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The implementation of digital technologies in teaching a foreign language to future teachers of natural sciences within the context of successful communication and intercultural interaction**Ergidzhan Alinder-Ismailova**

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Abstract: *The article describes the variety of approaches, perspectives and experiments in the field of foreign language teaching within the context of successful communication and intercultural interaction. The knowledge of the language and the evaluation of the degree of its command is inevitably linked to the knowledge of history, culture, and moral issues of people who speaks this very language.*

Keywords: language learning, intercultural interaction, communication, competence, role of information technologies

Introduction

The variety of approaches, methods and experiments in the field of foreign language teaching is predetermined by the spirit of the new age, in which the destruction of borders, the need for free movement of people is not just a close prospect, but a reality, placing new demands on modern language education.

Mutual understanding in the process of intercultural communication is facilitated by acquired intercultural competences. These very competences also refer to the ability to communicate in a foreign language, taking into account the difference in cultures and stereotypes of thinking. Knowing the language and assessing the level of its mastery is undoubtedly integrated with the knowledge of history, culture, and customs of the people who speak that very language.

The formation of intercultural competences should be considered in the context of the development of students' ability to participate in the dialogue of cultures, based on the principles of mutual respect, tolerance of cultural differences and overcoming cultural barriers. Intercultural education is aimed at enhancing students' ability to successfully communicate and contributes both to students' awareness of their belonging to

a certain ethnic group, and to familiarization with the traditions and specifics of representatives of other cultures.

Discussion

The modern methodology of teaching foreign languages offers a wide range of concepts, methods and technologies - both traditional and innovative. The authors of study programs make their choice depending on the objectives of the study, the contingent of students, the duration and intensity of the study course and other conditions. The possibility of free communication between representatives of different nationalities and cultures is a key to success not only in the free exchange of information, knowledge and cultural values, but also in overcoming religious and international enmities.

Knowledge of a foreign language implies not only mastering grammatical rules, mastering a certain stock of words and the peculiarities of their use. Knowing the language and assessing the level of its mastery is inevitably incorporated with the knowledge of history, culture, and customs of the people who speak that language.

According to Ginka Dimitrova, a particular emphasis in the modern methodology of foreign language teaching is the separation of the lingua cultural or intercultural approach. In other words, the emphasis in foreign language education in recent years has been placed on the cultural specificity of the people whose language is being studied. Mastering a foreign language "turns from a way of enlightenment into a mechanism for introducing a new culture, a means of forming an image of the world and the person in it" [1].

Learning a foreign language happens in parallel with mastering the most important works of foreign art and literature. Particularly important is the approach in which learning a foreign language is not considered as an end goal, but as a means to achieve the essence of a different culture, a different national character and mentality.

Another important trend in foreign language learning is the rapid entry of information technologies, the digitalization of education, i.e. the creation of a unique new educational interface, where the role of the teacher and the students are fundamentally changed. The Council of Europe includes these trends in the list of key competences, the development of which should ensure the education of specialists from various professions for their successful adaptation and self-realization in the labor market of the modern information and globalized society. The organization came up with a common language policy in 2001 and disseminated the Common European Framework for Learning and Teaching Foreign Languages and Assessment of Knowledge in Foreign Language Education. The goal is to prepare young people for communication with representatives of other cultures and language communities in situations that go beyond the native language environment; to acquire habits of searching, discovering and assimilating information from sources in foreign

languages, to improve their language culture; to build their skills for further and independent study and improvement of foreign language competences.

The importance of language learning in an intercultural environment is addressed in a number of European documents. Among the eight key competences which are of crucial importance for personal realization and development, active participation in civil society and social inclusion, half are related to language learning in an intercultural environment:

- communication in native language;
- communication in foreign languages;
- social and civic competences;
- competences in the field of culture and creative performances.

Language learning is a means of getting to know another culture. Although linguistic and intercultural competences are linked in this process, they are not identical. According to Reni Radkova, linguistic and intercultural competences are not interchangeable. "In some cases, there is a high level of foreign language communicative competence, but not particularly well-developed intercultural competence. However, in order to achieve intercultural communication and to use intercultural competence, linguistic competence is almost a prerequisite. This is especially true in cases where there are problematic situations in intercultural interaction. It is then that very linguistic competence which will prove to be of essential importance".

The knowledge of the foreign culture should not be neglected, although it will hardly be sufficient without the necessary linguistic knowledge, i.e. it is necessary that the linguistic competence precedes the intercultural one in a certain sense or is acquired in parallel with it [2].

The building of intercultural competence is part of intercultural education, which is a set of knowledge, skills and competences and leads to a real change in the way of thinking, to the rejection of confrontation with other cultures, to the creation of attitudes of reciprocity and cooperation. It is related to the acquisition of social skills: for listening, for communication, for working in a group, for empathy. The ultimate goal in this regard is social competence.

The reason why it is necessary to work on the formation of intercultural competences is that they guarantee the full realization of the personality in a more diverse world. Paelman and Verlot give the following definition: "Intercultural competence is the ability to understand sociocultural differences and to operate successfully in a diverse cultural environment" [3]. This is not a new phenomenon; such competences have always existed, since people have always lived in more or less multicultural societies. For this reason, we also talk about "genital" competence - not given at birth, but acquired in childhood from parents, from the environment.

The task of the university is to improve intercultural competence. Due to the fact that students come to the university with an already formed "generic" competence, teachers must establish it and develop it further. This is done by enriching the interactions of the students and expanding them diversely in the context in which they learn. This type of interaction is realized through the development and experimentation of models of practical training in a foreign language, which include exercises and tasks for independent creative work, related to the educational content and the construction of intercultural competences, and why not exchange ideas with partner universities.

The modern educational environment is intercultural. It is the mission of every teacher to accept this characteristic as a resource to successfully incorporate into their practice. The intercultural dimension of foreign language learning has become in recent years a leading factor in a number of studies and analyses. Studies in the field of social psychology, as well as studies of intercultural communication, have provided insight into the necessary linguistic and social skills, knowledge and attitudes to be applied to effective international communication. When learning in an intercultural environment is analyzed, emphasis is usually placed on the learning of representatives of "other" ethnicities. We should not ignore the fact that learning in an intercultural environment is a process that must be analyzed from the positions of all learners, not only from the position of the "different" ethnicity. The successful functioning of an intercultural educational environment presupposes that the process is successful for all learners. A balanced education policy is needed. This means considering how ethnic diversity can enrich the educational process with different languages and cultures, build tolerance, so that this education is useful for all.

The training of future teachers in Natural sciences to work in an intercultural environment is an extremely important part of their overall pedagogical, psychological and methodological preparation. In this process, the preparation of students for English language teaching occupies an extremely important place. The arguments in support of this claim can be summarized as follows:

1. Learning is carried out through language, i.e. verbally.
2. Language learning is a condition for intercultural communication, because language is a carrier of culture and a "bridge between different cultures" [2].

Communicating in foreign languages is a competence that the modern intercultural environment requires. All students should study a foreign language. Thus, society's expectations are connected with building the skills of young people not only for communication, but also for a positive attitude towards other cultures, intercultural understanding and formation of intercultural competences.

In the context of current academic priorities and values in the training of future pedagogical specialists in Natural Sciences, the application of active and flexible forms of education is required. Dialogic communication and interaction, creative and critical thinking, informed decision-making, dealing with

unexpected situations or permanent problems come to the fore in the construction of their professional identity. The motivation and strategic goals in relation to the studied scientific areas are complexly linked to the dialogic interaction of the actors, the competitive beginning, the renewal, the humanization in the university education system.

Modern academic training of pedagogical specialists focuses primarily on the quality of the educational process as an integrative property of university life. In addition, the new realities of the XXI century and the European educational space introduce dynamism in interactive communication, provoke intellectual activity, and transform the social identity of the actors in the university society. Students are encouraged to take an active role as subjects in the educational process. The psychological qualities of readiness for action, commitment and responsibility are formed individually.

According to Eyubova, social and emotional functioning is a combination of innate characteristics, personality dispositions, and social experience. Cultural values largely determine acceptable variations in social behavior and expression of emotions [4].

At the same time, new learning skills through the active participation of students help to deal with "hyper-information", improve searching emotional-logical reflection, support self-analysis and the necessary metacognition. The key skills for solving problems with a practical focus orient intellectual curiosity to the logical operations of concentrating and allocating attention, observing, surveying, analyzing, sifting terms and definitions, interpreting, visualizing, summarizing, conceptual awareness, associating, systematizing, arguing, etc. Verbal information coming from a variety of sources, traditional and modern (textbooks, manuals, studies, monographs, collections, periodicals, encyclopedias, reference books, dictionaries, Internet resources, etc.) is usually processed through discussion. The educational attitudes and expectations of the students are focused on didactic methods: interviews, presentations, discussions, research, solving problems and cases, specific practical activities, etc. The construction of new academic knowledge in these days is based on the systematic development of cognitive activity and the derivation to higher forms of cooperation and collaboration in the field of pedagogical disciplines, strategies, technologies and practices.

The real pedagogical process calls for and strengthens the intellectual curiosity of the learners, nurtures creative abilities, critical, lateral and creative thinking, independence, initiative, ingenuity. In the last decade, trends have emerged for the construction of attractive, multidimensional, qualitative, competitive, innovative training. Theoretical-applied, psychological, therapeutic, special, social, art aspects of pedagogical knowledge are developed, forming specific pedagogical abilities, experiences and competencies in accordance with the needs and requirements of the present.

The obvious positive result of the globalization process is the opportunity for representatives of different cultural, ethnic, religious and linguistic groups to communicate with each other on a daily basis, thanks above all to the development of information technologies.

In the effort to reach a certain standard of application of information and communication technologies in the field of foreign language education, we should not forget about the construction of the so-called virtual culture. By developing virtual culture, we are changing everything about our relationship with knowledge and everyday life. We are forced to be more communicative and therefore more effective in countering negative and unnecessary influences on our identity.

We need the tools of new and communication technologies to evolve and develop our culture. In this pursuit, we also give meaning to these technologies. The significant changes that have occurred in the field of communication technologies and processes are a defining characteristic of the modern information society. Along with the emergence of previously unknown and completely different means of communication, traditional models acquire fundamentally new quantitative and qualitative characteristics. New information technologies are at the basis of profound changes in the field of intercultural interaction in the field of higher education. In recent years, there has been a battle for the digital future. For many, the Internet is an illustration of the new global order established at the end of the twentieth century. Internet users inhabit, communicate and interact in virtual space. In essence, the World Wide Web is a global multimedia platform where the exchange of social and cultural experiences is a daily, easily accessible, and continuous process. Today, representatives of various social, ethnic, cultural, linguistic and religious groups participate in international forums and conferences, work in multinational companies, and carry out student and teaching mobility. The journey from the transmission of signals to the mass dissemination of information, knowledge and culture is one of the most striking examples of the progress of humanity. Experience shows that in order to establish contacts and maintain already established ones, it is necessary not only to have excellent knowledge of the relevant foreign language, but also to know the entire complex of behavior, psychology, culture and history of the dialogue partners.

The peculiarity of the transition to an information society places the media at the center of public interest and attention. The Internet makes possible the emergence of the so-called "new media" - related to digitization and creating a new way of disseminating information.

Modern technologies completely change the media forms and the very essence of the media - from a passive means of communication, they turn them into an active and independent factor for the development of society. One of the brightest ideas in this direction is the concept of the digital age and social learning, turned into a central process. The result is a shift in focus from what is learned with the help of information technology to how it is learned. This is due to the favorable opportunities and conditions offered by the

platforms to connect a growing number of learners and to participate in the process of creating and using educational content. The development of information and communication technologies causes significant changes in society. First of all, technological (r)evolution takes place with the emergence of new products and services, which leads to the emergence of new industrial niches. This naturally reflects on the state of the economy and production and to an even greater extent on the lives of citizens, i.e. – changes have an impact on the functioning of society.

New information technologies play an important role in intercultural interaction. Each virtual person gets the opportunity to create interpersonal relationships at all levels of intercultural communication with representatives of other cultures and ethnicities in real time. Social networks, bringing together people with close interests and similar values or a common professional activity, have a huge potential for interaction between members, as well as opportunities for sharing information in the form of text files, images, video, etc. A large number of educators already have created and active profiles in various social networks and use them daily to exchange professional information with colleagues with similar interests or to connect and fully communicate with students. Social networks are easy to manage, have a simplified user interface, are mostly free, and have many convenient features. Their dynamism enables users to interact through a range of tools such as chat, video, file sharing, messaging, creating groups and blogs, enabling full communication and interaction between trainer and trainees. The creation of closed groups facilitates communication between users, ensuring security and control over the exchange of information. All this provides a good basis for the creation of training modules and their use in the continuing education of educators.

Intercultural communication, carried out by means of new information technologies, is a very complex interweaving of real and virtual images. To a large extent, it is brought from the real behavioral norms of the person, but the virtual personality widely experiments with those models of behavior that in real life would be completely unacceptable. In the space of communication, by modeling their virtual "I", people try to create their "strong positions" in the virtual community and occupy a corresponding place in it.

From the review of the problem, it is clear that electronic educational resources are primarily digital information tools, applied directly in the learning process. Electronic educational resources are a means of organization and didactic provision of technological training in the new educational paradigm. Through them, it is possible to obtain educational and reference information in a variety of forms, to organize the process of knowledge acquisition, to acquire skills and habits for independent educational and practical activities, as well as to effectively control the results of the education.

The pedagogical use of information technology in the practice of learning English is a way to modernize the education system of any country and an essential element of the European education policy. This approach to digitization of education is laid down in the eLearning Action Plan¹ special document

adopted by the European Commission. The mentioned document emphasizes not only the need to enrich the educational content, but also the need to increase the quality of education by introducing innovative educational technologies and methods in the learning process, actively using computers, network technologies, multimedia, etc. technological means of learning.

In recent decades, the process of learning a foreign language has been accompanied by a variety of technical equipment from different generations. The possibilities of educational interactive multimedia presented with the help of the computer are becoming an extremely popular means of learning. The pedagogical attraction of new technologies is not only in their innovativeness, but also in the possibilities of increasing the effectiveness of learning and teaching.

Learning methods in the field of education and technology are so advanced that it is impossible to separate learning from new technologies. Moreover, using only traditional resources is no longer enough. The information society is characterized by rapid changes, as a result of which traditional notions of time and space undergo significant changes. Most modern curricula include the multimedia principle, since "attacking" all the basic productive and reproductive communication skills at the same time (reading, writing, listening and speaking) leads to greater efficiency, more complete "immersion" in the language and helps to - its quick and easier absorption. Online learning is also gaining speed, which has a number of advantages in terms of ignoring spatial problems, allows for a more skillful, original and productive organization of the learning process and definitely impresses young people who are passionate about information technologies. According to Ivan Merdzhanov, modern forms of teaching should take into account and use the possibilities of new information and communication technologies that meet the needs and attitudes of new generations of students. E-learning in all its varieties and applications is a virtual space in which "moderately tempted and skeptical of information technology teachers and modern students" meet, addicted to computers, social networks, smartphones and everything that facilitates and accelerates communication and access to learning resources. At the same time, a careful analysis of the advantages and possible spheres and forms of application of modern technologies and electronic means for teaching and learning is necessary, accompanied by the development of an adequate didactic-methodical concept to achieve maximum efficiency in the learning process [5]. In education, the changes that occurred with the emergence and introduction of technologies are associated with the increase in the possibilities of presentation, preservation and delivery of learning content, exchange of good practices, accessibility to quality learning, unrestricted by distances and at a convenient time, etc. Many trainers, teachers and professors enthusiastically introduce these innovations; their critics, however, note that such introductions often do not take into account the pedagogical effectiveness of the technologies. It is characteristic that the purely technological aspects of the integration of technology in education are taken into account. In this sense, at this stage there is no generally accepted theoretical basis for

the design of technology-assisted learning. Theory has an important role in the implementation of pedagogical design, setting the parameters of learning: goals, methods for achieving them, activities and tasks, assessment, role of the teacher and students.

In no other field of human activity is such a breakneck and intensive development taking place as in the information technology sector. The market is flooded with all kinds of new software, much of it educational in nature. The growth of the World Wide Web allows the use of a practically unlimited resource of information and means of communication in real time, anywhere and on all possible channels - video, audio, text, etc. In this constantly changing and dizzyingly developing information and educational environment, the offered systems and training tools naturally lag behind in terms of design and methodology, and in their attempt to respond adequately to technological innovations and user demands, they often create products with great web-characteristics but with questionable didactic and educational qualities. In the development of various forms of e-learning, the leading universities see a chance for a kind of second life of the university - a parallel virtual university that will attract students with the possibilities of mobile learning, for the integration of social networks in the educational process, for active participation of students in the choice of learning content, for a practical orientation of learning. This trend is an expression of both the huge interest and the hopes and expectations of society regarding digital media and the World Wide Web as an opportunity to increase the effectiveness of learning.

It is observed that modern students want to study:

- autonomous;
- regardless of time and place;
- using their competencies to work with new technologies;
- by working in a team, but at the same time seeing a place for their own expression;
- by acquiring knowledge and gaining experience through their own actions, as they have mastered from small computers and phone applications.

Different forms of training function in the modern world, since people are different and learn and acquire skills in different ways, there are also corresponding methods for organizing and implementing this process. The existing variety of teaching methods gives teachers the opportunity to show creative initiative in the search and selection of those that are most effective and adapted to the conditions of the specific educational process, resp. with the goals and tasks of the training, with the real capabilities and age characteristics of the trainees, with the knowledge, skills and habits acquired by them previously, with the nature of the training material, with the existing material base of the training process and last but not least – with the personal and professional qualities of the teacher himself. Attempts to use a single method in the learning process do not lead to high learning efficiency. The teacher must be familiar with the different

teaching methods, know their merits and demerits and use those of them that are adequate to the set specific goals and that are most effective in the specific conditions of the learning process.

In recent decades, the process of learning a foreign language has been accompanied by a variety of technical equipment. The possibilities of educational interactive multimedia, presented with the help of the computer, is becoming an extremely popular means of learning. The pedagogical attraction of new technologies is not only in their innovativeness, but also in the potential opportunities to increase the effectiveness of learning and teaching. For most students, the Internet is the main source of information. They have a developed skill to search for information on the global network. The teacher must not leave this potential untapped. On the World Wide Web can be found literature and various periodicals, dictionaries, reference books and other aids that most libraries cannot afford, at least for financial reasons.

In Bulgaria, there is still no unified strategy for the purposeful introduction of e-learning in the field of Bulgarian higher education. The projects that are being carried out affect different aspects of education and are the initial steps in this direction. Time, desire and funding are needed, but the inclusion of various electronic forms in the learning process should not be an end in itself, but to respond to existing deficits and to solve emerging problems in learning that could not be solved by the means of traditional academic teaching.

According to Ivan Merdzhanov, the leading feature of the training is the so-called multimedia. It consists in using the possibilities of different media for teaching or acquiring knowledge - books, video players, audio players, computers, audio books, e-books, virtual (online) lectures, etc. In addition, e-learning is also characterized by multimodality, i.e. the different possibilities for sensory perception of information - auditory or visual - and is a "combination of the types of modality" [5].

Using the potential of modern information technologies provides better opportunities for communication and individual training and achieves:

- better communication between teachers and learners, as well as between the learners themselves;
- better assistance to students using modern methods of communication outside lecture courses;
- facilitate student learning by providing digitized materials and tests and applying an individual approach;
- increasing the opportunities for contacts and cooperation with scientists and students from other countries.

With the help of modern computer technologies, a unique opportunity is created to study the vocabulary of a modern foreign language, and that in the dynamics of its development. Learning methods in the field of education and technology are so advanced that it is impossible to separate learning from new technologies. Moreover, using only traditional resources is no longer enough.

In the modern pedagogical theory, the idea of the personally oriented character of the educational process is confirmed, which leads to a new positioning of the "personality-educational process" relationship. The new paradigm, based on constructivism and humanistic education, determines the change in the educational space, including justification of educational goals and tasks - teaching methodology (from monologic to dialogic), change of educational technologies (from stimulus reaction to interaction), change in pedagogical dialogue and interaction between the teacher and the learners.

This process implies a redirection of interactions, creating opportunities to activate the cognitive activity and thinking of the learners, an increase in individual and team activity as a prerequisite for their active and conscious inclusion in the learning process, differentiation of the pedagogical process according to the capabilities and needs of the learners in terms of learning content oriented to the dynamics of personal development.

Strengthening the links between education systems in a way that ensures the development of young people's potential is at the heart of the European cooperation process. Institutions that introduce and provide better teaching and learning through the application of new information and communication technologies have a leading role in it.

With the development of modern society, the English language is becoming more and more important to study, as it is essential for free communication in the globalizing world. This trend is also very pronounced in various professional spheres. Teaching English for professional purposes is especially important for teaching majors. The increasing academic standards and requirements of the professional realizations require continuous work on improving the teaching methodology in the pedagogical specialties. It is a process that is required for any educational institution and it is in line with the ideas of internationalization of education in order to increase the quality, which is defined in the commitment of universities to provide education with international recognition and applicability, necessary for both further studies and for job opportunities.

For the system of higher pedagogical education in Bulgaria, this trend is a challenge, the solution of which must be sought in the framework of the established parameters of the curricula, which in the last 20 years have been synchronized with the European context and correspond to the European qualification framework. In this, emphasis is placed on the four key language skills, further developing skills in specific areas such as writing specialized texts containing the terminology necessary for practice, communicating with colleagues, giving presentations, as well as business English skills needed to overcome the gaps between business and teaching qualifications. In this way, the distance between the learning and the working environment will be reduced, and those employed in the pedagogical field will improve their existing knowledge of the English language, which would contribute to their professional growth.

The information resources should not duplicate the book, but should be aimed at learning tasks, the solution of which is impossible or limited in printed editions. Electronic databases are a prerequisite for secure and long-term storage of an unlimited amount of information, which does not require space, is easily supplemented, updated and maintained without particular difficulties.

We are increasingly using new platforms to make learning more modern and creative. In itself, the introduction of new methods in the educational process does not guarantee the potential of innovations in education. The new happens as a result of certain didactic concepts in the field of learning. It should be taken into account that the potential of teaching technologies is not simply in their use in class, but also in the application of didactic analysis and introduction of a didactic concept. For the purposes of foreign language learning, two main functions of new technologies are essential:

- provide opportunities for exercise through programs for individual work that can be used flexibly, regardless of time and place;
- allow access to authentic sources of information about and in the relevant foreign language. It has been proven that the results are far higher when working with an authentic text rather than a text artificially created for learning purposes.

The outlined trends in the foreign language training of pedagogical specialists are the basis for the research search, even more comparing the methodological approaches and solutions with the real characteristics of the educational process. Regarding the activity of the trainees, they are expressed in the following:

- insufficient command of general English - the effects of this fact for a long period are projected on the subsequent results of the students' preparation;
- lack of reading habits and cognitive skills for understanding a text - lack of fundamental in the era of "lifelong learning" habits, personal and characterological qualities, such as the need to know and be able, the ability to identify one's own ignorance, etc. This condition has a significant negative impact on foreign language learning and its results and requires systematicity and persistence in learning, combined with a necessary understanding of the material being learned;
- lack of skills to speak the foreign language – compared to understanding, the spoken command of foreign languages is the weaker side in foreign language training. This fact should be of decisive importance for the applied methodological solutions, educational and information technologies. The focus should be on dialogicity in foreign language learning;
- inability to follow the pace of the lesson (they need more time to learn the material);
- lack of habits of self-regulation of own learning (students constantly expect instructions). Self-regulated learning is a complex and multi-component mental construct. It includes both cognitive components,

for example, the ability to self-assess the quality of one's own learning and, on this basis, to improve one's own strategies for cognitive activity.

Regarding the activity of the teacher, the difficulties and inconsistencies are expressed in the following findings:

1. The transformation of basic functions of teaching is delayed compared to good educational practices in foreign universities. Bulgarian teachers need additional training to take on the roles of mediators and moderators, consultants and partners, organizers and leaders of learning in and outside the university classrooms, roles that are already traditional for the European university environment. This reality is a factor in the demotivation of students in their cognitive activity, they do not recognize in the face of their teachers the modern image of the academic teacher. At the same time, the expectations of the English language teacher are particularly high due to the place of the language in all spheres of life and the significantly wider horizons that its mastery opens up.

2. The university teacher of a foreign language is severely limited in the educational goals he can set and achieve, due to the relatively low entry level of the students' English language proficiency.

3. Lack of synchronization between the material taught in English and the specialized subjects of the curriculum. I.e. there is a lack of interdisciplinary approach when constructing and implementing the learning process in specialized English.

This fact has many and varied negative consequences. For example, to the insufficient command of general English at the entrance to university education, it turns out that the university does not add significant progress in terms of command of specialized English. Secondly, it should be emphasized that the non-application of interdisciplinarity in foreign language learning in the conditions of professional education takes away the opportunity to use the potential of this approach for deepening and expanding knowledge. At the present moment, interdisciplinarity as a goal and realization is left to the initiative of the teachers, no external factors oblige or stimulate them to such an approach.

To the described shortcomings of a subjective nature could be added those of an objective nature - problems in the provision of resources for the educational process, the unsatisfied need for pedagogical personnel, inconsistencies in the training of pedagogical specialists in relation to the requirements of the labor market, the competitive environment, etc. An educational environment with similar characteristics needs improvement. This is where methodological opportunities to influence the quality of education come to the rescue.

In summary, it should be emphasized that a complete change of the educational organization is needed, in which the functions of the training participants acquire new content. In this process, information technology has a decisive role, and the student's task is central, i.e. he has to organize the learning process, but

already as a moderator. It becomes an advisor in the selection of the learning objective and helps in its critical reflection. Ginka Dimitrova and a team of authors define the new role of the teacher by defining his new tasks:

- training analysis,
- formation and organization of learning scenarios and advising learners [1].

In order for the use of new technologies to bring a functionally higher value to the learning process, it is necessary to develop, prepare and set relevant, technology-oriented tasks, the effectiveness of which can be revealed when working with them. The notion of autonomy has become central in didactics and in particular in language teaching [6]. Learning autonomy is also defined as "the ability to take charge of one's own learning", and an autonomous learner is one who "knows how to learn".

In this regard, the possibilities provided by the Internet for quick access to information and communication facilitate and stimulate autonomy in learning. Almost 20 years have passed since the first attempts to use the Internet in foreign language learning were made. During this period, the number of websites not only increased tremendously, but their content also evolved. Of course, one should not absolutize the role of the global network, since not everything offered to the attention of those wishing to learn a foreign language or improve their knowledge achieves the desired result. The reason for this is that not all of them follow a certain methodology or have a deep didactic basis. Nevertheless, if an attempt were made to systematize the multitude of Internet sites created to help foreign language learning, we would define the following groups, taking into account their main purpose:

- methodological and informational (articles on methodology, developed didactic materials for work, reference books for learning systems and aids);
- practical for learners (grammar reference books, for exercises, for testing knowledge), some of them with the possibility of being used by teachers for work in class
- sources of multimedia materials (media sites or specially developed with this type of materials)
- reference books - electronic dictionaries, encyclopedias and bibliographical references
- software products to help teachers who want to develop their own teaching materials
- of institutions and organizations (state and cultural institutions, publishing houses) whose activity is the dissemination of a given language
- portals, blogs, the purpose of which is to facilitate and save time for Internet users by providing them with links to the above-mentioned groups
- chat rooms for language contacts between learners (for individual learners and groups)
- educational social networks.

Conclusions

The digital technologies and the interactive methods involved in language teaching process enhance and deepened the knowledge and skills that are supposed to be acquired in language education. Foreign language education has responsible mission of ensuring a certain level of foreign language proficiency that allows participation in intercultural communication and achieving the necessary confidence in young people to confidently enter the dynamic modern world. Growing globalization also creates the need for speakers of different language groups to unify their knowledge in a common language in order to communicate freely at their workplace, in their communication with the outside world and in their daily lives. A positive attitude and motivation for learning foreign languages as a means of intercultural communication is a must and irrevocable condition for the successful learning of foreign languages.

The discussed aim of foreign language teaching – to form multilingual competence – is both complex and individual. It refers to an individual's ability to use his or her native language knowledge and skills to learn other languages. As Ivanova notes, “higher education should prioritize literacy” [7].

The training, which takes into account the psycholinguistic features of language acquisition, foreign language grammar and the perception of the foreign language itself in an interactive mode, helps to overcome the barrier that fears communication. It stimulates and produces in an unobtrusive way valuable social skills (apart from language). The understanding of education as a two-sided process of teaching and learning leads to overcoming the deficits in foreign language education, but also requires the activation of teaching potential: towards initiative, creativity, professional risk-taking and personal responsibility for decisions. This inspires confidence in students, opens their minds to unattractive grammar exercises, thus making its acquisition an engaging and interesting intellectual and behavioral challenge and socio-behavioral experience.

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