

UDC 378.4

<https://doi.org/10.23951/1609-624X-2023-2-70-76>

Conditions for building of language environment in higher educational institutions for nonlinguistic students' intercultural and professional development

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Abstract

The purpose of the paper is to consider the key trends of the society transformation into a digital environment and the current conditions that the contemporary reality dictates. The contemporary environment determines the organizational changes within a modern university by searching for new mechanisms and methods for educational process managing when teaching a foreign language to non-linguistic students with an enhanced professional component that can promote forming a new infrastructure and consequently a new language environment via professional interpersonal communication.

The research ambition is to explore the conditions for the formation and development of a new infrastructure within a multicultural educational environment; how this educational environment responds to newly emerging challenges and what makes us rethink the paradigm of the existing educational language environment in the university. Therefore, it follows that the concept of creating a new favorable intercultural educational environment is important for modern universities, particularly in a multilingual and multicultural university environment. The main task for finding mechanisms to manage the process of teaching a foreign language in a modern university is their subsequent transformation and, as a result, the formation and development of a new special language environment, which can be formed under specially created conditions in order to increase the efficiency, reliability and quality of professional education. Moreover, the formation of a language environment within the university context in the process of teaching a professional foreign language to non-linguistic students on a new basis allows us to change the logic of learning processes. It makes us to move to new forms of learning, including online learning, based on the introduction of digital technologies, taking into account personal and professional development and interdisciplinary features. In the paper, the authors propose to consider the conditions for the development of a favorable educational environment within the concept of “Big University”, where the key element is the linguodidactic urban environment with active language practice. There is an assumption that the digital transformation, taking place in education as part of a change in the philosophy of foreign language teaching will somehow increase the professional component of students, including their skills and abilities, due to accessibility with the help of the use of professional interpersonal communication within a foreign language urban environment. The paper provides a number of examples of successful projects that encourage attracting both domestic experts, including the current faculty, and foreign professors as well as students of bachelor's, master's, and postgraduate degrees.

Keywords: *language environment, educational environment, Big University, intercultural environment, students' professional development*

Acknowledgements: This study was supported by the Tomsk State University Development Programme (Priority-2030).

For citation: Shulgina E. M., Savitskaya I. S., Zhitkova E. V. Conditions for building of language environment in higher educational institutions for nonlinguistic students' intercultural and professional development. *Vestnik Tomskogo gosudarstvennogo pedagogicheskogo universiteta – Tomsk State Pedagogical University Bulletin*, 2023, vol. 2 (226), pp. 70–76. <https://doi.org/10.23951/1609-624X-2023-2-70-76>

Условия формирования языковой среды в высших учебных заведениях с целью межкультурного и профессионального развития студентов нелингвистических направлений подготовки

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Аннотация

Цель статьи – рассмотреть ключевые тенденции и трансформации, происходящие в настоящий период в обществе, влияние цифровизации на концепцию современного образования, которую диктует современная реальность в условиях сегодняшнего социокультурного контекста. В статье была предпринята попытка исследовать условия для формирования и развития новой инфраструктуры в рамках мультикультурной образовательной среды; как эта образовательная среда реагирует на вновь возникающие вызовы и проблемы и что заставляет нас переосмыслить парадигму существующей образовательной языковой среды в вузе. Из этого следует, что концепция создания новой благоприятной межкультурной образовательной среды имеет важное значение для современных вузов, особенно в многоязычной и мультикультурной среде университета. Данная концепция определяет основные направления технологических и организационных изменений в образовании в рамках современного вуза путем поиска новых механизмов, методов, алгоритмов управления образовательным процессом при обучении иностранному языку студентов неязыковых направлений подготовки с усиленной профессиональной компонентой. Главной задачей для поиска механизмов с целью управления процессом обучения иностранному языку в современном вузе является их последующее преобразование и, как результат, формирование и развитие новой особой языковой среды, которая может быть сформирована при специально созданных условиях с целью повышения эффективности, надежности и качества профессионального образования. Кроме того, формирование языковой среды в контексте вуза в процессе обучения профессиональному иностранному языку студентов-нелингвистов на новой основе позволяет изменить логику процессов обучения и перейти к новым формам обучения, в том числе онлайн-обучению, основанному на внедрении цифровых технологий с учетом личностно-профессионального развития и междисциплинарных особенностей. В статье авторы предлагают рассмотреть условия развития благоприятной образовательной среды в рамках концепции «Большой университет», где ключевым элементом является лингводидактическая городская среда с активной языковой практикой. Есть предположение, что цифровая трансформация, происходящая в образовании в рамках изменения философии иноязычного обучения, позволит так или иначе повысить профессиональную составляющую у обучаемых, включая их навыки и умения, за счет доступности, а именно путем использования профессионального межличностного общения в рамках иноязычной городской среды. В статье приводится ряд примеров успешных проектов, позволяющих привлекать как отечественных специалистов, включая текущий профессорско-преподавательский состав, так и иностранных экспертов и обучающихся бакалавриата, магистратуры, аспирантуры.

Ключевые слова: языковая среда, образовательная среда, «Большой университет», межкультурная среда, профессиональное развитие студентов

Для цитирования: Shulgina E. M., Savitskaya I. S., Zhitkova E. V. Conditions for building of language environment in higher educational institutions for nonlinguistic students' intercultural and professional development // Вестник Томского государственного педагогического университета. 2023. Вып. 2 (226). С. 70–76. <https://doi.org/10.23951/1609-624X-2023-2-70-76>

Introduction

New trends in the vocational education system require an increase in students' mobility and their training for efficient participation in intercultural communication. The new trends influencing the formation of modern humanity, the rise of new economic systems, and life in the multicultural society, all these components pose a challenge for rethinking the current situation in contemporary educational institutions as well as re-evaluating the existing formats of universities on the whole. Consequently, in connection with modern

trends, the role of foreign languages is altering as well, concerning the educational and professional activities of future specialists in various fields of science and technology. A high level of proficiency in a foreign language is no longer an educational goal within the university curricula; all-round development of the personality comes to the fore, which would guarantee people cooperation and mutual understanding in the process of intercultural interaction [1].

The essence of the language environment is a set of conditions that ensure the effectiveness of the process

in forming students' success for intercultural communication.

In foreign didactics, the concept of learning targeted on the language environment is increasingly used, that is, learning through a particular educational environment as a set of systemic formative influences from the subject, social, and information environments [2]. If we consider the problem of the formation of an intercultural environment objectively, then any social environment has a certain learning effect. In turn, the learning properties of the environment as a result reveal its integral effects that arise in the system of the "environment-subject" chain.

They are expressed in the emergence of new adaptive qualities in the psychophysiological system of a human, allowing him to navigate in new conditions and circumstances, setting new tasks for him, while helping him to solve old ones more effectively.

Currently, the formation of a favourable urban environment is one of the priority tasks. Firstly, the environment is what is around; in this sense, the environment pre-supposes a subject or a kind of centre around which everything can be organized. Secondly, the "environment" means a whole set of subjects, between which there are various kinds of joint field of activities, related to both engineering and humanitarian aspects. In our case, this is creating a language environment that unites them into a certain system, which has its special properties that are not possessed by the subjects separately. Moreover, it is necessary to accept a joint concept or some kind of symbiosis of interaction between schools, language schools and universities to create that very foreign-language intercultural urban environment. The modern urban environment is the habitat and people's production activity, the natural and material world created by people – a set of natural, manufactured, social and economic living conditions that exist in the city. It can also be considered as a set of physical (material) and spiritual (non-material) spaces, including the city itself and possessing natural and socio-economic characteristics of the internal structure, dynamics, evolution. This can be taken as the basis for the dominant strategy of education and upbringing, acting in a specific period and meeting the actual needs of the individual and society [3].

A new approach to teaching, focused on the environment, makes it possible to shift the emphasis in the teacher's activities from direct pedagogical influence on the student's personality to the formation of the learning environment, in which self-learning and self-development of the student inevitably take place. If we go along this path, then that mode of organization of education stimulates the mechanisms of internal activity in the student in the course of his interactions with the environment.

Therefore, we consider the language environment as a complement of conditions that confirm the effi-

ciency of the process of forming students' enthusiasm for intercultural communication, the very conditions in which the content, form, methods, means, and material-spatial components, aimed at solving the assigned tasks, are considered as an interconnected set of objective possibilities. At the same time, if within the framework of a favourable urban environment we consider the linguodidactic environment as one of the key components, then in our understanding it is a combination of the following conditions:

1) organization of various forms of student activity to enhance intercultural communication by creating communication platforms, and besides by attracting a larger number of foreign students who do not speak Russian;

2) actualization of the intercultural orientation of professional education for non-linguistic students through the use of reflective self-assessment by students of the level of linguistic and socio-cultural competencies in accordance with European standards of language education;

3) the use of personality-oriented technologies for productive teaching of a foreign language, aimed at expanding the experience of intercultural communication.

The implementation of these conditions in the process of professional education of non-linguistic students should ensure the successful formation of their readiness for intercultural communication as part of professional competence of a section or sub-section is not indented. The first paragraphs that follows a table, figure, equation etc. does not have an indent, either.

Material and Methods

Based on the context given above, we are having a striking opportunity to confirm our hypothesis about the possibility of creating a favorable urban environment for the successful development of engineering students' intercultural and professional competence thanks to a new initiative put forward by the rector of National Research Tomsk State University Eduard Galazhinsky, i.e. "Big University", that needs to be presented in detail. On September 16, 2019, the Administration of the Tomsk Region expressed support for the "Big University" project for the city of Tomsk, initiated by the authority of National Research Tomsk State University (TSU). In terms of innovative creativity, the usual tactic is to consolidate all the economic elements of this system into a single territorial technopark or into a number of proficiency specialized technoparks including an alliance with business and industrial parks. In this case, it should be mentioned that there is a successful experience of the consortium of universities "Tübingen – Reutlingen – Stuttgart" in Germany, as well as the unity of the Oxford brand for dozens of bachelor's, master's, and research independent institutions that exist and operate on a single territory.

Hence, National Research TSU has focused on five areas: “Engineering Biology”, “Global Earth Change: Climate, Ecology, Quality of Life”, “Socio-Humanitarian Engineering: Research and Design of Man and Society”, “Security Technologies” and “Open Ecosystem of Knowledge and Technology Generation”.

It is necessary to note the statement of the rector at a meeting with the Minister of Education of the Russian Federation: “Big University is an instrument of interaction between science and education, which makes it possible to remove administrative barriers and help universities to more flexibly interact and exchange resources among themselves.” [4]. In other words, this initiative boils down to the idea of creating a single university within one city or “city-university”, where the entire infrastructure will be aimed at the development of educational space, in the frameworks of which each graduate will be able to implement their professional skills and develop within the urban environment.

In general, the urban environment is a concept that is rather difficult to give a clear definition. For instance, in the article the urban environment will be considered as a set of factors and conditions that are perceived by city residents as inherent in their habitat and affecting the comfort of living. In general, the set of these factors that determine the living conditions and the degree of comfort of living in the city is individual and subjective; however, our task is to identify the most common significant factors for creating a comfortable foreign language environment, which may be within the framework of an everyday lifestyle. As a city-university, building the concept of creating a favourable intercultural language environment is essential especially in multilanguage and multicultural environment represented by foreign students, professors, representatives of foreign business [5]. The comfort of the urban environment in the traditional sense is assessed precisely from the point of view of the convenience of a person’s everyday life. The role of educational establishment set is naturally introduce and develop a sort of intercultural language environment, and this has recently reached a new level of significance. In the conditions when we strive to build an open society and integration into the world and European cultural and educational space, it becomes especially important to understand the educational opportunities of the intercultural environment and ways to implement them at the present stage of the development of the urban environment. We should be more interested in studying the various forms of organization of education and upbringing in an intercultural environment. It may lead to the rapprochement of people, the peaceful resolution of professional and interdisciplinary issues, the development of skills of respectful attitude to culture and language, to the traditions and customs of other people, the formation of

common tasks and goals in the integration process. In various regions where the bilingual environment is actively, developing, social problems associated with languages and bilingualism arise from time to time.

If the educational environment is organized in such a way that the personal processes inside are successfully taking place, and graduates become competitive, qualified specialists in the market, that means the process was organized competently and efficiently. For the competent organization of such a process, it is necessary to use the principles of the acmeological approach in education, which consists in using a system of techniques and methods that enable revealing the potential of an individual in the process of development [6]. In addition, there are opportunities to achieve an individual, personal and professional level of maturity, the formation of each attitude towards the productive manifestation of individuality. According to A. A. Derkach, it is advisable to organize professional training in both areas: scientific and practical, a fragment of which is a multidimensional “developing space” [7]. The training of specialists in a particular field involves the creation of a multi-level acmeological model that reflects the optimal option for the formation of a specialist in this area.

Building a favourable environment for the development of bilingualism can be one of the forms of overcoming social problems. Many researchers note that in the bilingual educational environment, not only the acquisition of a second language and special knowledge takes place, but also the personal growth. It emphasizes the fact of the multiplicity of influences on a person and a wide range of factors that determine upbringing, training and personal development on a multicultural basis within the framework of a favourable foreign intercultural environment [8].

Analyses

However, the question of outcomes predicting for the intercultural environment formation remains open. The work “The Essentials of the Foreign Language Learning Environment: Through the Eyes of the Pre-service EFL Teachers” [9] discusses the creation of an environment in sufficient detail, but exclusively in an educational context. Hence, the implementation of the direction of internationalization in leading research universities sees a foreign language environment much wider than the framework of the educational process. Analysis of the activities and structure of leading research universities made it possible to identify the basic components of the language environment characteristic of all universities; these are Cultural, Personnel and Resource. Researchers [10–12] show that there are much more similar components, but they are the reflection of the educational institution uniqueness, its specifics. The cultural component of the intercultural

environment includes an understanding of professional activity as a highly developed and cultural person. The cultural component is quite extensive; it combines knowledge about not only a foreign language as a subject, the cultural component of native speakers, but also professional culture, which cannot exist in isolation from other cultures. The personnel component of the environment is one of the most important in this structure. Specialists contributing to the formation of an intercultural environment have a high level of proficiency in a foreign language, knowledge of the prospects for development in the field of their professional activities and an understanding of the peculiarities of the transformation of oral and written foreign speech in accordance with the requirements of foreign professional communities and top-rated journals [13]. Foreign language teachers also make a significant contribution to the formation of the intercultural environment of the university. They perform the main work for the formation of a lexically rich and competent speech in future specialists, as well as motivate subject-teachers to a wider and more successful mastering in a foreign language.

Language globalization as a trend poses new challenges for the training of specialists, that is, active language practice. Leading research universities develop an intercultural environment, focusing on the world rankings of universities. Over the past two years, a stable idea has been formed that the intercultural environment of the university attracts foreign applicants, promotes the involvement of the teaching staff and students in the international community, and makes it possible to develop cooperation with foreign partners. Thus, the universities are actively developing international communication. Particular formation and development of the intercultural environment is a vital question, since its high efficiency has been shown. Over the past few years, the center of higher education has been shifting from Europe and the United States to Asian countries – Japan, Singapore, China, Hong Kong, and South Korea. This advancement in the rankings of Asian universities is due to a change in the student mobility flow. Increasingly, students from Pakistan, India, Vietnam, Indonesia, Malaysia, the Philippines and African countries choose Asian universities. According to experts [14, 15], the number of these students doubles every 2–3 years. Consequently, research universities need, on the one hand, to catch and adapt to the rapidly changing situation of international educational order, and on the other, to comply with high international standards. To this end, the universities are recently changing their infrastructure and new project developments are taking place. Strengthening the positions of leading research universities and enriching the intercultural environment of the university is due to membership in international professional as-

sociations – ALTE, TESOL, EUROCALL, etc. For example, the participation of TSU in the ALTE association – an association of leading national organizations involved in testing the knowledge of Russian as a foreign language, made it possible to take part in specialized conferences, seminars and trainings. With the direct support of ALTE, a Testing Center was opened at the university (Cambridge exams, and exams in Russian as a foreign language). Membership in international professional communities contributes to an increase in the number of foreign partners in the field of linguistics – the Cambridge University Examination Syndicate (UK), State University of New York (USA), etc. The wide representation of leading research universities in professional communities forms the interest of foreign colleagues for participation in university events, such as conferences, seminars, internships, joint grants and projects with breakthrough research. For instance, the experience of project implementation “Foreign Language Competence Development of TSU students” at the National Research Tomsk State University carried out in 2016–2019, was aimed at creating the university English-speaking environment. The student conferences in English played a key role in the formation of the language environment; they were holding within the framework of the annual English-language forum of TSU students, organized with the support of the Project [14]. It should be noted that the introduction of lectures in English as a part of the compulsory courses at TSU is a motivating factor for students; the opportunity to take part in various events, clubs and platforms performed in a foreign language is favourable factor for creating an intercultural environment as well. The experience of holding the annual international conference “Language and Culture” on the basis of NR TSU is very important. Its organizers are the staff of the Faculty of Foreign Languages, and the participants are distinguished linguists from Russia, USA, Great Britain, Germany, France, Italy, Turkey, Austria, Slovenia, etc. The conference also includes a symposium on intercultural communication and the scientific forum “The German language in the modern world”. The participation of the professional community is an important and significant indicator of the success of the ongoing changes in TSU, as well as the level of formation of the intercultural environment of the university.

Conclusion

Therefore, the educational environment plays a key role in the development of the specialist personality. We are deeply convinced that a contemporary professional cannot be considered closed within the framework of only one narrow profession, as well as outside of intercultural professional communication. Modern professional education must be formed in conditions that provide multifunctional interdisciplinary profes-

sional training of future specialists. If we are talking about a full-fledged intercultural interaction, then it still presupposes a good knowledge and understanding of the language. However, it not just a means of communication, but according to Heidegger [16] “language is the house of being”; i.e. a very complex, multifaceted and subtle substance that requires a special attitude towards itself. Summing up that mentioned above, we are deep-

ly convinced that the new favourable educational environment, including learning languages, which is to be formed in a “city-university”, will contribute to the achievement of the professional goals of the graduates of the “Big University”. It can be implemented thanks to the partnership of engineering and humanitarian disciplines, and consequently, as a result, will lead to positive changes in education in general.

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Статья поступила в редакцию 29.12.2022; принята к публикации 03.02.2023

The article was submitted 29.12.2022; accepted for publication 03.02.2023