIGITALIZATION OF THE PROCESS
OF FUTURE SPECIALISTS' PROFESSIONAL TRAINING**

The article attempts to model the process of foreign language communication, which takes place in the conditions of an artificial educational environment, when the learner is distanced from the natural environment of the language being studied and the speakers of this language and culture.

In the course of the conducted research, the main reasons that have a negative impact on the process of developing students' information competence have been singled out. These include: inability to concentrate, lack of readiness for long-term intensive study loads, mosaic fragmentary perception; reluctance to remember ("they don't see the point in it") and to make sense of knowledge, therefore a simplified perception of information occurs, they see only what lies on the surface, and, as a result, are prone to simple decisions; underdeveloped critical thinking, i.e. inability to analyze, to make logical chains, to identify cause-and-effect relationships, to relate new and old concepts to each other.

At the same time, the following reasons for the appearance of new qualities of modern students were revealed: the variety and speed of information, its availability – any information can be found on the Internet without making great efforts; students increasingly question the assignments given by the teacher without explaining the purpose and outcome of the performance, especially if they do not see their connection to the real world.

It is emphasized that the renewal of the content of the foreign language educational space of an establishment of higher education is currently determining the transition from traditional language learning to blended learning. Blended learning is considered to be a combination of traditional forms of classroom learning with elements of e-learning, which uses special information technologies, such as computer graphics, audio and video, interactive elements, etc. The principles of blended learning include support (scaffolding): in the distance learning system, a student can always ask a question to the teacher and promptly receive an answer, without waiting for the next face-to-face class. Moreover, the innovative model of the "flipped class" in education moves knowledge into the student's personal space, which is convenient and effective, acceptable for the digital educational space.

Key words: foreign language communication, educational environment, information competence, institution of higher education, traditional language learning, blended learning, classroom learning, electronic learning, information technologies, interactive elements, distance learning.

The statement of the issue. Transformation processes caused by digitalization have begun all over the world, including in domestic education. Digitalization of higher education is a reality, a challenge of our time and at the same time an imbalance: digital universities, laboratories and departments with virtual and augmented reality technologies are still in the future, and online forms of education are already being used, requiring additional workload and preparation to transfer quality knowledge to students on distance. Proponents of offline education and critics of online forms have recently reflected, questioned the likelihood of the transition, and are now convinced of the possibility of full integration into the distance mode. Moreover, digital skills are becoming a must have for everyone without exception as part of the qualification requirements of a modern higher education teacher. The conditions of the COVID-19 pandemic turned out to be a catalyst for the process of digitalization

of education, which was conceived much earlier for the development of the digital infrastructure of education.

The first attempts to organize distance learning, provoked by the COVID-19 pandemic in the 2019/2020 academic year, showed the depth of the problem, from the inability of universities to properly organize distance education to the basic lack of Internet, and other technological and technical problems for both students and teachers. Nevertheless, the digital world and digital educational environment make it possible to build an individual educational trajectory for a modern student, who cannot be imagined without fluency in a foreign language, which guarantees the implementation of professional communication at the global level, allows one to find like-minded people in different parts of the world and bring one's ideas and projects to life [17]. However, it should be taken into account that today the "other" student – a digital native of digital time – in the conditions of digitalization works with information linearly: he/she searches for it only on the Internet, perceives it briefly, does not delve into what is not interesting; does not analyze and synthesize information, does not compare it with one's own experience, and therefore does not see a connection with the real world, i.e. lacks critical thinking skills.

Thus, the foreign language educational space should become adequate to a new student's needs and demands and emerging modern conditions, especially since the digital environment is a kind of trigger, and foreign language training, implemented within the educational space of a university, should conceptually fit into the digital transformation of a university.

The analysis of relevant research. The methodological basis of the undertaken research was the works of domestic (I. Gaidai, I. Kovalchuk, S. Sukhovetska, O. Khorosh [1], N. Lashuk, L. Hrechok, S. Kormiltsyna [2], L. Lipshyts [3], L. Maksymchuk [4], I. Savka, L. Nanivska [5], M. Soter [6], N. Stetsenko, D. Stetsenko [7], O. Yudina, R. Viazova, L. Kompaniiets [8], N. Yukhno [9], O. Yashchuk [10]) and foreign (M. Byram [12; 13], M. Byram, M. Fleming [14], J. Bergmann, A. Sams [11], J. Dewey [15], M. Prensky [17], M. Walsh [18], B. Wächter, F. Maiworm [19]) scholars.

The purpose of the article is to consider the foreign language educational environment of a university in the context of digitalization and, taking into account world teaching practices, to propose new options for designing a digital student's individual trajectory (using the example of students in the "Information Technologies" direction of Bohdan Khmelnytsky National University at Cherkasy).

The following tasks follow from the aim of the article:

- to consider the digitalization of the educational space of a university as a trigger for the renewal of foreign language education;
- to update the concept of "foreign language educational space" of a university;
- to describe the student architecture of the new generation of digital format;
- to present the results of a study concerning the identification of a number of features of the implementation of an individual educational trajectory as a part of the education of undergraduate students in the field of "Information Technologies" of Bohdan Khmelnytsky National University at Cherkasy;
- to offer new options for designing a digital generation student's individual trajectory in the foreign language educational space of a university for the "Information Technologies" direction.

The body of the research. In the context of the modern educational process, one should take into account the specific conditions for the implementation of educational activities when teaching foreign languages in domestic establishments of higher education, manifested in the need for even greater individualization of the educational process, strengthening the intercultural component of modern communication, its professionalization: "...tasks must be set in accordance with changes in modern socio-cultural and economic situation, namely the information society and its mass global communication" [12]. Now the modeling of the process of a foreign language communication occurs in an artificial educational environment,

when a student is distanced from the natural environment of a language being studied and native speakers of this language and culture, when the mediator of communication is mainly a foreign language teacher – a representative of the native culture, but acting as a mediator of cultures.

It should be said that the dynamic development of digital technologies and tools occurs in parallel with the use of spontaneously emerging and spontaneously developing paradigms and models of digital education. These changes cause didactic and methodological problems in organizing teachers' and students' activities, learning in the digital educational space. Digitalization provides completely different opportunities for presenting a foreign language educational material and integration into a foreign language culture, and also determines new cognitive needs among students. Technologies based on students' own activity, interactive communication, team work (project activities, gaming technologies, case solving, group discussions and discussions, etc.) are more relevant than ever.

Over the past decades, the work of many researchers in various fields has been devoted to the problem of teaching modern students who belong to the digital generation. In 2001, a new concept emerged that clearly characterizes young people born in the era of digitalization of society. The term "Digital Natives" was proposed by the writer M. Prensky in the article "Digital Natives, Digital Immigrants", where "Digital Native" (digital person) is a native inhabitant of the digital society, or the digital age, the age of digital technology [16].

Today, a new generation of students, the so-called global generation, is immersed in the educational university environment, which many teachers call "network personalities", and foreign colleagues call them "digital natives". This interpretation of the concept of modern students explains a large number of technological, intellectual and social phenomena that characterize young people of the 21st century as a generation that learns differently, searches for information, analyzes, reports, communicates, programs, socializes, engages in creativity, evaluates other people, collects, coordinates its actions, sells and buys, gets involved in activities, and develops. Our analysis showed that, despite a very good knowledge of communication technologies, the degree of students' information competence has not increased in recent years, but has been aggravated by the following qualities:

- inability to concentrate, lack of readiness for long-term intensive study loads, mosaic fragmented perception;
- reluctance to remember ("they don't see the point in it") and comprehend knowledge, so there is a simplified perception of information, they see only what lies on the surface, and, as a result, they are prone to simple decisions;
- underdeveloped critical thinking, i.e. inability to analyze, to make logical chains, to identify cause-and-effect relationships, to correlate new and old concepts with each other, but the "Digital Natives" generation is good at searching for information, it knows how to use digital tools, sources and services in everyday work.

The reasons for the emergence of digital students' new qualities are the following: the variety and speed of information, its accessibility – any information can be found on the Internet without making a huge effort. At the university, students know how to find what interests them or what is necessary for their studies. Secondly, they increasingly question the tasks given by a teacher, without explaining the purpose and result of completion, especially if they do not see their connection with the real world. The contradictions in the matrix of a digital student's qualities are obvious, they define new requirements for a teacher, they are neither good nor bad, but different, and we must adapt to them, find new options.

Thus, a clash arises between a new student and the education system, which requires a teacher to move away from such tools of the "traditional" school as monotonous tasks that require long-term concentration, exercises with a small share of the participation of the students themselves (teacher-centered tasks), and the presentation of information for memorization, etc. A teacher's function at this stage of development should be to use a digital generation student's characteristics that are productive for the learning process, namely a student's desire

for new information, the non-linear approach to information, the ability to process information from different sources and in different ways.

We, as higher school teachers, realize that technology makes the educational process a mutual challenge (for students and teachers), helps to establish contact and realize Digital Natives students' requests. The solution to the problem is the architecture of a new generation student, his/her meaningful activities aimed at building his/her own career, designing a professional future. The student independently and responsibly determines the professional direction, prepares and expands the boundaries of scientific knowledge, uses the opportunity to study disciplines from different professional fields, forms his/her own profession in order to become competitive in the labor market.

Updating the content of the foreign language educational space of a university today determines the transition from traditional language learning to blended learning.

In our opinion, there are a number of certain obstacles and contradictions in achieving this goal, namely the ability to qualitatively teach English to students in the conditions of artificial bilingualism widespread in Ukrainian universities: a foreign language is studied outside the natural language environment under the guidance and control of Ukrainian teachers in created educational conditions in consistently small academic groups.

What is a foreign language environment? This is the actual environment in which language learning takes place, although in English the term "language environment" is used much less frequently than the more precise "language immersion". Of course, the language environment can be natural, when language learning takes place in the country where it is spoken, and artificial, when, with the help of various means of teaching, the environment is created in the image and likeness of the natural one.

Currently, a foreign language in universities is taught as a basic and foreign language for special academic purposes. In many universities, English acts as a means of subject instruction (EMI – English Medium Instruction) or as a means of subject learning and language teaching (CLIL – Content and Language Integrated Learning, CBI – Content Based Instruction). Latest trends in approaches to teaching English, such as TBL (Task-Based Learning), TTT (Test-Teach-Test), PPP (Presentation, Practice, Production), MPF (Meaning, Pronunciation, Form), Guided Discovery, TPR (Total Physical Response), DOGME, MIE (Minimally Invasive Education), are post-communicative methods and technologies for extended learning. Particular attention should be paid to blended learning – this is a combination of traditional forms of classroom learning with elements of e-learning, which uses special information technologies, such as computer graphics, audio and video, interactive elements, etc. The principles of blended learning include support (scaffolding): in a remote learning system, a student can always ask a question to a teacher and promptly receive an answer, without waiting for the next in-person lesson.

Moreover, the innovative "flipped class" lesson model in teaching moves knowledge into a student's personal space, which is convenient and effective, suitable for the digital educational space. This model was introduced by J. Bergman and A. Sams [11], pioneers of the Flipped Class movement.

Teaching a foreign language (English) for specific purposes (L/ESP) includes elective courses, they prepare students for a career; allow them to study professional vocabulary and other linguistic features in order to be able to speak on general and professional topics. Language teaching for academic purposes (L/EAP) provides basic skills and communication, i.e. a student will be able to take part in a discussion, prepare a presentation, read popular science texts and write an annotation, review and essay, etc. At Bohdan Khmelnytsky National University at Cherkasy, more than 40 elective courses in a foreign language are being implemented in the 2023/2024 academic year. The catalog of electives includes individual disciplines from the non-core subject area of the bachelor's degree, which a student can choose independently. In the work programs of a discipline one can find information about special entrance requirements, forms of intermediate control and technologies for assessing a student's performance, etc.

Within the framework of the foreign language educational space, where students “compose” their individual educational plans, they are offered the following elective courses: “Foreign Language” (English, German, French), “Foreign Language in the Professional Sphere”, “Communicative Grammar (English)”, “Teaching English using project methods / Project Based Learning”, etc.

Thus, an individual educational trajectory provides variability in teaching methods and forms of organizing educational activities, and differentiates educational programs by degree of complexity, if necessary. Thanks to an individual educational trajectory, students have the opportunity to develop their own set of competencies and participate in various social groups based on professional interests. Also, changes in educational content and forms of information presentation lead to the transformation of a foreign language environment into a cognitive environment, positively transforming students’ thought processes. We believe that a student’s personal navigation is necessary, which involves variability in opportunities for students, choice of method of presenting material, level of difficulty, pace of work, number of reinforcing repetitions, choice of partners, etc.

Our analysis of the research results allowed us to initiate a number of significant options for designing a digital generation student’s individual trajectory for students in the field of “Information Technologies” within the foreign language educational environment of the university regarding changes in educational content, forms of information presentation, new technologies and approaches that allow students to effectively understand the real world, to successfully adapt to life in an information oversaturated environment and intellectual development.

The principles of blended learning include scaffolding. In the remote learning system, a student can always ask a question to the teacher and quickly receive an answer without waiting for the next in-person lesson. We believe that new options should function as necessary support – scaffolding – a kind of “support” in the educational process, which allows a teacher or a student to solve a problem, to complete a task or to achieve goals. The scaffolding strategy is extremely relevant and more appropriate in the university education system, especially for undergraduates and graduate students, but it is usually difficult to apply due to the lack of teachers’ competence, which, in its turn, necessitates advanced training of teaching staff, and also the development of intra-university online courses.

Conclusions. The digital economy requires that students should master 21st century competencies, i.e. digital tools, sources and services in everyday work. The digital educational environment already solves the problem of developing a student’s ability to manage his/her own life goals based on an individual educational trajectory as a way to increase the effectiveness of learning. In accordance with the state program for the development of education, the task of training highly qualified personnel is urgent, taking into account the digitalization of the entire society. Digitalization of the educational space of a university is objectively a trigger for the renewal of foreign language education, since the considered foreign language educational environment of a university in these conditions and taking into account global and domestic teaching practices allows us to update the concept of a “foreign language educational space” of a university, to offer new options for designing a student’s individual educational trajectory in a digital format (on the example of students of the “Information Technologies” direction at Bohdan Khmelnytsky National University at Cherkasy).

The author is convinced of the need for a student’s personal navigation, which, within the framework of an individual educational trajectory, involves variability in opportunities for students, the choice of the method of presenting the material, the level of complexity, the pace of work, the number of reinforcing repetitions, the choice of partners, etc. An individual educational trajectory ensures management and differentiation in education, thanks to which students develop their own set of competencies, social and professional interests, and a student’s thought processes are changed positively by adjusting educational content and forms of information presentation, transforming the foreign language environment into a cognitive atmosphere.

Prospects for further researches embrace the need to obtain empirical data on functioning of a foreign language educational space at establishments of higher education in conditions of digitalization of the process of future specialists' professional training.

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МОДЕЛЮВАННЯ ІНШОМОВНОГО ОСВІТЬОГО ПРОСТОРУ В ЗАКЛАДАХ ВИЩОЇ ОСВІТИ В УМОВАХ ДИДЖИТАЛІЗАЦІЇ ПРОЦЕСУ ПРОФЕСІЙНОЇ ПІДГОТОВКИ МАЙБУТНІХ ФАХІВЦІВ

У статті зроблено спробу моделювання процесу іншомовного спілкування, що відбувається в умовах штучного освітнього середовища, коли той, хто навчається, дистанційований від природного середовища мови, що вивчається, і носіїв цієї мови та культури.

У процесі проведеного дослідження виокремлено основні причини, що негативно впливають на процес розвитку інформаційної компетентності студентів. До них належать: нездатність концентруватися, відсутність готовності до тривалих інтенсивних навчальних навантажень, мозаїчне фрагментарне сприйняття; небажання запам'ятовувати («не бачать у цьому сенсу») й осмислювати знання, тому відбувається спрощене сприйняття інформації, коли бачать лише те, що лежить на поверхні, і, як наслідок, схильні до простих рішень; недостатньо розвинене критичне мислення, тобто невміння аналізувати, робити логічні послідовності, виявляти причинно-наслідкові зв'язки, співвідносити нові та старі поняття.

Водночас виявлено такі причини появи нових якостей сучасних студентів: різноманіття та швидкість надходження інформації, її доступність (будь-яку інформацію можна знайти в Інтернеті, не докладючи значних зусиль); студенти все більше ставлять під сумнів ті завдання, які дає викладач, без пояснення мети та результату виконання, особливо якщо не бачать їхнього зв'язку з реальним світом.

Наголошується на тому, що оновлення змісту іншомовного освітнього простору закладу вищої освіти нині зумовлює перехід від традиційного вивчення мови до змішаного навчання (англ. *blended learning*). Змішане навчання розглядається як поєднання традиційних форм аудиторного навчання з елементами електронного навчання, у якому використовуються спеціальні інформаційні технології, такі як комп'ютерна графіка, аудіо та відео, інтерактивні елементи тощо. До кола принципів змішаного навчання входить підтримка (*scaffolding*): у межах віддаленого навчання студент завжди може поставити запитання викладачеві та оперативно отримати відповідь, не чекаючи наступного очного заняття. Більше того, інноваційна модель заняття «перевернутий клас» (*flipped class*) у навчанні переміщує знання в особистий простір студента, що є зручним та ефективним, прийнятним для цифрового освітнього простору.

Ключові слова: іншомовне спілкування, освітнє середовище, інформаційна компетентність, заклад вищої освіти, традиційне вивчення мови, змішане навчання, аудиторне навчання, електронне навчання, інформаційні технології, інтерактивні елементи, віддалене навчання.

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