

**ПЕДАГОГИКА. МЕТОДОЛОГИЯ И ТЕХНОЛОГИЯ
ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ
PEDAGOGY. METHODOLOGY AND TECHNOLOGY OF
VOCATIONAL EDUCATION**

Научная статья
УДК 378.1

Педагогические науки
<https://doi.org/10.26907/2658-3321.2025.8.4.481-490>

**ЦИФРОВЫЕ ТЕХНОЛОГИИ АКТИВИЗАЦИИ
САМООБРАЗОВАТЕЛЬНОЙ ДЕЯТЕЛЬНОСТИ СТУДЕНТОВ ВУЗА**

Р.Р. Сагитова¹, А.А. Шакирова²

*Казанский (Приволжский) федеральный университет, Казань, Республика Татарстан,
Россия*

¹sag-rimma@yandex.ru, <http://orcid.org/0000-0001-7822-3819>

²alina-sharafeeva@inbox.ru, <http://orcid.org/0000-0002-3281-8056>

Аннотация. Одной из первостепенных задач высшей школы на современном этапе является формирование у студентов навыков самообразовательной деятельности, стремления к непрерывному профессиональному росту, оснащая их для этого соответствующими знаниями и умениями. Развитие самообразовательной деятельности студентов вуза требует поиска и использования принципиально новых приемов и технологий. Интеграция цифровых технологий в образовательный процесс привело к существенным трансформациям в российской системе высшего образования, потребовав пересмотра методов и приемов обучения в высшей школе. Статья посвящена вопросу применения цифровых технологий для активизации самообразовательной деятельности студентов вуза в процессе обучения иностранным языкам. В статье представлен обзор наиболее популярных цифровых ресурсов и платформ в обучении иностранных языков; охарактеризована сущность и структура веб квест технологий как одной из наиболее эффективной цифровой технологии в развитии самообразовательной деятельности студентов; представлена классификация веб-квестов по разным признакам, в зависимости от структуры, целей, уровня вовлеченности участников; обозначены этапы работы с технологией веб квест; выделены преимущества использования веб-квестов в обучении иностранным языкам; приведены конкретные примеры использования веб квест технологии в процессе изучения иностранных языков.

Ключевые слова: самообразовательная деятельность; иностранный язык; студент; цифровые технологии; цифровые ресурсы

Для цитирования: Сагитова Р.Р., Шакирова А.А. Цифровые технологии активизации самообразовательной деятельности студентов вуза. *Казанский лингвистический журнал*. 2025;8(4): 481–490. (In Eng.) <https://doi.org/10.26907/2658-3321.2025.8.4.481-490>

Original article

Pedagogy studies

<https://doi.org/10.26907/2658-3321.2025.8.4.481-490>

**DIGITAL TECHNOLOGIES FOR ENHANCING STUDENT'S
SELF-EDUCATIONAL ACTIVITIES**

R.R. Sagitova¹, A.A. Shakirova²

Kazan (Volga Region) Federal University, Kazan, Republic of Tatarstan, Russian Federation

sag-rimma@yandex.ru, <http://orcid.org/0000-0001-7822-3819>

alina-sharafeeva@inbox.ru, <http://orcid.org/0000-0002-3281-8056>

Abstract. One of the primary tasks of domestic higher education system at the present stage is to develop students' skills for self-education, the desire for continuous professional growth, equipping them with the appropriate knowledge and skills for this. The development of self-educational activities of university students requires the search for and use of fundamentally new

techniques and technologies. The integration of digital technologies into the educational process has led to significant transformations in the Russian higher education system, requiring a review of teaching methods and approaches in higher education. The article focuses on the use of digital technologies to enhance the self-educational activities of university students in the process of foreign language learning. The article provides an overview of the most popular digital resources and platforms in foreign language learning; describes the essence and structure of web quest technology as one of the most effective digital technologies in developing students' self-educational activities. The authors present a classification of web quests based on various criteria, such as structure, goals, and level of participant involvement; outline the stages of working with web quest technology; highlight the advantages of using web quests in foreign language learning. Specific examples of using web quest technology in the process of foreign language learning at university are also reflected in the article.

Keywords: self-education; foreign language learning; student; digital technologies; digital resources

For citation: Sagitova R.R. Shakirova A.A. Digital Technologies for Enhancing Student's Self-educational Activities. *Kazan Linguistic Journal*. 2025;8(4): 481–490. <https://doi.org/10.26907/2658-3321.2025.8.4.481-490>

The main goal of higher education is not just to provide knowledge, but also to create a need for self-education among young people, and to develop a desire for continuous personal and professional growth among future professionals, providing them with the necessary competencies. It should be noted that nowadays, the focus is not so much on the knowledge itself, but rather on the ability to acquire it.

An important task of pedagogy is to develop students' competencies for independent learning and acquiring knowledge. This includes the ability to draw conclusions, support them with factual evidence, solve problems, demonstrate adaptability in real-life situations, make independent decisions, and apply critical thinking [1]. Today's educational process is shifting from teaching to helping students acquire knowledge independently, where the responsibility for education now lies with them. This aspect indicates a change in the educational paradigm: from a system dominated by the teacher to a system where the student becomes an active participant in their own learning, with the primary goal of developing their ability to self-educate. Nowadays, in the system of higher education the training of a future specialist capable of self-development and self-education is a defining characteristic of his quality. One of the main tasks of higher education is the formation of a creative personality of a graduate, capable of self-development and self-education.

The development of self-educational activities of university students requires the search and use of fundamentally new educational technologies. And one of the ways to develop students' self-education, in our opinion, is integration of digital educational technologies and tools. Digital tools and technologies are improving higher education, making foreign language learning more effective and opening up new horizons for self-study and self-education. The introduction of digital educational technologies and tools has radically transformed domestic education, forcing a rethinking of teaching methods in universities, especially in the foreign language learning [2].

Current issues of using digital educational technologies and developing effective strategies for teaching foreign languages in higher education are reflected in the works of leading domestic and foreign scientists and practitioners, including I.G. Kondratieva [1], S.V. Titova [3], D.R. Sabirova [2], Paul Man-Man [4], J. Harmer [5], B.E. Starichenko [6] and others.

Significant assistance in development of the self-education of university students is provided by a wide range of educational computer programs: logic scheme, glossary training, R-tutor, television essay, as well as interactive classes using a didactic satellite system. The use of digital tools and technologies significantly expands the information horizon of students and encourages their education and self-education. Multimedia tools enrich the research process by offering new ways to find information and interact through text, audio, and video [7]. Modern digital educational resources are changing the approach in developing self-education activities of students. The opportunity to use free educational video materials, audio, video podcasts, listen to lectures on digital platforms of leading universities of the country open new horizons for students. All of this allows modern students to build their own individual learning trajectory, manage their learning process, and study at a pace that is comfortable for them, based on their individual needs [8]. Let's take a look at the most popular ones that our students actively use in the process of foreign language learning.

Founded in 2005, the language podcast ‘Pod101’ (<https://www.fluentin3months.com/start-here/>) was among the first to use the podcast format. Over 40 languages are presented in the library with short, exciting lessons that are equally useful for beginners and those who want to deepen their knowledge. The course is based on everyday conversation, which helps to develop a deeper and more intuitive understanding of the language. The lessons focus on everyday conversation rather than traditional grammatical rules. Audio tutorials are available for different levels: from beginner to advanced. In each lesson, two teachers engage in recorded dialogue and discuss related vocabulary and grammar. There are also free resources and the opportunity to purchase individual video tutorials.

‘News in Slow’ (<https://www.newsinslowfrench.com/>.) is a popular digital resource that offers users carefully selected and slowed-down news stories from around the world in different languages: Spanish, Italian, French and German. For a better understanding of the material each episode provides full transcription of the text. The app also allows users to save episodes for offline listening, creating a personal library.

The ‘Survival Phrases’ (<https://player.fm/podcasts/Survival-Phrases>) is your one-stop solution for learning more than 25 foreign languages, including Arabic, Hindi, Japanese, Russian, and Turkish. The platform offers over 50 audio lessons and detailed PDF materials, perfect for beginners and travelers. All materials can be downloaded and used on any device. The podcasts not only help you learn the language but also understand its cultural context.

Among the popular digital educational tools, ‘Coffee Break Languages’ stands out (<https://coffeebreaklanguages.com/>). This resource is a language learning program implemented in the form of podcasts. The lessons are delivered through modern audio and video materials presented as podcasts. Each podcast season consists of 40 episodes. A full course is usually divided into three or four seasons, each corresponding to a specific level of language proficiency, from beginner to advanced. These ed-

educational episodes are available for free on leading streaming platforms such as Spotify and Apple Podcasts.

‘The Fluent Show’ (<https://podcasts.apple.com/us/podcast/the-fluent-show/id780485096>) is an educational resource aimed at stimulating interest in language learning. This educational podcast is designed to motivate you to learn foreign languages by providing content in the form of engaging stories, up-to-date news, practical tips, and innovative ideas that make learning easier. The podcast's website offers a collection of valuable recommendations for effective language education, gathered from various global sources. The primary goal of the resource is to provide students with the tools and knowledge to overcome the challenges of learning a foreign language independently, utilizing a variety of available resources.

The ‘TED Talks Daily’ podcast (<https://podcasts.apple.com/ru/podcast/ted-talks-daily/id160904630>) is an educational podcast about the love of languages and their study. The main activity is the release of daily short audio broadcasts on current topics. You can find here stories, news, advice and ideas that help with language learning. The potential of the TED Talks Daily podcast is due to the fact that they are short (from 5 to 12 minutes), and the existing variety of issues will provide an opportunity to select podcasts in accordance with the topic studied in the curriculum.

The next resource is ‘Talk English’ (<https://podcasts.apple.com/ru/podcast/talk-in-english/id1512920952>). This podcast includes short audio messages in the format of dialogues on various topics. These are short recordings in the form of dialogues on various topics. The advantage of this podcast is that the speakers speak spontaneously, giving students the opportunity to develop their listening skills and find their own techniques for choosing vocabulary so that they don't have to pause when speaking a foreign language. The duration of listening to the dialogue is from 30 seconds to 2 minutes, which can be used both at the initial stages of work on improving speaking skills, and at the ongoing stage. It is a free English listening app that includes over 900 lessons and 8,000 audio files.

From our point of view, using web quests is one of the most effective ways to learn foreign languages. Developed by American scientists Bernie Dodge and Tom March in 1995, this learning technology quickly spread in the United States and became widely used in Russia in the late 1990s. [9].

We can define web quest as an educational tool that is an online activity that requires participants to conduct extensive and focused research, solve a problem, or complete a task, often with elements of role-playing and the use of various online resources. A web quest is an educational technology where students, guided by a teacher, independently explore a given topic using online resources. The teacher acts as an organizer and supervisor, defining the goals, objectives, stages, and deadlines, and motivating students to actively search for and analyze information.

The topics of web quests are quite diverse, ranging from travel to ordinary quizzes, and the problem-solving tasks can vary in difficulty. Actually, Web quests can be classified in various ways, depending on their structure, objectives, level of participant engagement, and other factors. 1) According to the level of difficulty and student engagement: a) Informational Web Quests. These web quests focus on information gathering and data analysis. Students must find the information they need, process it and present the results in a specific format. b) Project Web Quests. In project-based web quests, students usually tackle more complex challenges by demonstrating their solutions through the creation of products such as presentations, essays, or videos. c) Problem-oriented web quests. In such quests, participants solve complex, multitasking problems that require analysis, decision-making and application of knowledge. 2) By type of organization and participants: a) Individual web quests. Tasks are carried out by one student who independently searches for information and solves problems. These quests can be used to develop students' self-education and self-regulation. b) Group web quests. Tasks are carried out by a team of students who share responsibilities, collaborating to solve a problem. c) Mixed web quests. Some tasks are completed individually and then students' team up to complete more complex group tasks. 3) By structure and type of tasks: a) Linear web quests. In these

quests, students follow a strict sequence of actions and steps. Tasks and resources are predefined in a specific order, and participants must progress from step to step. b) Flexible (or non-linear) web quests. In these quests, students can choose which steps to start with and how to progress through the tasks. 4) By form of use: a) Educational web quests. This is the main type, focused on the educational process, where the task is not only to find information, but also to apply knowledge in real situations. Such quests can cover a wide range of subject areas. b) Informational web quests. These quests focus on information gathering. The tasks may be aimed at exploring history, culture, science or other areas using the internet as a source of data. c) Entertaining Web Quests. These are quests that are not so much focused on education as on entertainment. They can be used as introductory exercises to warm up participants' interest before more serious work. 5) By degree of integration with the curriculum: a) Fully integrated web quests. These are web quests that are fully integrated into the curriculum. b) Additional web quests. They are used as an aid to deepen knowledge, rather than as the main form of work. 6) By the nature of interaction: a) Single web quests. In these quests, students work independently, and tasks are completed individually. b) Collaborative web quests. In these quests, students work in teams, which allows them to develop their skills in collaboration, communication, and task distribution. 7) By the number of sources of information: a) Mono-resource web quests. The essence of these tasks is that students must complete the task using only one specific source of information. b) Research-based web quests that rely on multiple sources. Students are immersed in the process of finding information and solving problems, drawing on a wide range of resources, from online platforms to print and multimedia content.

Traditionally, the structure of an educational web quest includes several stages: 1) introduction: presenting the problem, formulating the topic, and providing an overview of the entire quest. 2) Tasks: a detailed description of the problem and a presentation of the final result. 3) Process (Execution): instructions describing the main stages of work, tips for collecting information, necessary resources for completing tasks, and searching for information on solving the problem. 4) Discussion: a so-

lution to the problem through discussion and negotiation among project participants. 5) Presentation of results. 6) Teacher's Evaluation: a description of the criteria and parameters for evaluating the completion of a web quest, which can be presented in the assessment form. The methodological evaluation includes precise descriptions of the criteria and parameters for evaluation, as well as the ability to determine the results of the work.

Web-quest technologies are widely used in preparation for practical classes on various courses at Kazan Federal University. For example, the web quest technology was actively used by first-year students of the Institute of International Relations of History and Oriental Studies of Linguistics department in preparation for the seminars on “Linguistic and Cultural Studies”. Students prepared interactive projects on the following topics: “The influence of Shakespeare on English”, “The East India Company”, “Extension of British power in Africa”, “British colonization of Africa”, “The war of Red and White Roses”, “Potato Famine in Ireland” and others. As part of the educational project “Multilingualism: What? Where? When?” at the Higher School of Foreign Languages and Translation, second-year students of the Linguistics department prepared a series of project works using web quest technology on the topic “Multilingualism in Different Countries.” In order to understand what exactly linguistic phenomena are called and what message they carry, definitions such as bilingualism, trilingualism, multilingualism and plurilingualism were presented. Third-year students of the Linguistics department designed and presented projects using web quests on the topics “Crime and punishment”, “Social justice”, “Gun control”, “Uniform Police”, “Capital Punishment - For and Against” and others during their practical English classes.

The experience of using web quests in teaching foreign languages allows us to highlight the following advantages: 1) The interactive nature of web quests provides students with a deep immersion in learning, requiring them to actively search for, evaluate information, communicate, and make decisions. 2) Web quests motivate students to take a creative approach and promote critical thinking. 3) By mastering vari-

ous digital platforms and online tools, students develop their information literacy, which contributes to their competence in information retrieval. 4) The use of web quests makes learning more engaging and interactive. Students solve practical problems, which requires independent search for solutions, which in turn motivates interest in learning. Web quests allow students not only to collect information, but also to actively process it – analyze, compare, and draw conclusions, which ultimately leads to improvement of their analytical skills. 5) Web quests, using international resources and topics, promote cross-cultural learning, enriching knowledge about different cultures and countries. This is a significant advantage in foreign language.

Working on projects requires students to be highly independent in their search activities, coordinate their actions, and engage in active research and communication. Thus, it can be noted that the use of web quests in students' educational activities promotes interactivity and engagement, the opportunity to practice the language in real-life situations, access to authentic materials and resources, and the development of critical thinking and self-education.

References

1. Abrosimova G.A., Kondrat'eva I.G. Effective strategies for learning a foreign language. *Kazan Linguistic Journal*. 2018; (4): 73–81. (In Russ.)
2. Sabirova D.R., Khanipova R.R. and Sagitova R.R. English as a Tool for Cross-Cultural Communication. *Revista Entrelinguas*. 2021; 7(3): e021048. Available from: <https://DOI:10.29051/el.v7iesp.3.15706>
3. Titova S.V. *Digital technologies in language classroom: theory and practice*. Moscow: Editus; 2017. 247 p. (In Russ.)
4. Paul Man-Man. Developing students' listening and speaking skills through ELT podcasts. *Educational journal*. 2006; 34 (2): 116–134. Available from: <https://www.learntechlib.org/p/103187/> [accessed: 08.12.2024].
5. Harmer J. *The practice of English language teaching* (4th ed.). Pearson Education Limited; 2013. 448 p.
6. Starichenko B.E. Digitalization of Education: Illusions and Expectations. *Pedagogical Education in Russia*. 2020; (3): 49–58. (In Russ.) Available from: <https://doi.org/10.26170/PO20-03-05>
7. Terenteva I.V., Demidova A.V., Sabirova D.R., "et al.". Digital Transformation as A Factor of Youth Human Resources Development. *Res Militaris*. 2022; 12 (2): 2417–2424. Available from: <https://resmilitaris.net/menu-script/index.php/resmilitaris/article/view/1181/945> [accessed 25.05.2024].
8. Sagitova R.R., Khanipova R.R., & Valeeva R.Z. Impact of information technologies and various types of virtual communication on modern English. DEFIN '20: Proceedings of the III International Scientific and Practical Conference. 2020: 1–5. Available from: <https://doi.org/10.1145/3388984.3389065>
9. Dodge B. Webquests: A technique for Internet-based learning. *Distance Educator*. 1995;(1): 10–13. Available from: <https://www.scirp.org/reference/referencespapers?referenceid=465424> [accessed 12.05.2022].

Авторы публикации

Сагитова Римма Раисовна –

доцент

Казанский (Приволжский) федеральный университет

Казань, Республика Татарстан, Россия

Email: sag-rimma@yandex.ru

<http://orcid.org/0000-0001-7822-3819>

Шакирова Алина Альбертовна –

старший преподаватель

Казанский (Приволжский) федеральный университет

Казань, Республика Татарстан, Россия

Email: alina-sharafeeva@inbox.ru

<http://orcid.org/0000-0002-3281-8056>

Раскрытие информации о конфликте интересов

Автор заявляет об отсутствии конфликта интересов.

Информация о статье

Поступила в редакцию: 12.09.2025

Одобрена после рецензирования: 25.10.2025

Принята к публикации: 27.10.2025

Автор прочитал и одобрил окончательный вариант рукописи.

Информация о рецензировании

«Казанский лингвистический журнал» благодарит анонимного рецензента (рецензентов) за их вклад в рецензирование этой работы.

Authors of the publication

Sagitova Rimma Raisovna–

Associate Professor

Kazan (Volga Region) Federal University

Kazan, Republic of Tatarstan, Russia

Email: sag-rimma@yandex.ru

<http://orcid.org/0000-0001-7822-3819>

Shakirova Alina Albertovna –

Senior Lecturer

Kazan (Volga Region) Federal University

Kazan, Republic of Tatarstan, Russia

Email: alina-sharafeeva@inbox.ru

<http://orcid.org/0000-0002-3281-8056>

Conflicts of Interest Disclosure

The author declares that there is no conflict of interest.

Article info

Submitted: 12.09.2025

Approved after peer reviewing: 25.10.2025

Accepted for publication: 27.10.2025

The author has read and approved the final manuscript.

Peer review info

Kazan Linguistic Journal thanks the anonymous reviewer(s) for their contribution to the peer review of this work.