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Educational technologies in the formation of IT students' pragma-professional communicative competence in foreign language education

Abstract. *This article identifies students' attitudes towards the implementation of the technologies in foreign language education. The researcher aimed to form IT students' pragma-professional communicative competence in English classes. Educational technologies are considered as a set of interconnected methods, forms, techniques, and teaching materials that aim at the formation of the knowledge, skills, competencies, and abilities necessary for mastering a specific academic discipline. Qualitative research design was selected to collect the data. Likert scale questionnaire was taken from 16 IT students. As a result, the majority of the participants had a positive attitude towards the implementation of the technologies in the foreign language education. Thus, critical thinking technology, flipped classroom technology and interactive learning technology had a significant impact on the formation of IT students' pragma-professional communicative competence. As a result of conducted research, this data can be used for further research.*

Keywords: *IT specialty, technologies, methods, pragma-professional communicative competence, foreign language education.*

Introduction

Nowadays, there are different types of educational technologies to foster high-quality education among specialists of different spheres. Educational technology is a set of interconnected methods, forms, techniques, and teaching materials that aim at the formation of the subject of knowledge, skills, competencies, and abilities necessary for mastering a specific academic discipline [1a]. Educational technologies are tools, devices, and systems used to support and enhance teaching and learning processes. They include a wide range of digital tools that can be used in various educational settings, from primary and secondary schools to universities and professional training programs. The main aim of educational technologies is to improve the learning experience and outcomes of students by making information more accessible and engaging, promoting collaboration and communication, and providing real-time feedback and assessment. Examples of educational technologies include learning management systems (LMS), virtual and augmented reality systems, online tutoring platforms, interactive whiteboards, educational games and simulations, e-books and digital textbooks, video conferencing tools for online classes, and adaptive learning software. These technologies can have a positive impact on education by increasing students' engagement, motivation, and critical thinking skills, and by enabling teachers to customize their teaching methods and assessments to meet the diverse needs of their students. [2a]. These technologies aim to enhance teaching and learning experiences by providing access to information, creating interactive and engaging environments, and

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promoting collaboration and communication among students and teachers. [2b]. Educational technologies can be different within the framework of teaching one discipline depending on the type of teaching material offered for acquisition of the skills, abilities, and competencies that should be formed as a result of studying this course[1b]. Nowadays, the educational system must teach specialists to receive, operate, apply information to specific life situations, and interpret it. It causes the existence of new knowledge based on the old one. This paper focuses on teaching English for IT student. Teaching English to IT specialists is a specialized field that focuses on providing language instruction specifically designed for individuals working in the information technology industry. IT professionals need to have strong English language skills to communicate effectively in both formal and informal settings, and to succeed in an increasingly global and interconnected industry. To meet these needs, teaching English for IT specialists typically focuses on language skills that are relevant to the IT field, such as technical writing, coding, presentations, and communication skills. The lessons may also use real-life examples and case studies from the industry to make the material more engaging and relevant. In addition, technology is often incorporated into lessons to make them more interactive and engaging for IT students. This may include using digital tools such as video conferencing, online collaboration platforms, and educational apps. Overall, the goal of teaching English for IT specialists is to help these professionals develop their language skills in a way that is relevant and useful for their careers, and to support their success in the global IT industry. To form IT specialists' pragma-professional communicative competence, it is essential to determine appropriate methods and technologies to teach. The following technologies to form IT specialists' pragma-professional communicative competence can be suggested: information and communication technology, critical thinking technology, interactive learning technologies, technology of programmed learning, technology of adaptive learning, technology of multilevel education. The aim of this paper is to identify students' attitudes towards the educational technologies in the formation of IT students' pragma-professional communicative competence.

Materials and methods

1. Critical thinking technology

The aim of this paper seeks to form IT students' pragma-professional communicative competence. Some recent researchers (S.L. Mishlanova, A.A. Filippova, M.G. Zassedateleva, I. Kozubai & A. Khadzhy) [3a, 4] note that critical thinking technology can be considered as one of the essential tools in the formation of communicative competence. According to Johnson [5], critical thinking is "a special type of mental activity that allows a person to make a sound judgment about the proposed point of view or behavior model which increases the probability of getting desired outcomes." "Critical thinking presupposes the skills of reflection on one's own mental activity, the ability to work with concepts, judgments, inferences, questions, the development of abilities for analytical activity, as well as for assessing the similar capabilities of other people. Critical thinking technology refers to the use of technology and digital tools to support and enhance the development of critical thinking skills. It includes a range of digital tools and resources that can be used to analyze information, solve problems, make decisions, and evaluate arguments. [6]. Critical thinking technology refers to the use of digital tools and resources to support the development of critical thinking skills. It aims to help students analyze information, solve problems, make decisions, and evaluate arguments in a more effective and engaging way. Examples of critical thinking technology include educational games and simulations, adaptive learning software, online critical thinking resources, and artificial intelligence (AI) and machine learning (ML) technologies. These tools provide students with access to interactive and engaging resources that can help them develop their critical thinking skills in a variety of contexts. For example, educational games and simulations can provide students with opportunities to practice problem-solving and decision-making in a fun and engaging way. Adaptive learning software can provide personalized feedback and assessments to help students identify and address any

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areas where they need to improve their critical thinking skills. AI and ML technologies can be used to provide real-time feedback and assessments, allowing students to quickly identify areas where they need to improve their critical thinking skills. Online critical thinking resources can provide students with access to a range of critical thinking exercises, games, and simulations to help them develop their skills in a self-paced and engaging way. Overall, the goal of critical thinking technology is to provide students with access to resources and tools that can help them develop their critical thinking skills in a more effective and engaging way, helping them to improve their skills more quickly and effectively.

According to, curator of TED, Chris Anderson (cited in Anderson) [5], well developed critical thinkers should be able to do the following:

- formulate vital importance questions clearly and precisely;
- select and assess up-to-date information using abstract ideas for its effective interpretation;
- come to closely reasoned arguments by verifying them for conformity with standards and criteria;
- effectively communicate with others (interlocutors) to find their own ways to solve and overcome complex problems;
- think openly within alternative systems of thought, recognizing and evaluating, as necessary, their assumptions, consequences, and practical consequences;

Critical thinking methods such as case-study, case-analysis, project methods, working in pairs, and small groups can be used in English language classes. It should be taken into account that there is a difference in the perception of critical thinking in Kazakhstan/ Russia and the United States/Great Britain. For example, if an American mother says to her child in the yard: enjoy your play, while a Kazakh mother says don't make any noise and look at your steps. The real difference is here: Kazakhs/Russians characterized critical thinking as negative thinking while Americans/British consider it as positive thinking. Critical thinking reflects not only the socio-political system of values but also develops the linguistic picture of the world. Thus, it can be argued that critical thinking is not only a philosophical approach to education and pedagogical technology but also an ideology and a cultural phenomenon [3b]. Critical thinking technology has three stages such as the preparatory, realization of meaning, and reflection.

Preparatory stage – in this stage, it "calls up" learners' existing knowledge and creates associations on learned knowledge, which knowledge will become a serious motivating and activating factor for further work.

The second stage is called the *realization of meaning (comprehension).* In this stage students should work with information directly, students accept, interpret, and analyze the knowledge and meaning, which makes learning comprehensible.

The third stage is *reflection*. At this stage, learners should analyze, apply, and creatively proceed the information/knowledge into the solution of specific problems and reflect on it.

Thus, the technology of critical thinking meets current requirements and develops students' metacognitive, pragmatic, and communicative skills, contributing to the development of student's motivation and formation of students' pragma-professional communicative competence.

2.   *Interactive learning technology*

Interactive learning technology refers to the use of digital tools and resources that allow students to actively participate in and engage with their learning experiences. These tools aim to make learning more engaging, interactive, and personalized, and to provide students with opportunities to learn at their own pace and in ways that suit their individual needs and preferences. Interactive learning is a form of organizing learning which is carried out in the form of joint activities of students. It is considered as one of the important tools for developing students' professional training in a higher educational institution. It contributes to the formation of abilities, skills, and competencies in both subject and general education, to the development of the subject's life values, beliefs and to create an atmosphere of cooperation, collaboration, and communication. A lot of researchers (T.Yu. Avetova, B. Badmaev, L.K. Geikhman, E.V. Korotaeva,

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M.V. Klarin, A.P. Panfilova, and others) (cited in Panina) [7] used interactive learning in articles and works on pedagogy, sections of textbooks describing the learning process as communication, cooperation, equal cooperation of participants, while (B.G Ananiyev, Vygotsky and others) consider interactive technologies as a school of social formation. According to N.Suvorova [8], interactive learning is a way of «dialogical learning, which occurs between teacher and students. The process of learning is organized in a way that all students are involved in it and students can interact, share, analyze, and reflect with their partners or group members. It is not only focused on interaction and active participation of participants, but it is also focused on providing good feedback. The main pro of interactive learning is the dominance of any participant is excluded, and each student is involved in problem-solving equally. Interactive forms and methods in training IT specialists can be masterclasses, simulated IT conferences, role plays, three-step interviewing, case-study, debates, and thematic group discussions and round tables, etc.

The implementation interactive learning technology in foreign language education of IT specialists can be successful if teacher:

- involve each and every student in mutual communication in a foreign language with the aim of producing information equally interesting to everyone;

- it is necessary to prepare a classroom for an interactive lesson, the teacher should think over a convenient arrangement of seats, educational equipment;

- use an informal approach in the formation of groups of interactive classes, use the principle of voluntariness or random sampling, do not force your students to work together;

- try to take into account students' psychological preparation because not all students are ready for direct involvement in various forms of work (example, introverts don't want to be involved in group works, while extraverts will enjoy working in groups);

- to determine the student's role, context, questions and options of responses, criteria for evaluating results beforehand, so the context of the learning should follow IT specialists' needs;

- listen carefully to the various interpretation of problems and help students to come to an agreed group decision, and the importance of various positions and approaches should be emphasized;

The use of masterclasses, simulated IT conferences, role plays, three-step interviewing, case-study, debates, and thematic group discussions and round tables help to increase the efficiency of students' fluency, pragmatic thinking, and contributes to the formation of pragma-professional communicative competence. The goal of interactive learning technology is to provide students with opportunities to learn in ways that are engaging, interactive, and personalized, and to support their learning in a way that is tailored to their individual needs and preferences. By incorporating interactive technology into learning, students can become more actively engaged with their education and can develop the skills they need to succeed in the digital age.

3. *Programmed learning technology*

Programmed learning technology refers to the use of digital tools and resources to support self-paced, step-by-step learning. It aims to provide students with structured and sequential learning experiences that are designed to help them master a specific subject or skill. The goal of programmed learning technology is to provide students with a structured and sequential learning experience that allows them to master a specific subject or skill at their own pace. By using programmed learning technology, students can learn at their own pace, receive immediate feedback on their progress, and have access to resources and tools that can help them learn more effectively. Additionally, this type of technology can be especially useful for students who prefer to learn on their own, or for those who need to review specific subjects or skills. The origin of programmed learning was initially described in 1960 by American psychologists N. Crowder, B. Skinner, S. Pressy, while in Russia specialists such as P.Ya. Galperin, L.N. Landa, A.M. Matyushkin, N.F. Talyzina was focused on the development of programmed learning. The technology of programmed learning is a type of designed learning which is provided by a pre-developed training program using special tools (programmed textbook, special educational

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models, computers, and equipment, etc.) (cited in Andrienko) [9a]. B.Skinner proposed a way to develop the effectiveness of learning and feeding the learning materials through a consistent program and control. It means, every action and learning step are programmed, therefore the meaning comes here. In other words, it is learning based on a certain pre-developed program that provides for the actions of both students and teachers. The characteristics of programmed learning are:

- learning materials are given in algorithmic order relatively with small understandable portions;

- learning materials should fill the gaps in student's knowledge by overcoming various types of problems;

- completion of each «step» should be self-faithful, but with appropriate corrective action from teacher's and student's side;

- after each «portion» of information, there should be control/ comprehension questions;

- this learning forms not only the system of knowledge, skills, competencies but also rational thinking which is essential for IT specialists;

- it makes students active in transforming the received information;

Programmed learning has three steps such as informational, control, and operative[9b].

Informational stage - in this stage the information is provided with reasonable portions and steps. Students should accept, interpret, and absorb the given information.

Control stage - in this stage the assimilation of the information is checked. The comprehension questions and tasks are given for self-fulfillment. If there is a mistake, students should come to this mistake over and over to correct it.

Operative stage - checking the solution of tasks, receiving instructions on the transition to the next step based on the results of the check. Students are controlled by teachers and their pairs. They may do a pair assessment and self-assessment. If students have mistakes, they will make corrections and work on them, until that time they are not allowed to pass to the next portion of the information.

Thus, programmed learning can be determined as training according to optimal programs with maximum control over the learning process.

In IT specialists' foreign language learning class, the teacher should follow the stages of technology of programmed learning, because the implementation of new ways of teaching, pedagogical influence, and interaction into the educational process can help to form student's pragma-professional communicative competence. As the essence of IT specialists' training lay on the assimilation of new modern relevant knowledge, pass it through and present it to students in an understandable and easily assimilated form, that is, to keep up with the times and updates. Due to the mentioned reasons, it is essential to use the technology of programmed learning which helps the assimilation of knowledge, formation of competencies, determination of learning aims and techniques. Additionally, this technology can have several advantages in training IT specialists such as individualization of training, activation of independent work of students, the algorithm develops the logical thinking of students, brings knowledge into the system, and feedback ensures the strength of the assimilation of the material.

4. *Flipped learning technology*

Flipped learning technology refers to the use of digital tools and resources to support a «flipped» or inverted teaching and learning model. In this model, students watch instructional videos and complete related activities before class, and then use class time for active engagement and problem-solving. Nowadays, the coronavirus pandemic(covid-19) has had a significant impact on education all around the world. Most of the educational establishments were not ready for blended learning without saying distance learning, therefore the technology of flipped learning can be useful in terms of training students in our case especially IT specialists. Flipped learning is a new technology in which students are assumed to use various technological platforms to watch and listen to video lessons (after university time), and come to class to discuss,

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analyze, and apply what they have learned from that video lesson. Initially, this technology was implemented and tested by schoolteachers Jon Bergmann and Aaron Sams in chemistry class. The initial aim of flipped learning was to help students who miss classes and for all students who would like to view the theoretical materials at home and better consolidate the given knowledge. It was noticed that the essence of the flipped classroom is to free up the classroom hours which can be useful for a thorough study of educational materials with teachers and groupmates. Additionally, after watching the audiovisual lessons, it provides for students an opportunity to work out the theory in groups and a thorough study of problematic issues and topics. The issue of the implementation of the flipped learning in higher education was studied by several scientists from various countries Kozikova., A.A. Tikhonchuka, A.M. Sabanina [3], M.O. Polukhina, Ye.Ye. Valeeva [4], T.P. Popova, T.A. Nenasheva [5b], L.V. Skopova, O.L. Sokolova [6], N.P. Vanchakova, E.A. Vatskel, A.A. Baraboshina, M.V. Yurina, Lopukhova, B.J. Beatty, Z. Merchant, M. Albert [10], N.S. Goedhart, N. Blignaut-van Westrhenen, C. Moser, M.B. Zweekhorst, J.J. Guo, I.Y. Kazu, M. Demirkol, B. McNally, J. Chipperfield, P. Dorsett, C. Reidsema, L. Kavanagh, R. Hadgraft, N. Smith [11], Y. Wang, X. Huang, C.D. Schunn and other scientists.

The implementation flipped learning technology in IT specialists' foreign language education can have several advantages in the formation of pragma-professional communicative competence.

- the audio/video lesson can help to improve the IT lexicon in a foreign language
- students can practice pronunciation by repeating after the video
- work off on grammar and language functions based on audiovisual materials
- build monologues and prepare questions, views, opinions, and concepts for class discussion
- students construct their dialogues with their peers

There are several stages of watching video materials in which we can focus on various aspects of the language:

The *first* stage is watching/listening when students focus on an understanding of the text and check it with comprehension questions;

The *second* stage is listening/watching when students pay attention to lexical units and their use in conversation/speech;

The *third* stage is listening when students can build dialogues using video material without sound.

These stages help to train different aspects of language using the same resources.

The process of implementing the flipped learning technology should have the following [16]:

- Detailed instructions should be provided with the formulation of tasks and timing. The list of new terms, words related to the IT-sphere to harmonize the perception/understanding of the content (video lesson);

Thus, the implementation of flipped learning technology in foreign language teaching classes has the following pros: the increasing independence, active participation in mastering the content, forming the pragma-professional communicative competence in the field of IT. This technology is a means of personal and professional development not only for students of various typological groups but also for teachers, who must constantly improve both the selection of educational content and teaching techniques. The goal of flipped learning technology is to provide students with opportunities to learn at their own pace, engage with content in a more interactive and engaging way, and actively apply what they have learned in class. By flipping the traditional classroom model, students can be better prepared for class, engage in more active and collaborative learning experiences, and receive immediate feedback on their understanding of the material. Additionally, this approach can also be beneficial for instructors, as it allows them to use class time for more personalized interaction with students, providing targeted support and feedback.

Results and discussion

According to the above-mentioned information, the questionnaire was developed for students to identify their attitudes towards the implementation of the educational technologies in foreign language classes. Researcher implemented three technologies in the classroom to form IT students' pragma-professional communicative competence. The pilot experiment took place 4 weeks. As this was the pilot study of the implementation of the technologies, 16 students took part in the research. There were given various activities and tasks to form the mentioned competence. Questionnaire was taken via Google Forms and they were asked permission to share their results. Quantitative results of the questionnaire were shown in Diagram 1.
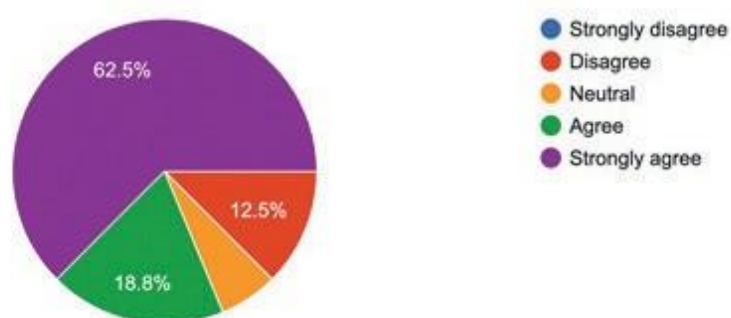
Diagram 1. Attitude of students towards Programmed learning technology

As you can see from this diagram, 62.5% of the students strongly consider that programmed learning technology improved their IT lexicon in English language during 4 weeks of study. However, 12.5% of them do not agree and think it didn't improve their vocabulary.

Moreover, students shared their answers about the flipped classroom technology in the formation of pragma-professional communicative competence.
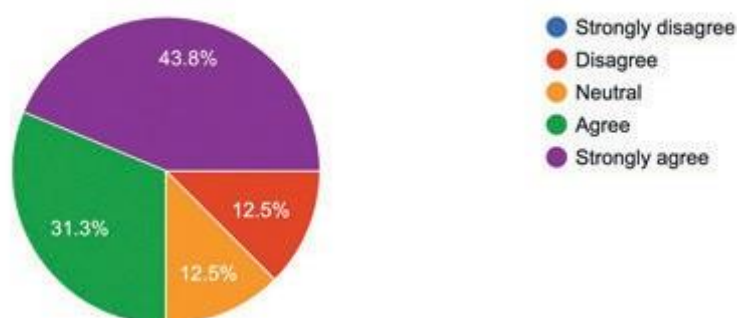
Diagram 2. Attitude of students towards Flipped classroom technology

Here, Diagram 2 has showed that 75.1% of participants (agree and strongly agree) mentioned that flipped classroom technology encouraged them to practice critical and creative thinking.

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Nevertheless, 12.5% of the participants disagree that flipped classroom technology encourages their critical and creative thinking.

Critical thinking technology's method case-study made us (students) to communicate effectively with others (interlocutors) to find our own ways to solve and overcome difficult problems;
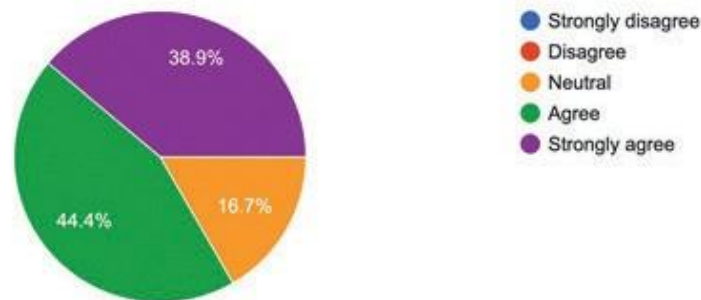18 responses

- ● Strongly disagree
- ● Disagree
- ● Neutral
- ● Agree
- ● Strongly agree

Diagram 3. Attitude toward critical thinking technology

Critical thinking technology's method case-study was considered as one of the successful methods to make students speak with interlocutors and solve communication problems. 44.4% of participants agreed with the statement that critical thinking technology helped them to practice language in various situations.

Interactive forms and methods of training IT professionals include master classes, simulated IT conferences, role-playing games, three-stage inter...thematic group discussions and round tables, etc.
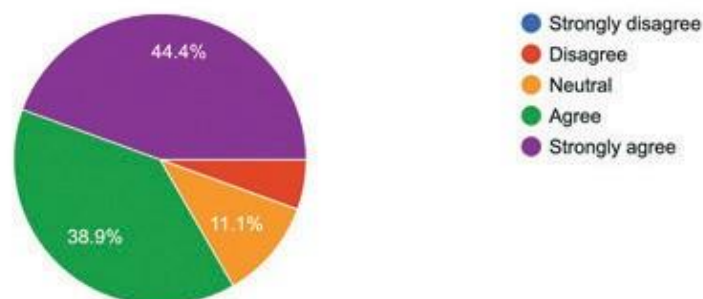18 responses

- ● Strongly disagree
- ● Disagree
- ● Neutral
- ● Agree
- ● Strongly agree

Diagram 4. Students' awareness of the interactive technologies

From this diagram, we can see that 83.3 percent of the students are aware of the interactive forms and methods of training. However, 11.1% of them are not sure about their awareness of this method.

I feel that mastering learning through critical thinking technology improved understanding of meta-language.
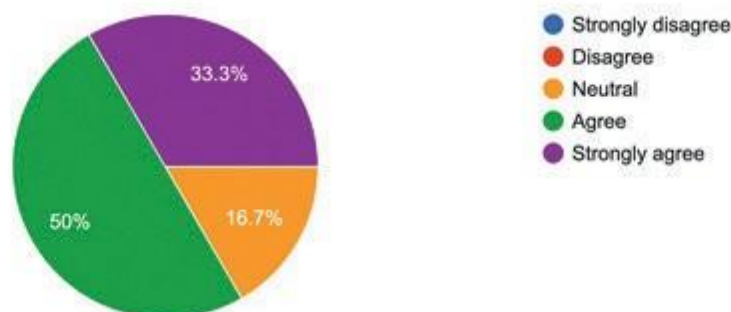
18 responses

- ● Strongly disagree
- ● Disagree
- ● Neutral
- ● Agree
- ● Strongly agree

33.3%

50%

16.7%

Diagram 5. Attitudes of students towards critical thinking technology

It was stated by 50% of participants that mastering the foreign language through critical thinking technology improved their understanding of meta-language. Moreover, 33.3% of students strongly agreed that it significantly improved the meta-language in their sphere.

What did you like the most in this class?

16 responses

projects related in your profession

Great topics to help you understand IT deeper, good exercises to consolidate, good practice atmosphere

Doing social experiments

Different tasks

I liked IT related terms and concepts

Personally, I liked the positive atmosphere of our lesson, doing different types of homework, more disclosure of our the sphere in English and the practices that we do in the class.

Project, assignment

It was interesting to learn more about english in sphere that I study.

Picture 1. Attitude of students on the implemented technologies in foreign language education

16 students have listed the items that they have liked during the experiment, and they mentioned above listed things such as: projects related to your profession, great topics to help you understand IT deeper, good exercises, different tasks, IT related terms and concepts, etc.

Conclusion

In conclusion, the use of educational technologies can be a powerful tool for IT students in the formation of their pragma-professional communicative competence. By providing students

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with opportunities to engage in virtual communication, practice their skills in professional contexts, and receive immediate feedback, educational technologies can help students to develop the communication skills they need to succeed in the rapidly changing digital landscape. This paper was focused on the identification of the students' attitudes towards the implemented technologies. As a result, the majority of the participants had a positive attitude towards the implementation of the technologies in the foreign language education. Thus, critical thinking technology, flipped classroom technology and interactive learning technology had a significant impact on the formation of IT students' pragma-professional communicative competence. As a result of conducted research, this data can be used for further research.

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Шет тіліндегі білім беруде **IT-** мамандығы студенттерінің прагма-кәсіпби коммуникативтік компетенциясын қалыптастырудағы білім беру технологиялары

Аңдатпа. Бұл мақалада студенттердің шет тілін оқытуда оқыту технологияларын ағылшын сыныбына енгізуге деген көзқарасы айқындалады. Зерттеуші IT мамандығы студенттерінің шет тілін оқытуда прагма-кәсіби коммуникативтік құзыреттілігін қалыптастыруды мақсат етті. Білім беру технологиялары белгілі бір оқу пәнін меңгеруге қажетті білім, білік, дағдыны қалыптастыруды

мақсат ететін өзара байланысты әдістердің, формалардың және оқу материалдарының жиынтығы ретінде қарастырылады. Зерттеу– сауалнама арқылы жасалды. IT мамандығының 16 студентіне сауалнама беріліп, мәліметтер жинақталды. Нәтижесінде қатысушылардың басым бөлігі шет тілін оқытуда технологияларды енгізуге оң көзқараста болды. Сонымен, IT мамандығы студенттерінің прагма-кәсіби коммуникативті құзыреттілігін қалыптастыруға сыни тұрғыдан ойлау технологиясы, flipped сынып технологиясы және интерактивті оқыту технологиясы айтарлықтай әсер еткендігін көре аламыз. Жүргізілген зерттеулердің нәтижесінде бұл мәліметтерді одан әрі зерттеу үшін пайдалануға болатындығын атап өтеміз.

Түйін сөздер: IT мамандығы, технологиялар, әдістер, прагма-кәсіби коммуникативті құзыреттілік, шет тіліндегі білім.

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Образовательные технологии в формировании прагмапрофессиональной коммуникативной компетенции студентов ИТ-специальностей в иноязычном образовании

Аннотация. В данной статье выявляется отношение студентов к внедрению технологий в иноязычное образование. Исследователь поставил цель сформировать у студентов ИТ-специальности прагмапрофессиональную коммуникативную компетенцию в иноязычном образовании. Образовательные технологии рассматриваются как совокупность взаимосвязанных методов, форм, приемов и учебных материалов, направленных на формирование у субъекта знаний, навыков, компетенций, умений, необходимых для овладения конкретной учебной дисциплиной. Дизайн исследования – качественное исследование с анкетой. 16 студентов IT-специальности заполнили анкеты и данные были собраны. В результате большинство участников положительно отнеслись к внедрению технологий в иноязычное образование. Таким образом, технологии критического мышления, технологии перевернутого класса и технологии интерактивного обучения оказали существенное влияние на формирование прагмапрофессиональной коммуникативной компетентности студентов ИТ-специальностей. В результате проведенного исследования эти данные могут быть использованы для дальнейших исследований.

Ключевые слова: IT-специальность, технологии, методы, прагмапрофессиональная коммуникативная компетентность, иноязычное образование.

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