

Combined methods of teaching foreign students

Solovyova Olga

*PhD in Public administration, Associate Professor
Foreign Citizens Training Center
Zaporizhia State Medical and Pharmaceutical University
Zaporizhzhia, Ukraine
e-mail: ovsolovyova6@gmail.com*

Modern higher education is being rapidly filled with new means of information technologies, which leads to a change in the ways of providing new material using all available modern educational methods in the conditions of online and off-line learning. This format requires finding new or improving and modifying traditional methods and forms of teaching a non-native language to foreigners. Solving the problem of teaching non-native language in the system of either synchronous or asynchronous learning is a complex and important task. It is impossible to imagine life without new information technologies that help us teach and learn new material, therefore, the development and implementation of electronic forms of training is relevant in increasing the efficiency and quality of education [1].

The main task is to prepare students for active communicative activities in the socio-cultural, domestic and educational-professional spheres in the conditions of online and offline communication.

The model of blended learning involves the dynamic intersection and combination of two organizational forms of the educational process: distance (online) and offline (classroom). This model is focused on the active modernization of the educational process, improving its quality through digital technology.

Thus, the term "blended learning" defines the educational process using different methodological foundations of organization and management of the educational process in combined organizational forms and with integration into the digital communication environment on the optimal learning platform.

Blended learning can be personal, interesting and socially active, as can be classroom learning. Students and teachers can stay in touch and help each other

through conversations, while experiencing the personal atmosphere of "live meetings". Teachers have the opportunity to monitor constantly the progress of students in daily independent work. Most students say that in this format of learning they feel more confident when communicating with their teachers and peers than when communicating in the classroom.

Online education can be conducted based on Microsoft Teams. Microsoft Teams is a virtual learning environment that provides teachers and students with a set of tools for online learning. Microsoft Teams can be used for training students both in classrooms and for independent work at home. This computer platform is intended for the organization of online training in virtual environment using Internet technologies. Many distance education resources are provided in the system, a combination of which can be used to organize effective training in educational institutions [2].

Microsoft Teams provides an opportunity to demonstrate educational materials and give access to resources and manage them; provides communicative interaction of participants in the educational process, which is implemented in the form of Internet conferences, forums, discussions, as well as messaging. An important role in the organization of online learning based on the platform Microsoft Teams, have tools for organizing control of students' knowledge level.

The knowledge control procedure on the Microsoft Teams platform is organized in the form of test tasks based on the Forms application. Checking knowledge in real time, is the basis for obtaining an objective independent assessment of the level of initial knowledge of students.

Using Microsoft Teams allows students to build their own strategy of studying disciplines and promotes the acquisition of new knowledge, skills and abilities. Implementation of the educational and methodological complex, which includes distance courses developed on the basis of the Microsoft Teams platform, helps students quickly master new educational material in a convenient way at any convenient time.

A feature of the new model of blended learning is dynamism and integration. Opportunity to diversify the forms of educational process, individualize and optimize this process. Not only increase the presentation of educational material, but also give the right to choose the perception of this material (audio, video, graphics, animation, etc.) in accordance with the cognitive abilities of those we teach. And, finally, the creation of comfortable learning conditions in which students should feel their success in mastering a foreign language and not lose interest in learning it throughout the study period.

References:

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