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Scientific article

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Development of professional foreign language competence of economics students using MOOCs: motivation issues

Abstract: In this article, we investigate some motivational aspects of using massive open online courses for the development of professional foreign language skills among students majoring in economics. The digitalization of society requires new approaches to learning at universities. Numerous studies of massive open online courses demonstrate problems with the internal motivation of students; the proportion of students completing their studies is small. The study clarifies the motives of modern students for learning a foreign language. The program to develop motivation among students of economics in the process of studying an online course in a foreign language was developed and implemented. Motivating factors in the process of studying MOOCs in a foreign language were identified. The findings of the learning experiment demonstrated that the developed program increases learning motivation, and, accordingly, the level of educational outcomes in the discipline increases. Statistical analysis tools to check the reliability of the obtained data were used. Feedback from undergraduate economics students who took part in the learning experiment also confirmed the effectiveness of measures aimed at increasing educational motivation in the development of professional foreign language competence of economics students using massive open online courses. The results obtained and the generalization of practical experience in the form of a program for the development of motivation make it possible to increase the level of motivation in the development of foreign language skills among students using massive online courses.

Keywords: massive open online course, foreign language, university, blended learning, distance education, digital technologies, motivation, educational outcomes.

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Научная статья

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Формирование профессиональной иноязычной компетенции студентов-экономистов с использованием МООК: мотивационный аспект

Аннотация: Статья рассматривает некоторые мотивационные аспекты формирования профессиональных иноязычных навыков студентов экономического профиля с активным использованием массовых открытых онлайн-курсов. Цифровизация общества требует новых подходов к обучению в вузе. Многочисленные исследования массовых открытых онлайн-курсов демонстрируют проблемы с внутренней мотивацией слушателей, доля студентов, завершающих обучение, невелика. В исследовании уточнены мотивы современных студентов в изучении иностранного языка, разработана и реализована программа по развитию мотивации у студентов-экономистов в процессе изучения онлайн-курса на иностранном языке. Были выявлены мотивирующие факторы в процессе изучения МООК на иностранном языке. Результаты обучающего эксперимента показали, что разрабо-

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танная программа повышает учебную мотивацию, а соответственно, и уровень сформированных образовательных результатов по дисциплине. Для проверки достоверности полученных данных были привлечены инструменты статистического анализа. Обратная связь от студентов бакалавриата экономического профиля, принимавших участие в обучающем эксперименте, также подтвердила эффективность мероприятий, направленных на повышение учебной мотивации при формировании профессиональной иноязычной компетенции студентов-экономистов с использованием массовых открытых онлайн-курсов. Полученные результаты и обобщение практического опыта в виде программы по формированию мотивации позволяют повысить уровень мотивации при формировании иноязычных навыков у студентов с использованием массовых онлайн-курсов.

Ключевые слова: массовый открытый онлайн-курс, иностранный язык, вуз, смешанное обучение, дистанционное образование, цифровые технологии, мотивация, образовательные результаты.

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Introduction

The issues of foreign language training of economics students are constantly the subject of heated discussions of methodologists and teachers of foreign languages and cultures at universities. This is confirmed by numerous dissertations and scientific publications in journals and collections of scientific papers based on the results of scientific and practical conferences (Hrustaleva, 2019, Taskaeva, Parickaja, 2012). The authors focus on the use of mnemonics in the process of professionally oriented foreign language training of economics students (Agaveljan, Kobeleva, Stuchinskaja, Dushinina, 2022), the formation of students' existential skills in the process of foreign language training at a university (Kobeleva, Matvienko, Komkova, 2022), educational environment for learning foreign languages at a university (Komkova, Kobeleva, Taskaeva, Ishchenko, 2022), the use of authentic video materials as a way to form a foreign language communicative competence among students of a non-linguistic university (Kirjakova, 2022), modeling and implementation of the process of teaching professionally oriented communication of students of non-linguistic universities with the implementation of innovative technologies in Germany (Nos, Popova, 2021), the formation of key competencies through the project activities of students (Kretova, Kostina, Kurpeshko, 2021). However, the motivational issues of using MOOCs to develop foreign language skills are still not considered in pedagogical research.

The subject of the article is the educational motivation of economics students in the development of professional foreign language competence (PFLC) using massive open online courses. MOOCs are an advanced form of organization of Open Educational Resources (OER), featuring the best lectures by teachers and scholars from reputable higher education scientific and educational institutions. As a rule, they are free, the number of their listeners is unlimited, and they are always available on the Internet in authorized access. Online courses of this format are implemented in the international language of academic and professional communication – English, which makes it possible to use them in the process of foreign language university training, the main goal of which is the development of professional foreign language competence (Zubkov, 2022). The use of MOOCs in teaching a foreign language is not a new phenomenon. Numerous scientific studies demonstrate a number of problems that university teachers face when using MOOCs in teaching a foreign language (Mozhaeva, 2015, Titova, 2015). One of these problems is low motivation to learn and, as a result, the proportion of students completing MOOCs is low (Kononyhina, 2012). These features made it possible to formulate the purpose of this study – the investigation of motivational issues in the development of professional foreign language competence among students of economics when obtaining a bachelor's degree with the active use of subject-based massive open online courses in the studied foreign language.

Methods

Our own long-term experience of teaching economics students a professional foreign language using MOOCs (Zubkov, 2022), as well as an analysis of scientific publications on the use of digital technologies

in the educational process of higher education (Balmasova, 2022, Gromoglasova, Kovaleva, Koshkina, Huffman, 2022) demonstrate that for the effective development of PFLC using MOOCs in the educational process within the disciplines "Foreign Language" and "Professional Foreign Language" with economics students, it is necessary to solve the following tasks:

1) to clarify the motives of modern students of economics in the study of a foreign language at a university;

2) to develop and implement a program for the development and maintenance of motivation among students of economics in the process of development their professional foreign language competence using MOOCs;

3) to track the educational outcomes in the discipline and the proportion of students who complete their studies on MOOCs;

4) to get feedback from the students who participated in the learning experiment regarding the tools used to develop and maintain learning motivation when using MOOCs in the learning process.

In the framework of this study, the motive is considered as a changeable physiological and psychological process that forms the behavior of an economics student in the educational environment of a university. The motives of educational activity determine the direction of activity for the development of new knowledge in the discipline, the organization of students (Melehina, Minaeva, 2022), the activity of students during contact and independent learning, as well as the stability of cognitive processes (Vybornova, 2020).

Results and Discussion

As part of the study, a survey among students of NSUEM and STU majoring in 38.03.01 Economics to identify their motives for learning a foreign language was conducted. The following "I want" turned out to be predominant:

- to apply the knowledge of a foreign language to the profession being mastered" – 61 %;
- to be an educated person" – 57 %;
- to work in an international company while living in Russia" – 45 %;
- to be more competitive in the future" – 40 %;
- to work abroad" – 30 %;
- to have access to the latest achievements of world science" – 26 %;
- to be able to communicate with foreigners" – 23 %;
- to travel" – 21 %;
- to use English in everyday life" – 16 %;

As it can be seen from the results of the survey, the leading motives for the educational activities of students are those that are directly related to their professional development, and educational motives for general purposes are in the background. The results of this survey are important to take into account when working with the motivation of students in the process of developing PFLC with the use of MOOCs.

The analysis of scientific research on the motivation of university students when learning a foreign language (Razumnaja, 2022, Dedjuk, 2020, Zarechneva, 2016, Avdeev, 2008) allowed us to identify a number of factors that affect the increase in student motivation. In addition, the content analysis of MOOC educational materials was aimed at identifying the implementation of these factors by the pedagogical design of online courses (Table 1).

Based on the identified educational motives of economics students to study a foreign language at a university, as well as because of our own experience of using MOOCs in foreign language classes, a program for the development of motivation to use MOOCs in English in the educational process with university students during the formation of their PFLC in the process of completing the MOOC within the framework of the academic discipline was developed. The developed program is aimed at demonstrating the benefits of enrolling a massive open online course in English, as well as encouraging students to complete the online course. To increase the motivation of economics students when teaching a foreign language using MOOCs, it is proposed:

1) to use the information of the MOOC platform (student success stories, list of authoritative MOOC developers, the absence of restrictions, section "Frequently Asked Questions");

2) to focus on the benefits of having a certificate of completion of a MOOC (recognition from the employer, an additional point for admission to master's programs);

3) to consider training on MOOCs as a concept of academic mobility (to become an online student of a prestigious university, to look at the educational process in foreign educational organizations);

4) to tell about your experience of passing a MOOC (to demonstrate what a personalized certificate of completion of an online course looks like, to tell how the MOOC was useful to the teacher; as a rule, the demonstration of the teacher's personal experience resonates with the students);

5) to form students' attitude to the study of MOOCs as a hobby (for example, by teacher's own example);

6) to develop and use language support tasks in contact and independent learning (a system of tasks aimed at removing language difficulties);

7) to encourage students who have completed MOOCs with additional points in the educational rating of progress in the discipline;

8) to choose for integration into the educational process MOOCs that would be relevant to the major and specialization of students' future degree;

9) to provide methodological support on technical issues of training on the MOOC platform within the framework of practical training in the discipline.

Table 1 – Motivating factors in the process of learning MOOCs in a foreign language

Таблица 1 – Мотивирующие факторы в процессе изучения МООК на иностранном языке

Motivating factors	Realization in MOOC
Alternation of educational activities	Instructional design in MOOCs offers various types of learning activities and learning tasks: watching short video lectures with subtitles, reading scientific and educational texts, questions for self-control, current and final assessment, and communication on the forum and in the comments under the video.
Person-centered approach	A number of MOOCs offer students the same material, but with different levels of language difficulty. Students with a lower level of foreign language competency can choose teaching materials with adapted texts that do not contain complex grammatical structures and vocabulary studied at levels B2-C2.
Application of the studied material in practice	After watching video lectures and reading text materials, students complete practical tasks such as recording a video, writing a business plan, etc.

Source: compiled by the authors.

34 students majoring in 38.03.01 "Economics" with the specialization of study "International Business" at NSUEM took part in the experimental training. The control and experimental groups studied according to the unified work program of the discipline "Foreign language". The workload of studying the discipline, according to the plan of the study, was 51 hours per semester (contact learning). The educational process proceeded in a blended mode: in addition to the main learning program of the discipline, students from the control and experimental groups studied MOOC materials on their own, and an introductory seminar and presentation of the results of project activities were held in the classroom. In the experimental group (EG), the program to develop the motivation of university students in the development of their PFLC in the process of completing the MOOC was implemented in full. In the control group (CG), only 7-9 stages of the program were implemented. Thus, students from the CG and the EG received additional points of the academic rating in the discipline for completing the MOOC, they took the same MOOCs that corresponded to their professional training area at the university, and they were also supported on technical issues of learning on the online platform. Students from the EG performed the language support tasks in class and independently, contained in a specially designed workshop (Zubkov, 2022), and other mechanisms of the motivation program described above were used with them. Experimental training continued for 2 semesters. During this time, students have completed 4 MOOCs in English according to the field of their professional activity: "Finance and Economics", "Marketing and Sales" (Specialization "Business English". https://www.coursera.org/specializations/english-for-business), "Market Research and Consumer Behavior", "Marketing Mix" (Specialization "Marketing strategy". https://www.coursera.org/specializations/marketing-strategy#courses). In view of the fact that the formation of PFLC is declared as one of the main goals in teaching a foreign

language at a university, an assessment of the level of development of PFLC in the CG and the EG before and after experimental training was carried out. For these purposes, the developed comprehensive communicative test, including the assessment of the ability to listen, read, write and speak a foreign language in the field of professional communication, was used.

In order to identify the effectiveness of the developed program, the data of the control and experimental cuts were processed using the Student's T-test. The uniqueness of the technique lies in the fact that it allows us to determine the statistical significance in the differences between the two samples. The results of the control cut are presented in table. 2.

Table 2 – Results of the control cut in the CG and EG

Таблица 2 – Результаты контрольного среза в КГ и ЭГ

Group	N	Average	Standard deviation	Standard error of the mean	T-test	P-value
CG before	17	48.41	9.13	2.215	0.96	0.05
EG before	17	52.00	12.45	3.020	0.96	0.05

Source: compiled by the authors.

The data in table 2 indicate the absence of statistical significance between the results of the complex communication test between the students from the CG and the EG before the experiment. This suggests that in the two study groups, after graduating from the secondary school, the economics students' PFLC was formed at the same level.

Table 3 presents the comparison data of the results of the control and experimental cuts in each of the groups. The results obtained indicate that students in both groups improved their results during the period of study (in the control group $T = 5.385$ at $P < 0.001$; in the experimental group $T = 13.982$ at $P < 0.001$). This indicates that both approaches – with partial and full implementation of the program for developing the motivation of economics students – are effective for the development of PFLC using MOOCs. At the same time, the full use of the program for the development of educational motivation of economics students allows us to achieve better learning outcomes.

Table 3 – Results of the control and experimental cuts in the CG and EG

Таблица 3 – Результаты контрольного и экспериментального срезов в КГ и ЭГ

Group	N	Average	Standard deviation	Standard error of the mean	T-test experimental	T-test critical
CG before	17	48.41	9.13	2.215	2.61	2.037
CG after		56.53	9.01	2.185		
EG before	17	52.00	12.45	3.020	3.47	2.037
EG after		66.59	12.03	2.918		

Source: compiled by the authors.

To determine the effectiveness of the proposed program, the data of the experimental cut in the control and experimental groups were compared (Table 4).

The data in table 4 indicate the presence of a statistically significant difference between the results of the experimental cut in the CG and the EG ($T = 4.191$ at $P < 0.001$). Moreover, it is worth to note the fact that all economics students in the experimental group completed massive open online courses and received MOOC platform certificates, while 2 economics students from the control group quit studying MOOCs at the stage of completing the final tasks.

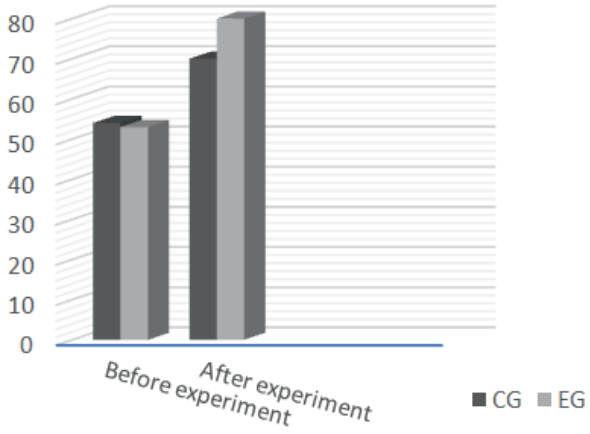
With relatively the same level of PFLC development of students from the CG and the EG before the experiment, different levels of PFLC development were obtained after the completion of experimental training (the average result in the EG was 10 % higher than in the CG). The results of the development of the PFLC of future economists using MOOCs are presented in Fig.

Table 4 – Results of the control cut in the CG and EG

Таблица 4 – Результаты контрольного среза в КГ и ЭГ

Group	N	Average	Standard deviation	Standard error of the mean	T-test
CG after	17	56.53	9.01	2.185	2.76
EG after	17	66.59	12.03	2.918	2.76

Source: compiled by the authors.



Source: compiled by the authors.

The level of PFLC development before and after the experiment

Уровень сформированности ПИК до и после эксперимента

Thus, the positive dynamics of the development of PFLC in both groups, the absence of students who did not complete the MOOC in the experimental group, confirms the effectiveness of the proposed program for the development and maintenance of the motivation of economics students while developing their PFLC using MOOCs.

According to the person-centered approach in didactics and teaching, the main focus of learning activity is a student, so for this study it is important to collect feedback data from the respondents of the learning experiment – students majoring in economics at NSUEM. Economics students were asked the following questions:

1) Did you have any problems with motivation while learning the MOOC materials?

2) What motivated you the most to complete the MOOC?

3) Do you consider the motivating activity of the teacher useful?

4) In what type of learning activity did you experience problems with motivation while working with an online course?

5) What motivation do you need in order not to quit the online course in the future and complete it? (The question was asked only to those two students who did not complete the MOOCs).

When answering Question 1, 36 % and 42 % of students in the control and experimental groups, respectively, indicated that they experienced problems with motivation. Answering Question 2, 84 % of respondents indicated that they were motivated by obtaining a certificate, 78 % of students noted additional points of the educational rating in the discipline as their source of motivation, 72 % of students were motivated with the proposed learning format, 54 % of students wanted to get a learning experience similar to learning abroad, 24 % of students were inspired by the experience of a foreign language teacher, 12 % of students were motivated with success stories read on the MOOC platform. Moreover, when collecting feedback from economics students, one student in the control group and two students in the experimental group said they were now motivated to learn MOOCs on their own as a hobby for professional self-development. Answering Question 3, 78 % of respondents noted the

need/usefulness of motivation from the teacher. The answers to Question 4 revealed that 72 % of the participants in the experiment indicated problems with motivation when completing the final project assignments. When answering Question 5, both students noted that they would put in more effort for more reward in the form of additional rating points in the discipline.

Conclusion

This study made it possible to clarify the motives of modern economics students when studying a foreign language at a university. Basically, modern economics students want to increase their career opportunities thanks to the knowledge of a foreign language, they want to work in an international company while living in Russia and be more educated in general. In the course of the study, a program was developed and implemented to develop and maintain motivation among students of economics in the process of developing their professional foreign language competence using MOOCs in foreign language classes at a non-linguistic university. The developed program includes the use of information from the MOOC platform, the benefits of having a MOOC certificate, the possibility of academic mobility, personal feedback from the teacher, the philosophy of MOOC as a hobby, preparatory tasks for language support, additional rating points for the discipline, the choice of MOOCs in accordance with the specialization of students, technical support by the teacher on online mode. When tracking educational outcomes in the discipline, it was found that the educational results of students (the level of PFLC development after the experiment, the proportion of students who completed MOOCs) of the experimental group are significantly higher than that of students in the control group, which confirms the effectiveness of the teacher's motivational activity. Feedback collected from economics students who took part in the learning experiment demonstrated that students experience some motivation problems when studying MOOC materials on their own. Most of the students also noted difficulties with motivation for learning activities when completing project tasks, which indicates the prospects for research – the study of motivation and other aspects of project activities in the development of professional foreign language competence of economics students using MOOCs.

The theoretical significance of the study is determined by clarifying the motives of modern students to study a professional foreign language at a university, as well as identifying motivating factors in the process of studying MOOCs in a foreign language. The practical significance of the study lies in the possibility of using its results in the educational processes of other educational institutions of vocational education in Russia and abroad. The results of the study can be useful to foreign language teachers at universities, as well as heads of structural departments that provide foreign language training for students of non-linguistic areas of study.

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