

## Conference Paper

# The Competence-Based and Ethical Platform for Communication in Modern Education

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### Abstract

The vibrant dynamics of the educational realm are interfused by polylingual and polycultural flows and it is important to define and model new competencies in the opening decades of the third millennium. This article offers a survey of key competencies united by the concept of "new literacy", or a form of post literacy that is designed to help students succeed in the information culture and education sphere of the twenty-first century. These include training in: educational and cognitive competence, laying the groundwork for further education with the help of foreign languages; existential competence, which content are Soft Skills vs. Hard Skills; competence of social interaction; intercultural competence; information ethics, modeling a certain image of behavior in online communication; and information literacy. Media education is viewed as a tool for the formation of general cultural competence. This article accentuates the key function of foreign language in modeling the key skills of the twenty-first century, where the language is positioned as a mandate into other cultures and other pictures of life. Teaching foreign languages draws on the competence-based approach, emphasizing digital citizenship, and increasing the share of autonomous learning activities in the paradigm of mobility, interactivity and edutainment.

**Keywords:** information culture and education, multimodal media and information literacy, teacher's mission, transdisciplinarity

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## 1. Introduction

The educational and cognitive competence implies, in addition to understanding the goals and content of education, the ability and willingness to further self-education through foreign languages, and the desire to apply the acquired language skills in all areas of life.

## 2. Material and Research Methods

The practice of teaching professionally oriented English to students in economics with multicultural and multilingual materials of open educational resources (OER), info

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communication (ICT) and media technologies (MT) allows to analyze the competencies modeled and define the functionality of a teacher in a different academic environment than an ordinary academic classroom. Phenomenological setting is given on the dialogue of worldviews, heuristic approach, search and procedural achievement of truth in different worlds spaces.

### 3. Urgency of the Research Problem

The relevance of the definition and formation of new competencies in the new educational realities of the beginning of the third Millennium cannot be overestimated, because the educational landscape in a multicultural and multilingual context is changing by leaps and bounds. Growing larger and smaller at the same time through the Internet, social media, travel and international news coverage, it imperatively dictates to everyone, including students, the need to develop competencies that will help them succeed in this universe visually changing its shape and plasticity. In less than 10 years there has been a significant change in the professional role of the person, educational needs and the actual formats of training with a shift in the vector to the full individualization and personalization of the human world, the formation of personal learning style, the acquisition of new experience, and the attractiveness of lifelong learning. The new educational picture of the world is also generated by global shifts in metalinguistic consciousness – a methodological shift from the cognitive-communicative approach to metacognitive, social identity and priorities, a competence shift, the merger of the university and society, the transformation of the student into a social agent. In the context of social interaction and mediation there is a search for a comfortable space for self-realization in foreign language activities. Academic mobility and multicultural space determine the relevance of language competence programs.

### 4. Degree of Investigation of the Problem

The era of multilingualism and multiculturalism presses the necessity not only to learn to look at all the occurrences globally, but also to evaluate the world from the standpoint of multimodality, that is, to develop a critical approach to global issues, to cooperate and be open to innovation, and, moreover, to do it in foreign languages. It is precisely the aspect of multimodality that, due to its lower degree of the transdisciplinary study, mostly attracts the research thought, dictating the need to create a competence model of transdisciplinary education employing foreign languages. In this regard, a large-scale

international project of the Institute for Education of the Higher School of Economics and the Contribution to the Future Charitable Foundation is of interest, bringing together researchers from leading universities in eight countries to work on universal competencies and new literacy dimensions of a modern man [1]. The very first terminological phrase 'new literacy' is found in the 1990s in the work of D. Buckingham [2].

## 5. Aspect of the Problem

The article actualizes the role of a foreign language in the formation of key skills of the XXI century, the recourse to which by the XXI century students is required by time, along with the mission of the XXI century teacher, which is inextricably linked to this. In the multilingual and multicultural context, the language is perceived as a carrier of the world treasure, giving the opportunity to penetrate into other cultures and become witnesses of other pictures of life. Modern requirements for effective teaching of foreign languages are viewed as a competence-based approach, emphasizing digital citizenship, maximum formatting of knowledge, and increasing the share of independent work in the paradigm of mobility, interactivity, edutainment and fun.

## 6. Data and Research Methods

The practice of teaching professional English to the students specializing in economics with multicultural and multilingual materials of the open educational resources (OER), info communication (ICT) and media technologies (MT) makes it possible to analyze the competencies modeled and define the functionality of a teacher in a different from academic classroom environment. The phenomenological setting is given to the dialogue of worldviews, heuristic approach, search and procedural achievement of truth in a diverse space. The architecture of the modern lesson comes under review according to the formula "culture through language, language through culture" [3].

Among the impressive number of OER – in fact, an umbrella term that combines many of the resources and mobile technologies of the Internet, – the most promising, in the author's opinion, are educational resources TED Ed, TEDx and TED Talks, which are organically integrated into the learning process of a professional foreign language.

It is worth noting that today the TED-Ed learning resources is a new vector of the educational process that is designed to provide multimodal literacy for the digital natives, for whom they serve a springboard for building a successful career, while for teachers it is an incentive to create interesting author's lessons. The TED Talks

media content helps to imitate the effect of immersion in the global English-speaking professional and business environment, directly interact with culturally-specific realities and tune the ear to various samples of modern business speech, which naturally contributes to the development of students' professionally significant competencies, employing the entire ensemble of language skills. The integration of the TED media content, which is in English, into the educational environment, stimulates both the harmonious development of the future economist and the shift of the professional emphasis in the traditional work of the teacher. The vertical hierarchy of teacher – student is no longer able to ensure the acquisition of such skills, and the information dissemination vector shifts from the hierarchical order to the heterarchical one with a change in the communication model – two-way instead of one-way. The teacher ceases to be the main and only source of knowledge (vertical line), which students now obtain via the Internet, i.e., horizontally.

## 7. Role of the Teacher in the Formation of Competences of the XXI Century

In the modern educational design, the teacher becomes an active “accomplice in the process of cognition, providing a semantic turn” [4], so they need serious psychological skills and abilities multiplied by a no less serious spiritual impulse to be able to generate existential competence in students, the content of which proves to be emotional intelligence; initiative; formation of their own will; metasubject or metadisciplinary skills; constructiveness; soft skills as opposed to hard skills (professional skills).

The competence model of the XXI century skills is focused on enhancement in 4Cs: critical and creative thinking, communication, and cooperation.

Multimodality, a multiparameter task in teaching foreign languages, including the language of business and economics, determines its sine qua non:

- Discussion of topical issues of transforming the cultural space in the context of developing communicative practices
  - Formation of collaborative thinking through teamwork and networking
  - Shift of priorities from knowledge accumulation to educational strategies
  - Support of systematic feedback and asynchronous monitoring by the teacher
  - Emphasis on self-education and self-coaching in the framework of the project method, which turns teaching into learning.

Nowadays, the profессиogram of a foreign language teacher from the perspective of multimodality should cover the functions of designing content, as well as designing tasks on the basis of OOR, ICT and MT.

There are many driving forces in the educational process, but the most powerful among them is the hope for success. Therefore, creating a situation of success, an atmosphere of emotional resonance, is an important psychological and pedagogical determinant in modeling the competence of sociocultural and sociolinguistic interaction and multicultural competence (cross-cultural quotient, CQ / or salience, which ensures the onset of the “new geo-cultural era,” according to G. Malinetskii [5].

The expansion of the information space inevitably imposes ever higher demands on the skills to work in it. Teachers are largely responsible for preparing students for professional activities and for their ability to realize their informational rights and opportunities in the media environment – free movement in increasing information flows, searching, finding and evaluating information, creating and distributing new information and new knowledge. Responsibility for this rests on a special competence – information technology, including search, ergonomic and communicative-network components and a number of other components.

## 8. Discussion

### 8.1. Information ethics and international behavioral expectations

When forming professional competencies, the teacher must certainly help students build a scientific understanding of information ethics (IE), simulate a certain image of their communication behavior and teach them ethical grammar lessons. Netiquette is still at the stage of painless formation of an alternative, different from the traditional ethical canon.

### 8.2. Informational cultural sphere of education

In the perspective of Digital Humanities, information culture builds a special style of the student's thinking. T. Romm claims that “digital aborigines <...> are experiencing a fracture of their intellectual and cultural history - the transition from a linear model of thinking to a network one” [6].

Multicultural and multilingual educational cultural sphere, with continuous access (skype / zoom / platforms, mobile applications, cloud technologies) to educational

resources transform its perception, stimulating the search for modern ways of learning in the information world. Since a video-soundtrack accompaniment saturated with sounds, music, images and dynamic graphics is becoming a natural attribute of educational resources, audiovisual information, which is more conducive to knowledge, naturally supersedes the verbal one.

In the conditions of cross-border communication, education also acquires a bigger measure of mobility and variability and forms new communities with a common information, value and regulatory base. As Max Sheler claims, “education is a category not of knowledge, but genesis” [7].

### 8.3. Media education and information literacy

With the development of the so-called “new media”, i.e. network media – “the Internet, Internet TV, Internet radio” [8] – the relevance of media education as a system for the formation of intelligence and the development of humanitarian, professional and linguistic abilities in a high-tech, multimodal, multicultural and multilingual interdisciplinary educational environment is constantly increasing. The heuristic potential of transdisciplinarity helps to create a platform where students can construct their own model of targeted, independent cognitive activity, which seems to be most effective in the context of LLL (life-long learning) – continuing professional education and vocational training.

In the process of learning, students develop information skills, that is, MI-literacy: they determine the reliability of information sources, work with verbal, visual, audio, and audiovisual texts, analyze and give a critical assessment of the information, systematize and process it. Constant dynamic activity in a multicultural and multilingual media educational environment, involving the juggling of complex images, sets the students to a new way of thinking. Media education is becoming a component of the formation of the general cultural competence of students, which responds to the social order of modern civilization. This can be confirmed by the practice of introducing corporate training management systems as a key element of effective professional development. High rates of stable growth of the global e-learning market are ensured by the fact that such a system allows recent graduates to pursue continuing education while maintaining their job and enables companies to “raise the competitiveness rating by improving skills of the staff” [9].

This type of multimodality necessitates the need for teachers to focus not only on the cutting edge, but also on advanced knowledge, to form a system base, the ability

to independently find and process new knowledge. A distinctive feature of these skills can be called a conscious interaction with a densely saturated multicultural information communicative environment.

## 9. Results Interpretation

Today's educational space can be presented as a kind of closed loop: Internet - teacher - student - textbook. The key factors of this space are:

- the need for students to adopt new roles and new forms of learning;
- transformation of the university corporate culture into a powerful marketing tool;
- integration into the international academic community - links with other universities: participation in international projects and programs / promotion of Western educational models.

The modern concept of education and educational practices determines the need to possess a number of important "imperatives of the twenty-first century" [10], which help to generate educational opportunities, where students themselves play a key role "... as creators of knowledge artifacts that are becoming common" [11].

## 10. Findings and Conclusion

Mastering such competences, combined by the term "media and information literacy (MI literacy)", opens up new opportunities for the steady improvement of the quality of life in general and for a particular business partnership. In order to travel more efficiently and painlessly around the new interiors of the educational space of the information world, both educators and students, and indeed all the mankind, need to direct themselves to the path of socio-humanitarian development.

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