

## **TEACHING A FOREIGN LANGUAGE TO STUDENTS USING EDUCATIONAL PLATFORMS**

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*The relevance of the use of educational platforms in the process of teaching a second foreign language (Russian) to foreign university students outside the country of the target language, their role in the organization of the educational process is considered.*

*Key words: educational process, student, educational platform, Russian as a foreign language, second foreign language.*

## **ОБУЧЕНИЕ ИНОСТРАННОМУ ЯЗЫКУ СТУДЕНТОВ С ИСПОЛЬЗОВАНИЕМ ОБРАЗОВАТЕЛЬНЫХ ПЛАТФОРМ**

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*Рассматривается актуальность использования образовательных платформ в процессе преподавания второго иностранного языка (русского) иностранным студентам вуза, находящимся за пределами страны изучаемого языка, их роль в организации образовательного процесса.*

*Ключевые слова: образовательный процесс, студент, образовательная платформа, русский язык как иностранный, второй иностранный язык.*

In the context of the formation of a new personality-oriented paradigm of education, internationalization [6] and Bologna Declaration introduction [9] one of the modern approaches to organizing the educational process in higher education is the creation of a special educational environment, namely the creation of conditions that would contribute to the formation of a competitive personality of a student-future specialist competitive in the labour market [10], possessing all necessary competences [3], [8].

Teachers should be ready to rethink certain provisions in the domestic methodology from the standpoint of the common European scientific paradigm, replacing the usual methods and teaching aids with more effective innovative technologies [15] that will ensure life-long learning [11] keeping students motivated [13]. Innovative activity in the field of education is now the subject of active discussion in pedagogical science.

Information and communication technologies (ICT) are one of the methods that are currently widely discussed in the field of educational activities [4], [5]. Thus, some researchers focus on such organizational and methodological forms of ICT application in the process of educational activities as distance learning, online learning and e-learning support [1].

I would like to pay special attention to distance learning, since it is this form of work that, in our opinion, is largely a support for traditional education, since now almost all educational and methodological support for organizing the educational process can be found and / or posted on the Internet resources.

The use of distance learning technologies was especially important and necessary during the period of the coronavirus pandemic in conditions of quarantine measures, when teachers had to organize the learning process. In this regard, university professors faced the task of updating the content and choosing new teaching technologies. The teacher at the present time must create such conditions for education and training that contribute to the formation of a personality capable of independently making decisions, being responsible for them; personality, ready for self-development and, therefore, competitive; personality that is well socialized [12], having cross-cultural tolerance [14] and cross-cultural competence [16].

One of the solutions to this problem during a pandemic was the introduction of information technology in the teaching of all disciplines [5]. In particular, this need was quite acute for teachers of a foreign language, especially those who work with foreign students studying Russian, since the study of a foreign language presupposes the formation of communicative competence [7]. And, as you know, mastering communicative competence, being outside the country of the target language, is exceedingly difficult [2].

A remarkably successful way out of this situation was the use of educational platforms by teachers, of which there are now a great many. Therefore, to solve the problem of organizing the educational process, namely the development of communicative competence among foreign students who are outside the Russian Federation, the teachers at the Siberian State University of Science and Technology named after M.F. Reshetnev, the possibilities of various educational platforms were considered. As a result, teachers gave preference to two educational platforms: Zoom and Ding Talk. Each of the selected educational platforms has its own advantages and disadvantages.

So, using the Zoom platform, the teacher has the opportunity to use various forms of work that contribute to the development of students' communication skills: using the session rooms, you can organize work in pairs and groups; such function as "screen sharing" allows you to use demonstration material in class. The disadvantage of this platform is that you can use this platform for free only for forty-five minutes, then you have to create a new link and invite conference participants again to join the class.

If we take into consideration such platform as Ding Talk as the means of educational platform, it does not have all the capabilities of the Zoom platform, it has two big advantages - it is absolutely free and the use of this educational platform is more preferable if the teacher works with students of the People's Republic of China.

Using these platforms as educational tools, teachers of a foreign language at Siberian State University of Science and Technology named after M.F. Reshetnev got the opportunity not only to plan and carry out a full-fledged educational process with discussions, preparation and defense of projects, that is, to use almost the entire arsenal of methodological forms and techniques, but also to organize and successfully conduct intermediate certification.

Having worked with foreign students on these educational platforms for several months, the teachers of Siberian State University of Science and Technology named after M.F. Reshetnev came to the conclusion that, in certain situations and under certain circumstances, they can be not only a huge support for the organization of the educational process, but also are an independent means of organizing teaching activities, although, it should be admitted, they cannot completely replace direct communication between teachers and students during classroom sessions.

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