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Problems of cross-cultural communication in the context of modern linguistic technologies of higher education

Abstract. The research is devoted to the problems of cross-cultural communication in the context of modern linguistic technologies of higher education. The problem of finding effective linguistic technologies for teaching students in the conditions of joint training of residents and non-residents of the country, speakers of different language constructs and cultural matrices is becoming more relevant than ever. This problem was especially aggravated in the era of the Covid-19 pandemic, when the whole world massively switched to distance learning using digital technologies. The purpose of the study was to identify the problems and interrelations of linguistic, pedagogical and educational technologies in the process of cross-cultural communication between a teacher and a student at a university. The hypothesis is that in the process of using distance learning technologies, there are differences between the choice of mass online courses (MOOCs), the experience and expectations of students of Russian universities, both residents and non-residents. The research is based on the methods of interdisciplinary analysis using the author's survey questionnaire based on value methods. The study was conducted in 2019–2021 with using Google-docs, e-mail mailing lists, oral interviews, telephone surveys and social networks (Vkontakte, Facebook, WhatsApp). The article presents data from a survey of experts (74 people), Russian students (1316 people) and 411 university students in the Sverdlovsk region (including 200 foreign students). In the course of an interdisciplinary study, it was revealed that there are differences between the choice of MOOCs, the experience and expectations of students of Russian universities, both residents and non-residents. It is shown that an approximate equal number of students in both groups would like to study either traditionally or according to a combined scheme of traditional and distance learning. When choosing online courses for foreign students, feedback from the teacher is especially important (95 %) and the language of presentation of the course material (100 % indicated that they are more comfortable with English than

Russian). At the same time, about a third of respondents noted that they would like to be able to watch courses and listen to a foreign language with titles in their native language. The share of participation of each author in this study is as follows: G.V. Astratova — 70 %; I.D. Beleeva — 30 %. The study can be useful for teachers who conduct classes remotely and use a foreign language.

Introduction

Modern realities show that the environment is changing so quickly that within the framework of one scientific discipline it becomes "cramped" and it is almost impossible to explain a particular phenomenon without resorting to the tools and categorical apparatus of another discipline. It is also applies to such phenomena as linguistic technology in education and cross-cultural communication.

Linguistic technology in education is a very new concept that appeared together with pedagogical/educational technologies in the middle of the twentieth century, the content of which remains controversial even today, in the conditions of general digitalization and globalization.

Cross-cultural communication is also a product of globalization, when the mobility of the population in general and students, in particular, has reached unprecedented scales.

Accordingly, the problem of finding effective technologies for teaching students in the conditions of joint training of residents and non-residents of the country, speakers of different language constructs and cultural matrices is becoming more relevant than ever. This problem has become especially acute in the era of the Covid-19 pandemic, when the whole world has massively switched to distance learning using digital technologies [4].

Taking into account the ideas mentioned above, we have defined **the problem of our research** as the study of cross-cultural communication in the context of modern linguistic technologies of higher education.

The object of the research is modern educational technologies, including pedagogical, digital and linguistic, in the context of cross-cultural communication.

The purpose of the study was to identify the problems and interrelations of linguistic, pedagogical and educational technologies in the process of cross-cultural communication between a teacher and a student at a university. **The hypothesis** is that in the process of using distance learning technologies, there are differences between the choice of mass online courses (MOOCs), the experience and expectations of students of Russian universities, both residents and non-residents.

Research methods

The research is based on general scientific methods, including system analysis, methods of logical and comparative analysis, approximation method of classification and data analysis, method of scientific abstraction, graphic images, and selective assessment of phenomena in specific conditions based on generalization of the experience of foreign and domestic research.

We considered it expedient to conduct an analysis based on value-based approaches of students' choice of mass open online courses (MOOCs) as the most important educational resource. In order to confirm or reject the hypothesis that students aged 16 to 25 choose MOOCs based on a set of personal values, we conducted an empirical study.

To conduct a field study, an author's questionnaire of an expert survey[1] based on value methods were developed [13; 27; 28]. To conduct a survey of university students, the author's interpretation of the questionnaire developed by V.A. Gnevasheva was used, using the method of online research by M.R. Chashchin, which we described earlier [2].

The survey of experts was carried out by combining various means: Google-docs, e-mail mailing lists, oral interviews, telephone surveys.

The survey of students was carried out through online questionnaires in Google-docs and social networks (Vkontakte, Facebook, WhatsApp); the data of the study of the values of university students in the context of the implementation of mass open online courses were analyzed, followed by the interpretation of the data obtained.

The study was conducted in three stages:

1. Throughout 2019 (1316 university students were interviewed throughout Russia)[2].

2. In the spring, summer and autumn of 2020[3] (411 university students in the Sverdlovsk region were interviewed, including 200 foreign students).

3. Expert survey (autumn 2020 — early 2021; a total of 74 people were interviewed).

Data processing was carried out using the Microsoft Excel program. The volume of a statistically reliable sample [6] was determined by determining the number of students of higher educational institutions of the Russian Federation in general and in the region (Sverdlovsk Region), in particular.

1. The main content

1.1 Transition from pedagogical/educational technologies to modern linguistic technologies of higher education

The evolution of linguistic and pedagogical/educational technologies is closely related to changes in the external environment. And in particular, it is related with the appearance by the middle of the XX century of such concepts as «Knowledge Economics» and «Knowledge Management». With the increase in the volume of information in the external environment, all teachers in general and linguists, in particular, had some questions:

- What exactly, why and in what order it is necessary to study?

- What kind of the research methods and forms are most applicable for obtaining scientific and pedagogical knowledge in a situation of global and permanent environmental change?

- What language constructs should be used in modern realities?

The answer to these and other questions was the appearance of the terms «pedagogical/educational technology» [24], and then «linguistic technology».

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[1] Representatives of the teaching and administrative staff of the universities of Yekaterinburg, Chelyabinsk, Tyumen, Kurgan, Perm were involved as experts.

[2] M.R. Chashchin, a master's student of Institute of Economics and Management of UrFU, took part in the study.

[3] The study involved: Master's student of Institute of Economics and Management of UrFU M.R. Chashchin, and students of Institute of Economics and Management of UrFU Gavva D.S., Murtazina A.V.

As concerned for pedagogical/educational technologies, this definition has undergone a certain evolution, such as:

- 1 period (40s-mid-50s) — the term «technology in education» meant the use of audiovisual means in the educational process;

- 2 period (mid-50s-60s) — «education technology» began to mean programmed learning;

- 3 period (70s-until the early 80s) — the term «pedagogical technology» appeared, which began to denote a pre-designed educational process that guarantees the achievement of clearly set goals;

- 4 period (since the beginning of the 80s) — the term «digital technology», which means creation and use of information and computer technologies in education[4].

Accordingly, since the middle of the last century, the concepts previously used in production management have become applicable to education: «process»[5], «process approach», «business process», «quality management system», etc., which eventually allowed us to talk about the technological concept (fig. 1) and the process model of education (fig. 2).
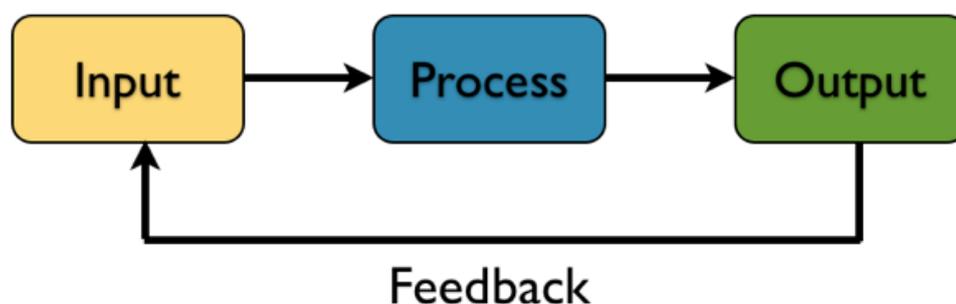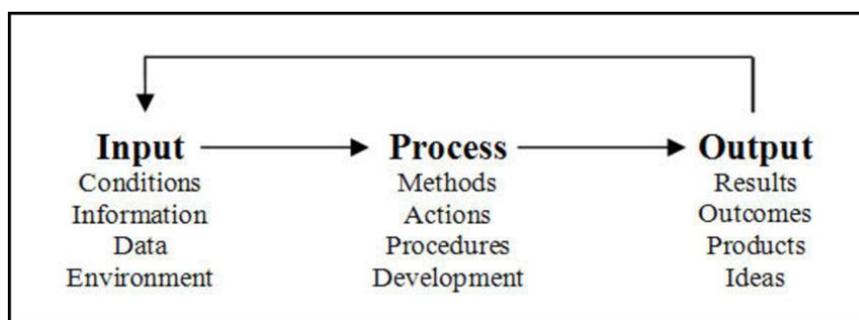

Figure 1. General process management model[6]

Figure 2. General model of educational process management [22]

It should also be noted that in many respects the process model of education began to be applied, thanks to the works of American professor Alan Yanushevsky. Studying the development of

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[4] Reference: Saitbayeva E.R. Computer version of a distant lecture on the psychological and pedagogical block for teachers of general education subjects. 1996. [Electronic resource] // Access mode: http://bank.orenipk.ru/Text/t10_225.htm (accessed: 02.09.2016). (In Russian).

[5] A process (en process; fr processus) is "a set of interrelated or interacting activities that converts inputs into outputs". // Reference: GOST R ISO 9000-2001. Quality management systems. Basic provisions and dictionary. — M.: Publishing House of standards, 2001. P. 3.4.1.

[6] Machine learning 3 — Artificial Neural Networks — part 1 — Basics. Sunday, November 6, 2016. [Electronic resource]. // Access mode: http://qingkaikong.blogspot.com/2016/11/machine-learning-3-artificial-neural.html (date of request: 12.09.2021).

science and technology in the first half of the XX century, as well as the definitions of educational technologies[7], A. Yanushevsky explores the changes in the categorical apparatus from audiovisual communications to educational technologies and learning technologies, offering his vision of concepts, including communication theory, learning theory and the evolution of learning [17]. These approaches became especially relevant at the turn of the XX–XXI centuries, when digital technologies began to be actively used in the learning process.

The emergence of the concept of «pedagogical/educational technology» abroad, as P. Mishra and colleagues quite rightly emphasize, in our opinion, is primarily due to the realization that teaching is a complex type of practical activity that requires a complex combination of many types of specialized knowledge from a teacher. Thus, education is an example of a rigidly structured branch of knowledge, which requires the teacher to quickly use complex knowledge structures in various fields and contexts [25].

Moreover, teachers adapt their knowledge, skills and abilities to a very complex and dynamic context of understanding in different audiences of listeners, including those who speak different languages as well as in the classrooms of native and non-native speakers of a foreign language. This requires teachers to constantly and flexibly develop methods of adaptation and understanding. In other words, effective teaching depends on flexible and quick access to extensive sources of well-organized and integrated knowledge from various fields of science and practice, including knowledge of the peculiarities of students' thinking and learning, knowledge of the subject itself, and in recent decades, more and more often — knowledge of teaching technology and knowledge of teaching methods of foreign languages. Other researchers also express similar positions on this issue [7; 10; 25, etc.].

It should be noted that in Russia, the concept of «learning technology» or «pedagogical/educational technology» appeared somewhat later. Moreover, although the first works on this issue appeared in Russia in the late 60s of the XX century, and in the 70s a large number of researchers became interested in this problem, however, an analysis of the domestic literature available allows us to conclude that the scientific school in this area is still being formed.

We believe that this is due, *firstly,* to the fact that modern technological (process) approaches require an interdisciplinary education from a teacher: not only pedagogical, but also technical education with knowledge, for example, of quality management standards[8], information and communication technologies [20], modular technologies [23], as well as linguistic education [7; 10]. However, as we know, not all teachers in our country have both pedagogical and technical education at the same time (especially in the field of computer science). The same can be said about the fact that not all teachers have completed additional education programs in the field of quality management and new educational technologies. Finally, as for the knowledge of a foreign language as a second specialty, when it is necessary to conduct classes for foreign students in technical, social, economic and other disciplines not related to linguistics, this becomes a real problem for many universities: for a professor/associate professor to be able to give lectures in at least one foreign language and at the same time possess both computer and educational technologies.

However, as we know, not all teachers in our country have both pedagogical and technical education at the same time (especially in the field of computer science). The same can be said about the fact that not all teachers have completed additional education programs in the field of quality management and new educational technologies. Finally, as for the knowledge of a foreign language as a second specialty, when it is necessary to conduct classes for foreign students in technical, social,

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[7] Only those that were offered by the Association for Educational Communications and Technology (AECT) from 1963 to 1994.

[8] Reference: GOST R ISO 9000-2001. Quality management systems. Basic provisions and dictionary. — M.: Publishing House of standards, 2001.

economic and other disciplines not related to linguistics, this becomes a real problem for many universities: for a professor/associate professor to be able to give lectures in at least one foreign language and at the same time possess both computer and educational technologies. In addition, as L.N. Belyaeva quite rightly notes: «A sharp change in the situation in science and technology, the emergence of new directions of research and, more importantly, new areas of knowledge leads today to a dramatic backlog of specialized linguistic resources that are necessary to support the research and practical work of any specialist in the field of linguistics and translation (linguist, terminologist, translator, lexicographer, compiler of technical documentation, specialist in the field of language teaching, etc.)» [3, p. 46].

Secondly, the current situation is due to the fact that, to date, the categorical apparatus of pedagogy, i.e. the science of human education and training, in the field of pedagogical/educational/learning technologies has not been established, is in the stage of active formation and includes a number of key concepts, in the understanding and use of which there are many different interpretations: *technology* or «*technological approach*» in education [1; 8; etc.]; «*pedagogical technology*»[9]; «*teaching/learning technology*»[10] [24], etc.

Without going into the details of the terminological discussion, we can say that, being controversial and ambiguous categories, the concepts of «learning technology», «teaching technology», «pedagogical technology», «educational technology», «technological approach», etc. in education are often used by various authors both as synonyms and as non-identical categories.

Since in the UNESCO[11] documents, *learning technology* is considered as a systematic method of creating, applying and defining the entire educational process of teaching and mastering knowledge, taking into account technical, human resources and their interaction, which aims to optimize the forms of education, then, accordingly, in our study we will consider that the concepts discussed above («learning technology», «pedagogical technology», «teaching technology», «educational technology» and «technology» / «technological approach» in education) are identical.

As noted by A.P. Chernyavskaya, L.V. Bayborodova, I.G. Kharisova[12], the concept of pedagogical/educational technology is characterized by four fundamentally important characteristics:

1. The planning of education and upbringing is based on a precisely defined desired standard.

2. Programming of the educational process is implemented in the form of a strict sequence of actions of the teacher and the student.

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[9] Reference: Modern pedagogical technologies: a textbook for undergraduate students studying in pedagogical areas and specialties / Author-compiler: O.I. Mezentseva; ed. by E.V. Kuznetsova; Kuib. phil. Novosibirsk State Pedagogical University. un-ta. — Novosibirsk: Nemo Press LLC, 2018. — 140 pp. (In Russian).

[10] Reference: Korozhneva L.A. Technologies of teaching in primary school [Electronic resource]: an electronic textbook for students in the direction of bachelor's degree training "Pedagogical Education" / L.A. Korozhneva; Ministry of Education and Science of the Russian Federation. Federation, Federal State Budget. educated. the institution is higher. education Petrozavodsk State University-T.-Electron. dan. — Petrozavodsk: PetrSU Publishing House, 2017. — 71 pp. (In Russian).

[11] Unesco official website. Higher Education in a globalized society, 2004. [Electronic resource] / Access mode: http://en.unesco.org/.

[12] Reference: Chernyavskaya A.P., Bayborodova L.V., Kharisova I.G. Technologies of pedagogical activity. Part I. Educational technologies: a textbook / under the general editorship of A.P. Chernyavskaya, L.V. Bayborodova. — Yaroslavl; YaGPU Publishing House, 2012. — 311 pp. (In Russian).

3.   The comparison of the results of training and education takes place on the basis of the initially planned standard, both during the educational process (monitoring) and when summing up the results.

4.   Correction of results is possible and feasible at any stage of the educational process.

Accordingly, the *creation of a learning technology* has an algorithm containing at least three key stages: (1) development of technology elements as a system; (2) organization of educational material; (3) modeling of the pedagogical process (this stage is often called the development of a pedagogical project).

We can also distinguish three main trends in the evolution of «pedagogical / educational technology»:

1.   A guideline for the active use of increasingly expanding possibilities of technical means in the educational process (it can be called «technology in education» or «technology in training» or «learning technology»).

2.   The technology of building the educational process itself, which is called «learning technology» or «pedagogical technology».

3.   Teaching technology based on the use of foreign languages teaching methods and/or using knowledge of a foreign language. We also find similar approaches among other authors, especially those who are moving from pedagogical/educational technology to digital technologies of teaching in foreign languages [7; 22; 29, etc.].

As for linguistic technologies or teaching foreign languages (hereinafter referred to as FL) technologies, it is known that the history of teaching FL goes back centuries, where each method of FL teaching was innovative at one time. The evolution of approaches to FL training technologies can be distinguished as follows[13] [7, etc.]:

- *The translation (grammar-translation and lexical-translation) approach* allows you to learn reading, in which the vocabulary and grammar of FL were the main object.

- *Direct and natural methods and their modifications* that allow you to learn to speak FL by imitating an oral speech pattern, imitating it and memorizing it.

- *A conscious-comparative and conscious-practical approach*, which is based on a meaningful action, not a mechanical development of a skill, a combination of theory and practice, and attention is paid to the interrelated mastery of all types of speech activity.

- *A multi-sided method* based on educational material in the form of a long dialogue with subsequent exercises in a question-and-answer form.

- *The method of full physical reaction*, where the language of the lesson is limited to the situation «here and now», easily explained examples in the language being studied; but the method does not provide for teaching reading and writing in FL.

- *A natural method*, the goal of which is to achieve an average level of FL proficiency, without taking into account errors in speech, since it is believed that this can slow down the development of speech skills.

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[13] Reference: Shchemelova I.Yu. Application of innovative methods of teaching foreign languages at school: textbook. — method. manual / I.Y. Shchemelova, Yu.S. Vasilyeva, A.O. Inheritance, I.V. Nuzha. — ORSK: OGTI Publishing House, 2009. — 118 pp. (In Russian).

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- *Active learning*, the method is aimed at the fact that the student himself is the creator of his knowledge, his development and self-organization.

- *Teaching a foreign language using the Internet* is based on the introduction of information and communication technologies, which are an effective motivation factor for students.

- *The language portfolio* is a method that is the result of the student's educational activity in mastering FL. Such a package of working materials makes it possible to assess the scope and range of achievements in the field of FL study on the basis of creating an independent product with applied value.

As N.R. Khasanshina quite rightly notes [7], it is extremely difficult to classify teaching methods, since many pedagogical and technological approaches are intertwined with each other. In this regard, a combination of several approaches is used for teaching FL. For example, the project method, collaborative learning and the language portfolio are popular at the present time [7].

It should be noted that with regard to linguistic technologies or technologies for teaching foreign languages, the literature available to us is not rich in research on this topic. We can only say that linguistic technologies are increasingly intertwined with digital technologies in teaching.

It should be noted that at the turn of the XX–XXI centuries, digital technologies (hereinafter referred to as DT) occupy a special place in the system of higher education. As it is quite rightly noted in the study of a team of Ural scientists [4, p. 279], this is primarily due to the fact that in the modern realities of the global processes of the post — industrial way of social evolution, productive forces and production relations are radically changing in all markets, but especially noticeably in the higher education system and the labor market. Moreover, according to the World Bank Report[14], the economy is digitalizing all over the world, while the benefits of the digital transformation of the economy are inferior to the pace of the spread of DT (especially the Internet, mobile technologies and other devices for collecting, storing, processing, analyzing and exchanging information in digital form). In other words, by now, digitalization has transformed from the simple introduction of DT into the business models of individual companies into a global process of transition to the digital economy, where the processing and analysis of digital data not only increase the efficiency of business processes, but also become key factors in the development of society.

As noted in the report of Transparency Market Research [18], the number of players in the global higher education market is increasing. Accordingly, educational institutions are becoming more and more receptive to the introduction of DT, which play an important role in education, allowing students and teachers to interact and take advantage of the new learning opportunities that open up.

Moreover, N.R. Khasanshina emphasizes, information technologies allow modeling the conditions of professional activity, mastering language skills, increasing the interest and motivation of students [7].

It is also important that recently classes at universities are held in a remote format, the latest achievements of digital technologies are used and new educational technologies including DT are emerging [9]. For example, the use of data mining technologies allows us to offer new approaches and analytical methods for conducting online analysis of students' academic performance and academic activity. This, in turn, opens up opportunities for timely identification and prompt correction of negative trends, forecasting the success of students, as well as evaluating the quality of educational materials and approaches to assessing students' knowledge. All this together creates the basis for a

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[14] World Development Report 2016: "Digital Dividends". [Electronic resource] // Access mode: https://unctad.org/system/files/non-official-document/dtl_ict4d2016_01_WDR_pptWorldBank_en.pdf (date of request: 03.03.2021).

conscious choice of individual educational trajectories by students. The heads of educational programs and the administration of educational platforms and universities receive a tool for purposefully selecting the content of educational programs from a variety of available courses and evaluating the activities of all participants in the educational process [4, p. 280].

At the same time, the introduction of new DT and pedagogical/educational technologies also exposes problems in cross-cultural communication in the process of studying at universities, including on FL and/or using FL.

1.2 Key problems of cross-cultural communication in modern realities

The concept of cross-cultural communication, as it is known, was introduced by the cultural anthropologist Edward Hall in the 50s of the last century in the context of the adaptation program of American diplomats and businessmen in order to work abroad. So, E. Hall defined cross-cultural communication as an ideal goal of effective human adaptation to the environment [19].

By nowadays, it is considered that cross-cultural communication is an interdisciplinary category studied in philosophy, cultural studies, sociology, linguistics, anthropology, ethnology, marketing, management, and other branches of knowledge. In the most general form, we can say that cross-cultural communication is the transfer of information in the process of communication between representatives of different cultures of the planet, involving both direct verbal contact (language and speech) between people, and indirect non-verbal forms of communication (writing, books, films, electronic communication, etc.).

In the context of this article, we will consider that *cross-cultural communication* is a process of interaction between two or more communication subjects (individuals, groups, organizations) belonging to different cultures, for the transfer or exchange of information and values through cultural sign systems, as well as norms, rules and methods and language constructs. In other words, intercultural communication is the interpersonal interaction of carriers of different cultures, when they jointly solve common communicative tasks under certain conditions and in the context of a certain language construct.

It should be emphasized that the growth of population mobility in the era of globalization strengthens the role of cross-cultural communication in the education system. However, foreign students, as various authors emphasize, face various manifestations of discrimination (by language and accent, race, religion, culture, behavior, etc.). There are also problems with the lack/absence of interaction between peers and inter-group dialogue. Many researchers show that there is a significant gap between foreign and local students, as well as the theory and practice of teaching in Russia and in the country of residence of students [14–16; 26; 31].

Finally, we can see in the practice of a number of Russian universities that foreign students are offered methodological manuals for completing home, course and even final qualifying works, written in Russian, not English or other FL. Accordingly, students experience difficulties even in the process of online translation from Russian to FL, since, as a rule, they use Google translator, and not Yandex translator, which is more adapted for such translation.

For example, when performing course (final qualifying) works in economic disciplines, students are required to write them in both English and Russian when preparing title pages. Accordingly, they first translate, for example, the phrase «Совершенствование эффективности промышленного производства» using Google, getting «Industrial Production Efficiency Improving». Then again, with the help of Google, they translate this phrase into Russian as: «Повышение Эффективности Промышленного Производства» or «Улучшение Эффективности Промышленного Производства». As a result, the teacher checking the work hardly understands what

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was originally discussed. This is also due to the fact that foreign students usually do not know about the translation in Yandex, which is more adapted to the Russian language.

Returning to the discussion of the issue stated in this section, it should be noted that a special place in the modern world is occupied by computer communications (CMC). This is due to a number of reasons.

First, as the authors of the comprehensive study of cross-cultural perspectives of advanced language learning using DT quite rightly emphasize [30], in conditions when a language can have many forms or dialects, change over time, and new words, phrases and expressions are constantly created until their original meaning changes, computer communications allow FL students to have access to authentic and useful language resources.

Secondly, in the conditions of high mobility of the world's population in general and students in particular, it is becoming increasingly difficult to attribute cultural values to a certain cultural group, to identify them with a certain social stratum/class. Accordingly, it is no longer enough just to have a cultural awareness of the host country; students need cross-cultural competencies and an understanding of the language constructs of certain social groups in order to live and study abroad normally in the era of globalization.

Thus, in modern conditions, intercultural communication occurs in the learning process, when students from different countries study at the same university. Accordingly, it is very important to know what value system and what language construct students are guided by in the course selection process in general, in the course of online learning, in particular, and mass open online courses (MOOCs), in particular.

MOOCs are courses with open access (without restrictions) to educational and control-measuring materials of the course for students in an amount sufficient to achieve the planned (declared) learning results and their assessment [5]. In other words, the educational material is available to the whole society, thereby facilitating education.

MOOCs have a number of key features that are very useful for many people around the world, including:

- Scale, global character and accessibility to everyone who is interested in online learning.

- Publicly available on an open educational platform.

- Presented exclusively online in electronic format.

- Using free of charge.

- Attracting the best teachers from all universities of the world.

- The dominant role of the teacher is «erased», since the teacher becomes only an intermediary or a colleague.

- These online courses have elements of traditional education: schedules, schedules, deadlines, exams, etc.

- MOOCs have numerous feedback channels between all elements of the educational system: listener-teacher, listener-listener, teacher-teacher.

- MOOCs can be described as a digital trace of students' actions during an online course and have a large amount of training analytical data generated during the implementation of MOOCs [5; 9; 11; 12, etc.].

Thus, we can conclude that MOOCs today is a successful pedagogical technology that is used by students all over the world, thereby facilitating and improving the process of intercultural communication. It is also important that many MOOCs are offered in English (for example, the universities of Massachusetts, Stanford, Oxford), and in recent years in Russian (Moscow State University, Higher School of Economics, etc.), which undoubtedly improves not only the general awareness of the content of training courses, but also gives an idea of the language from the standpoint of its native speakers.

It is also necessary to understand that since education in the world is increasingly becoming paid, turning from education into an educational service, it should also be said that one of the central concepts of marketing is the values of the buyer, client or consumer. This is due to the fact that any market offer will be successful only if it represents value to the buyer of the target audience and brings him satisfaction [21, p. 3].

In connection with the above, it was considered appropriate to conduct an analysis based on value approaches of the choice of mass open online courses (MOOCs) by students of Russian universities as the most important educational resource.

As our long-term research has shown [13], the value system that determines the behavior of a person as a consumer of goods and services in various markets of goods and services is very successfully used by us as a methodological tool in many markets, including the market of higher education services.

As a result of the conducted research, we obtained an expert assessment of the importance of determinants on a 5-point scale (5 — max, 1 — min estimates), which make up a system of six independent values and determine the consumer choice of educational services in the traditional and online mode (MOOCs) (fig. 3).
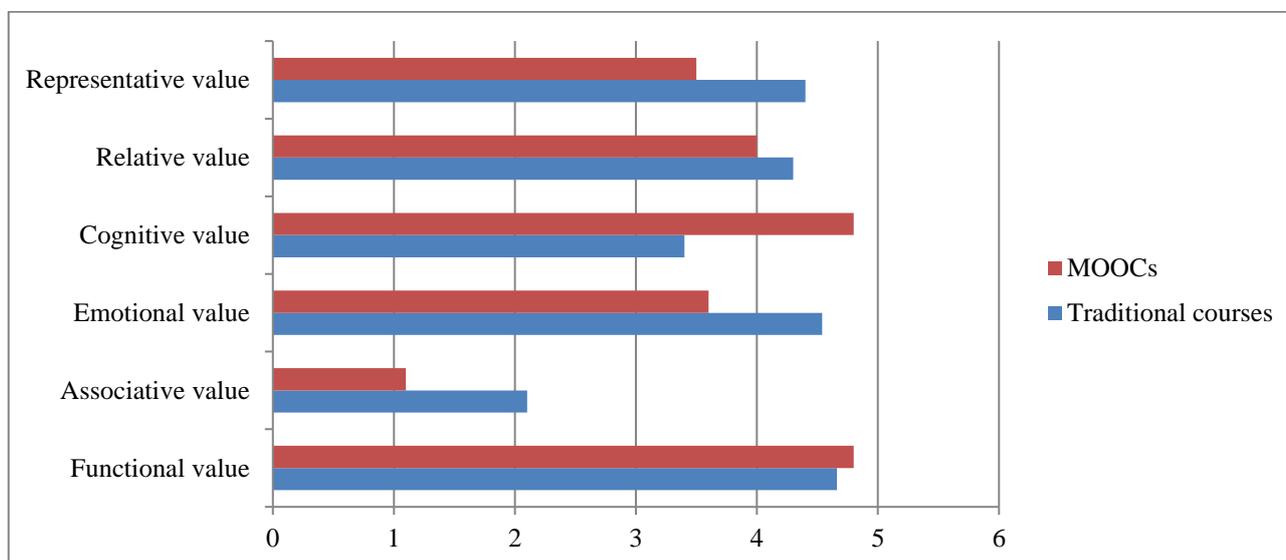

Figure 3. Expert assessment of the importance ranks of determinants on a 5-point scale (5 — max, 1 — min rating) that make up the value system and determine the consumer choice of educational services in the traditional and online mode (MOOCs) ($N = 74$; $n_3 = 72$; $K_k = 0,18$; $K_c = 0,87$) (compiled by the authors)[15]

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[15] Here and further: Symbols: N — the total number of experts interviewed (74 people), n_3 — the number of responses received from experts; K_k — the Kramer correlation coefficient; K_c — the coefficient of concordance (consistency of respondents' opinions).

It follows from figure 3 that MOOCs are leading in such areas as: functional and cognitive value, while very much inferior to traditional training in terms of the emotional component. In other words, MOOCs are more information-rich, but less emotionally colored.

We also received answers to the question: «What should a good online course include, in your opinion» (fig. 4).
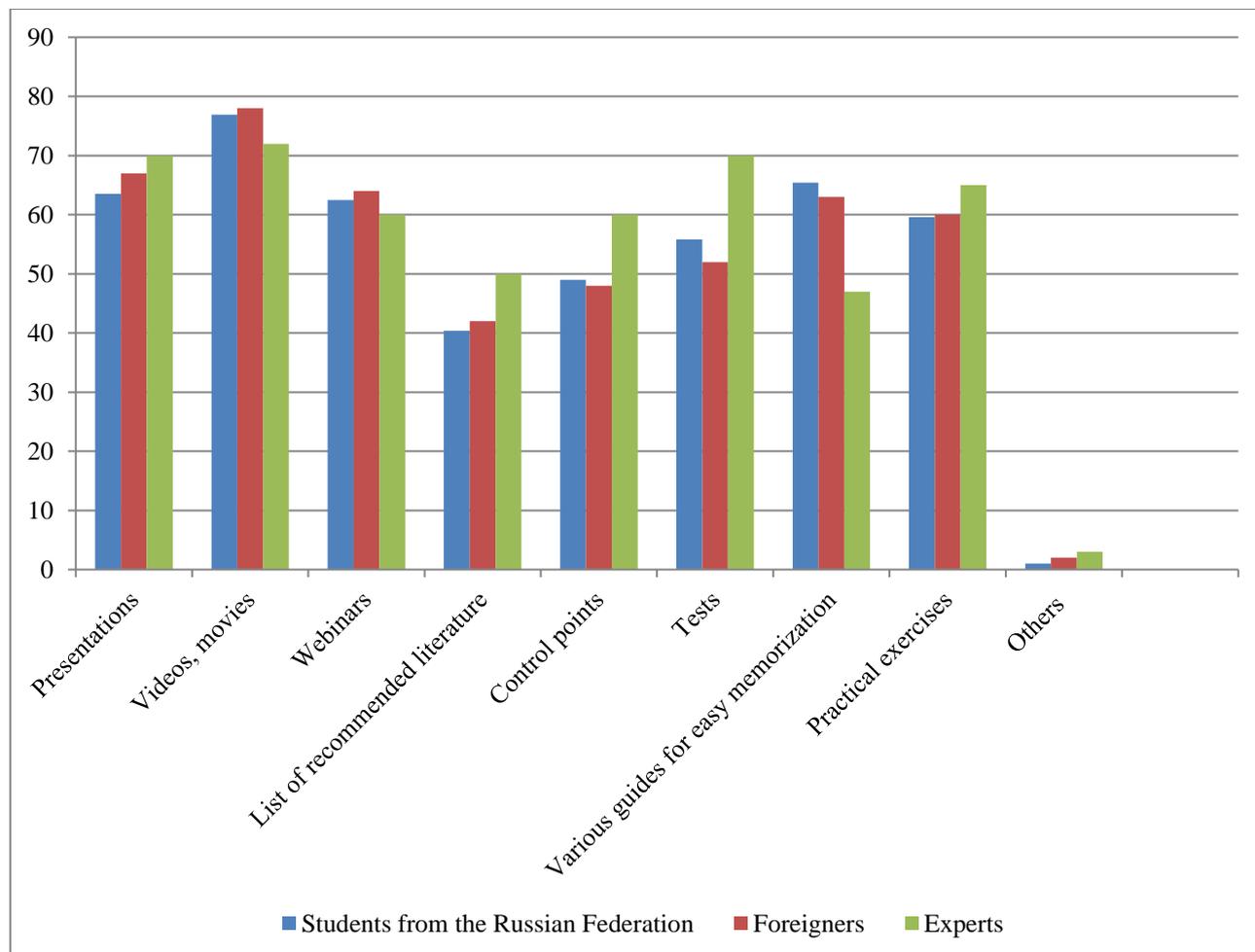

Figure 4. *Distribution of answers to the question: «What should a good online course include, in your opinion», %, where multiple choice was allowed (N = 1390; n_1 = 1312; n_2 = 211; n_3 = 72; $К_k$ = 0, 19; $К_c$ = 0,89) (compiled by the authors)*

It follows from figure 4 that we did not find any noticeable differences in the representation of experts and students regarding a good online course; a similar picture was observed when comparing Russian and foreign students of universities in the Sverdlovsk region. It can only be noted that the experts paid more attention to control points, tests and practical exercises.

Accordingly, it was interesting to compare the expectations and real experience of using online courses by Russian and foreign students. In this regard, we asked the question of what is important when choosing an online course (fig. 5) and the question of whether students' expectations were met in the process of distance learning (fig. 6).

Picture shows that when choosing online courses for foreign students, feedback from the teacher (95 %) and the language of presentation of the course material are especially important (100 % indicated that English is more convenient for them than Russian). At the same time, about a third of respondents noted that they would like to be able to watch courses and listen to a foreign language with titles in their native language.
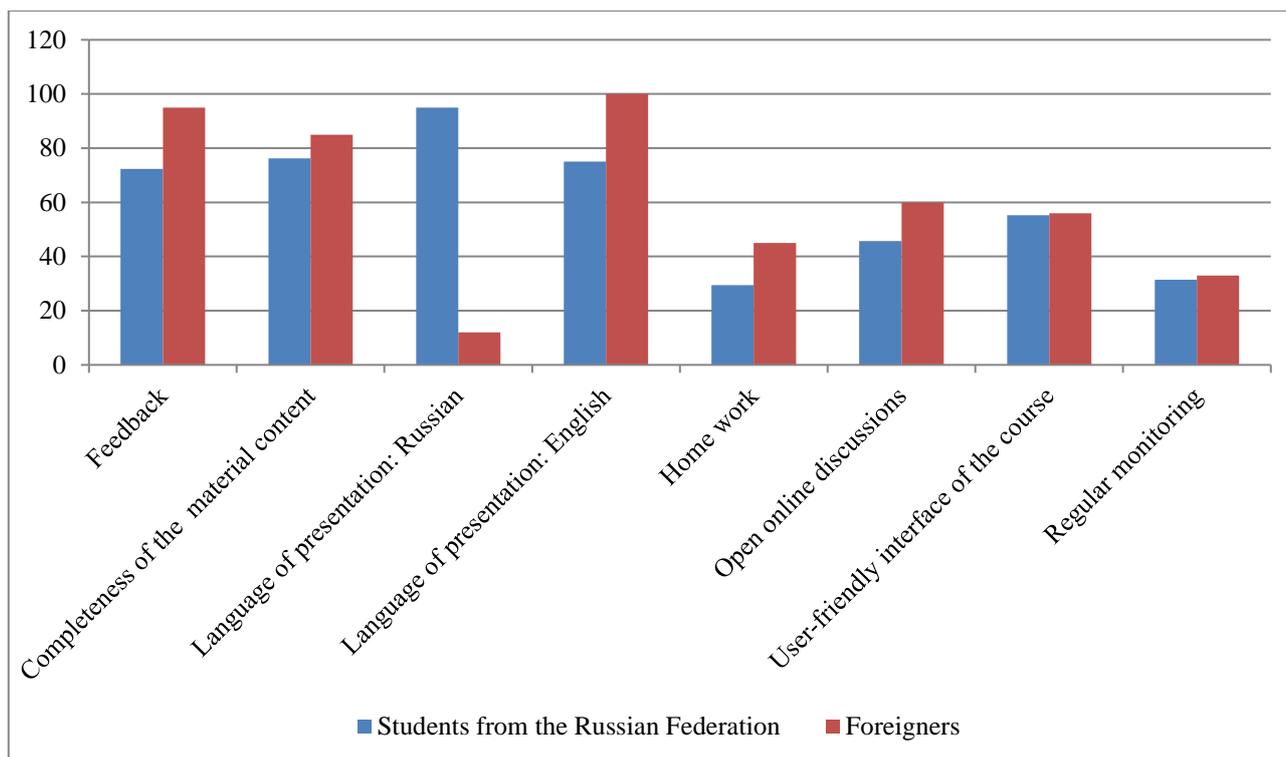
Figure 5. *Distribution of answers to the question: «What is important for you when choosing an online course?», %, where multiple choice was allowed (N = 408; n_1 = 198; n_2= 210; K_k = 0,15; K_c = 0,86) (compiled by the authors)*
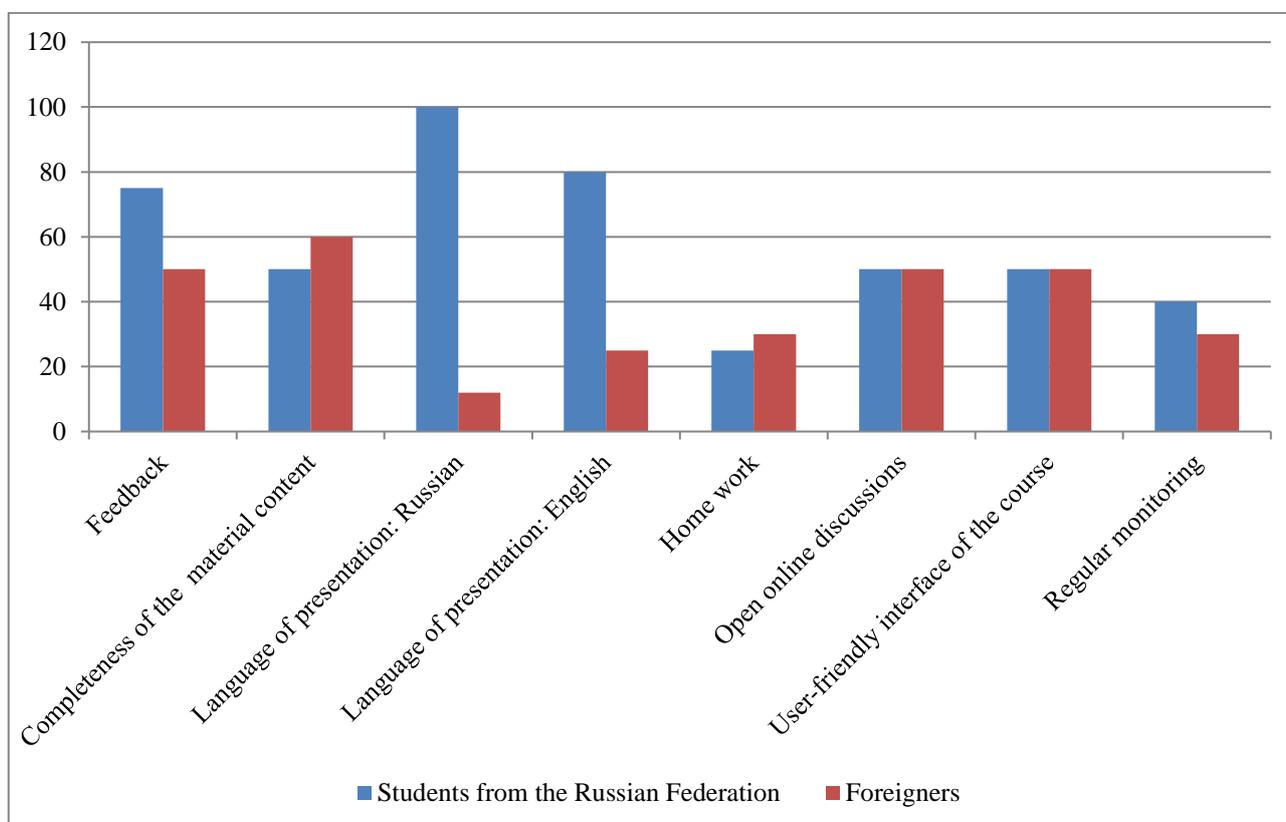

Figure 6. *Distribution of answers to the question: «To what extent were the expectations met when working remotely with an online course?», % (N = 410; n_1 = 200; n_2= 210; K_k = 0,17; K_c = 0,88) (compiled by the authors)*

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It follows from Picture 6 that the expectations of Russian and foreign students for remote work with an online course were met in different ways. That is why, in our opinion, we got unity in the answers of both groups of students to the question: «If you had the opportunity to choose exactly how to study: remotely, traditionally, or by combining two schemes, what would you do?» (fig. 7).
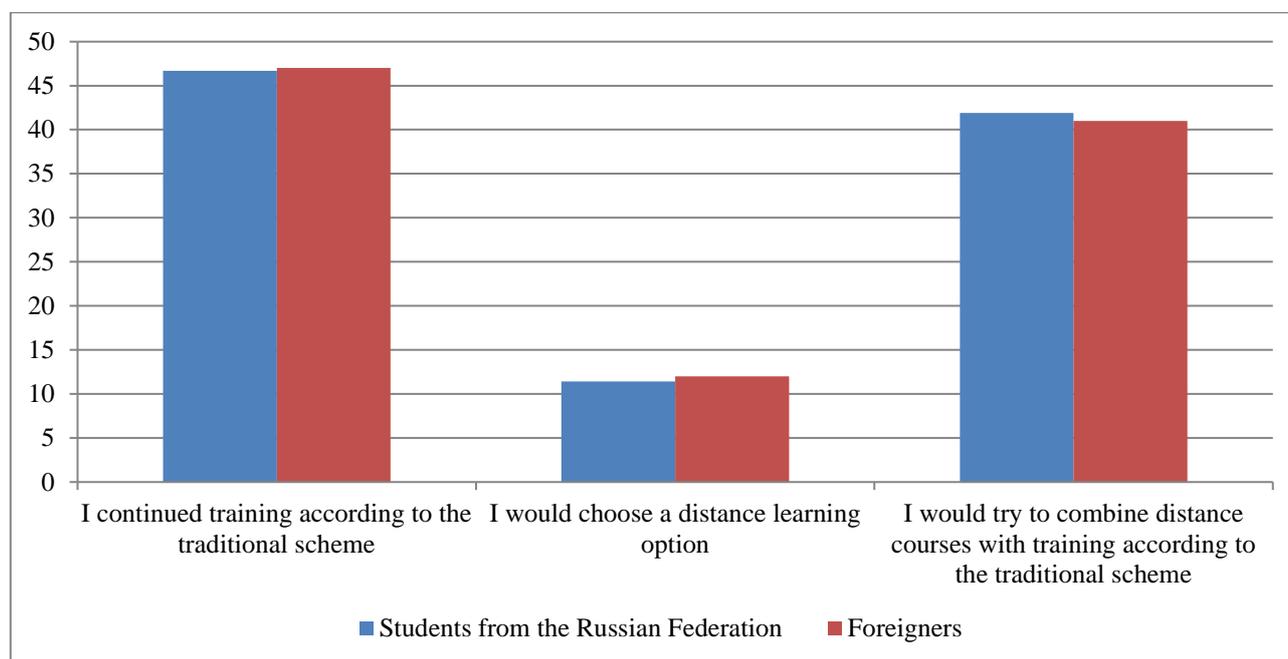

Figure 7. Distribution of answers to the question: «If you had the opportunity to choose exactly how to study: remotely, traditionally, or by combining two schemes, what would you do?», %, where an alternative choice was allowed (N = 411; n₁ = 200; n₂ = 211; Kₖ = 0,19; Kc = 0,89) (compiled by the authors)

It is also important that an approximately equal number of students in both groups would like to study either traditionally or according to a combined scheme of traditional and distance learning.

The results of our field study are consistent with those of other researchers [14–16; 24; 26; 30; etc.].

Conclusion

Summarizing the above, we consider it necessary to draw the following:

1.   Since the middle of the last century, the concepts previously used in production management have become applicable to education: «process», «process approach», «business process», « quality management system», etc., which eventually allowed us to talk about the technological concept and process model of education. Being controversial and ambiguous categories, the concepts of «teaching technology», «pedagogical technology», «learning technology», «educational technology», «technological approach in education» are often used by various authors both as synonyms and as non-identical categories, since the scientific school in this branch of pedagogy is in the stage of active formation. However, we adhere to the definitions provided in the UNESCO documents.

2.   The analysis of the literature allows us to identify three main trends in the evolution of «pedagogical/educational technology»: (1) a reference point for the active use of increasingly expanding capabilities of technical means in the educational process (it can be called «technology in education» or «educational technology»); (2) the technology of building the educational process itself,

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which is called «learning technology» or «pedagogical technology»; (3) teaching technology based on the use of methods of teaching foreign languages and/or using knowledge of a foreign language.

3. As for linguistic technologies or technologies of teaching foreign languages, the literature available to us is not rich in research on this topic. We can only say that a combination of several approaches is used for teaching foreign languages (for example, the project method, collaborative learning and the language portfolio are popular at the present time). Moreover, linguistic technologies are increasingly intertwined with digital technologies in teaching.

4. At the turn of the XX–XXI centuries, digital technologies occupy a special place in the higher education system. Increasingly, classes at universities are held in a remote format, the latest achievements of digital technologies are used and new educational technologies are emerging. A special place in distance learning is occupied by mass open online courses (MOOCs). MOOCs today are a successful pedagogical technology that is used by students all over the world, thereby facilitating and improving the process of intercultural communication. Many MOOCs are offered in English, and in recent years in Russian, which undoubtedly improves not only the general awareness of the content of training courses, but also gives an idea of the language from the standpoint of its native speakers.

5. At the same time, the introduction of new digital and learning technologies also exposes problems in cross-cultural communication in the process of education in universities. In our opinion, cross-cultural communication is a process of interaction between two or more subjects of communication (individuals, groups, organizations) belonging to different cultures, for the transfer or exchange of information and values through cultural sign systems, as well as norms, rules and methods and language constructs. In other words, intercultural communication is an interpersonal interaction of speakers of different cultures, when they jointly solve common communicative tasks under certain conditions and in the context of a certain language construct.

6. The authors conducted an interdisciplinary field study of MOOCs preferences among students of Russian universities, both residents and non-residents. It is shown that there are differences between the choice of MOOCs, the experience and expectations of students of Russian universities, both residents and non-residents. It is also important that an approximately equal number of students in both groups would like to study either traditionally or according to a combined scheme of traditional and distance learning. It is shown that when choosing online courses for foreign students, feedback from the teacher is especially important (95 %) and the language of presentation of the course material (100 % indicated that English is more convenient for them than Russian). At the same time, about a third of respondents noted that they would like to be able to watch courses and listen to a foreign language with titles in their native language.

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Проблемы кросс-культурной коммуникации в контексте современных лингвистических технологий высшей школы

Аннотация. Исследование посвящено проблемам кросс-культурной коммуникации в контексте современных лингвистических технологий высшей школы. Проблема поиска эффективных лингвистических технологий обучения студентов в условиях совместного обучения резидентов и нерезидентов страны, носителей разных языковых конструктов и культурных матриц становится актуальной, как никогда. Особенно данная проблема обострилась в эпоху пандемии Covid-19, когда весь мир массово перешел на дистанционное обучение с применением цифровых технологий. Целью исследования стало выявление проблем и взаимосвязей лингвистических, педагогических и образовательных технологий в процессе кросс-культурной коммуникации преподавателя и студента в вузе. Гипотеза состоит в том, что в процессе использования дистанционных технологий обучения, имеются различия между выбором массовых онлайн курсов (МООК), опытом и ожиданиями студентов российских вузов, как резидентов, так и нерезидентов. Исследование опирается на методы междисциплинарного анализа с использованием авторской анкеты опроса на основе ценностных методов. Исследование проводилось в 2019–2021 гг. с использованием Google-docs, e-mail рассылки, устного интервью, опроса по телефону и социальных сетей (Вконтакте, Facebook, WhatsApp). В статье приведены данные опроса экспертов (74 человека), российских студентов (1316 человек) и 411 студентов вузов по Свердловской области (в том

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числе 200 иностранных обучающихся). В ходе междисциплинарного исследования выявлено, что имеются различия между выбором МООК, опытом и ожиданиями студентов российских вузов, как резидентов, так и нерезидентов. Показано, что примерное равное количество студентов в обеих группах хотели бы обучаться либо традиционно, либо по совмещено схеме традиционного и дистанционного обучения. При выборе онлайн курсов для иностранных студентов особенно важны обратная связь с преподавателем (95 %) и язык изложения материала курса (100 % указали, что им удобнее английский язык, чем русский). При этом примерно треть респондентов отметила, что они бы хотели иметь возможность смотреть курсы и слушать иностранный язык с титрами на родном языке. Доля участия каждого автора в данном исследовании такова: Г.В. Астратова — 70 %; И.Д. Белеева — 30 %. Исследование может быть полезно для преподавателей, проводящих занятия в дистанционном режиме и использующих иностранный язык.

Ключевые слова: кросс-культурная коммуникация; ценности студентов; педагогические технологии; образовательные технологии; цифровые технологии; лингвистические технологии; массовые открытые онлайн курсы (МООК); высшая школа; университет

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