

DIGITAL EDUCATIONAL RESOURCES IN TEACHING PROFESSIONAL ENGLISH COMMUNICATION¹

Olga V. Desyatova
Olga A. Andrianova

MGIMO University

Abstract. This article considers the issue of using the digital environment in teaching professional communication at a non-linguistic university and aims to specify the role of digital educational resources in business English courses and improve the standard of higher education. The relevance of the issue under consideration is due to the intensified introduction of digital resources in higher education. In this paper, the authors apply theoretical and empirical methods of analysis, consider modern approaches to the classification of digital educational resources for learning English, categorize digital resources in accordance with the degree of their accessibility, and study ways to apply the communicative approach in teaching students a foreign language for special purposes, with the purpose of building and developing productive and receptive skills that future specialists will practice in their professional activities. The authors also analyse the results of a survey conducted among students about the experience of using a multimedia program based on the Moodle educational platform as a part of a business English course. The researchers come to the conclusion that the use of computer technology with a well-planned training programme not only makes the process of learning a foreign language more attractive and interesting to students, but also contributes to the more effective development of their receptive and productive skills.

Keywords: English for specific purposes, professional communication, digital educational resources, communicative approach, Moodle, blended learning, receptive and productive skills

The education sector is a most promising area for the sustainable development of society and the state as a whole. It would be no exaggeration to state that the economic growth, future, and prosperity of every country depends on the quality of education and training of highly qualified personnel and specialists. The ability

¹ English translation from the Russian text: Desyatova O. V., Andrianova O. A. 2023. Ispol'zovanie cifrovyyh obrazovatel'nyh resursov v obuchenii professional'noj angloyazychnoj kommunikacii. *Diskurs professional'noj kommunikacii [Professional Discourse & Communication]*. 5(1). P. 74–94. (In Russian). DOI: <https://doi.org/10.24833/2687-0126-2023-5-1-74-94>

to build strong business relationships in a multicultural environment, as well as a high level of knowledge and skills obtained as part of a degree programme, are competitive advantages at all levels of interethnic interaction. Much attention is paid in tertiary education to the study of English as the international language of the modern world, professional English in particular.

The relevance of the present study can be attributed to the emergence of digital methods of teaching professional English at higher education institutions, the popularity of information and computer technologies among today's youth, and the interest of educators in combining classic teaching methods with innovative approaches to education.

The purpose of this paper is to study the use of the communicative approach to develop various language skills in a digital environment, as well as to identify the most effective way to build a curriculum for teaching specialist language to improve the quality of education and language training.

The study was carried out based on a business communication course taught at the Moscow State Institute of International Relations of the Ministry of Foreign Affairs of the Russian Federation (MGIMO University) with a view to improving the methods and materials used in the course.

To achieve these objectives, this study will:

- consider approaches to teaching English at a non-linguistic university;
- classify digital educational resources used in the teaching of foreign languages depending on how accessible they are;
- describe the use of a digital educational resource in the teaching of a foreign language for professional purposes using the example of a multimedia course on business communication;
- interpret the results of a survey of students that used a questionnaire to identify their attitudes towards the use of the digital resource;
- study the role of digital resources as an integral part of the Business English programme in the educational process.

Research methods

For the theoretical side, the research method used involved generalizing the current literature on basic approaches to foreign language teaching and the application and shared use of digital educational resources. The method of systemization of information was also used to classify types of digital resources in accordance with the degree of their accessibility.

For a more detailed understanding of the tasks outlined above, it is important to know the history of distance learning as a precursor of the development of digital educational resources and the stages of their implementation in the Russian education system, as well as to briefly present the information in this study.

The researchers also employed an empirical method in the form of a survey of students enrolled on MGIMO University's Professional Communication Course, developed on the Moodle online learning platform, to determine how to improve the course

Research results

Numerous methods have been developed for teaching foreign languages, and they all have their own specific features, strengths and weaknesses. Many universities opt for the classical, fundamental teaching methods, which consist in forming a grammatical base of the chosen language through the study of grammar rules, completion of written exercises to consolidate the theoretical knowledge, and so on.

Students who have successfully completed a language programme based on the classical method typically have a sound grasp of the written language and are able to express themselves in writing fairly well, for example in an essay or a letter. However, the classical method does not always pay due attention to developing students' speaking skills, and, consequently, leaves much to be desired in terms of developing their ability to communicate freely in the foreign language².

The solution to this problem is to use the communicative method of foreign language teaching, which is extremely popular today. This approach to teaching involves developing productive and receptive speech skills in students. Productive skills include speaking and writing, while receptive skills refer to listening, reading, and the use of video materials (Badalyan 2018). Various educational technologies are used to help develop communication skills in students, including computer-based tools, distance learning, and information technologies (these include text, visual, and audio materials, as well as combinations of these), which, together, create an effective digital learning environment.

The communicative approach involves imitating real-world situations, live communication that aims to develop successful communication with the interlocutor. This is why the communicative methodology places special emphasis on communication between the teacher and the students, as well as between students, the purpose of which is to develop their speaking skills and abilities (Ignatkina 2021).

In universities, the communicative method of foreign language teaching is dictated by the need to study those areas of professional communication that are relevant to the students' future lines of work. This is why the focus of foreign language classes is on various kinds of interactive learning, specifically role-playing games and the analysis of educational situations. Here, students have to discuss problems relating to their

² Surzhenko O. Y. 2015. Kommunikativnaya metodika protiv tradicionnogo metoda obucheniya inostrannomu yaz'y'ku [Communicative Methodology Versus Traditional Foreign Language Teaching Methods]. *Materialy VI Mezhdunarodnoj nauchnoj konferencii "Pedagogika: tradicii i innovacii"* [Proceedings of the VI International Scientific Conference "Pedagogy: Traditions and Innovations"]. P. 160–162. (In Russian)

chosen fields, find joint solution to them, hold negotiations, have conversations in the form of dialogues/polylogues, etc. (Zharovskaya, Votintseva 2022). They learn how to make business presentations in front of an audience, as well as to overcome mental blocks and uncertainty when speaking in public, which is invaluable if they want to take part in international events, especially conferences, round tables, and seminars where the working language is not their native tongue.

The rapid development of science and technology has led to the emergence of entirely new technologies that have started to be implemented in the field of education, and, consequently, as part of the teaching process. In the educational environment, digital technologies are being introduced and actively used at all stages of the learning process – from the presentation of new material to progress monitoring (Geyzerskaya 2020). This has led to the emergence of the concept of “a digital (virtual) educational environment”³. An e-learning management system is a “complex set of distance learning modules that can be configured in accordance with the purpose and objectives of use”⁴.

The scientific literature on the subject distinguishes three types of digital educational resource.

The first category of digital educational resource is based on the kind of information that the resources contain. This includes digital resources that contain: textual information; audio information only; audio-visual information; visual information only; interactive models; combined types of information.

The second category of digital educational resource is based on the purpose for which the resources were created. Two types of resources are included in this category: educational resources and training resources. There is also a narrower classification of digital educational resources that is based on the presence of a printed equivalent. This is further broken down into two types: 1) resources that are identical to previously published printed material, only in digital form; and 2) resources originally created in digital form that exist independently and inseparably from the electronic medium.

The third category of digital educational resource is based on the teaching methods used by the teacher, that is, the resources used are made to fit the teaching methods employed in the classroom. Typical resources in this category include: conventional

³ Vajndorf-Sysoeva M. E. 2010. *Virtual'naya obrazovatel'naya sreda: kategorii, kharakteristiki, skhemy, tablicy, glossarii*. Uchebnoe posobie [The Virtual Educational Environment: Categories, Characteristics, Diagrams, Tables, Glossary. A Textbook]. MGOU. P. 102. (In Russian)

⁴ Vanykina G. V., Sundukova T. O. 2018. *Pedagogicheskie usloviya effektivnogo ispol'zovaniya virtual'noj obrazovatel'noj sredy v obuchenii*. [Pedagogical Conditions for the Effective Use of the Virtual Educational Environment in Teaching]. *Sbornik trudov V Mezhdunarodnoj nauchno-prakticheskoy konferencii "Elektronnnoe obuchenie v nepreryvnom obrazovanii 2018"* [Proceedings of the International Scientific and Practical Conference "E-Learning in Life-Long Education 2018"]. P. 146. (In Russian)

resources (tools for educational activities); programmed resources; problematic resources (which, as the name suggests, are used as part of problem-based learning methods); and combined resources⁵.

Our analysis of the degree of accessibility of digital resources led us to the conclusion that no scientific developments have been made in this area, and we tried to classify them according to this criterion in our study. Thus, the systematization of digital educational resources proposed by D. Zolotova includes a fourth category. We believe that the digital resources intended for learning English can be divided into three distinct categories (Table 1).

The first group of educational resources is made up learning websites that are freely available on the internet. These include websites intended specifically for learning English, such as BBC Languages⁶, the British Council, and others, as well as YouTube and all kinds of resources featuring interactive tasks for practicing and consolidating grammar rules and vocabulary, and blogs. The latter are generally considered to be online magazines on specific topics for independent study of English. For example, the Englex blog (Englex is an online English language school) contains a section on business English that aims to develop business writing skills among students. Here, students can familiarize themselves with the basic rules for writing business letters, specifically letters of inquiry and letters of response to inquiries, as well as negotiating skills (Zoteeva 2020).

The second group consists of Massive Open Online Courses (MOOC). Some of these are fee-based certificate courses, while others are free non-certificate courses offered by leading universities that participate in MOOC projects to disseminate knowledge with the highest academic standards. The biggest providers of such courses are Coursera, Udacity, edX, the Open Education Platform, Universarium, Janux, and others.

The third group of digital educational resources includes virtual universities – digital resources developed by teaching staff and integrated into academic programmes. It also includes the digital educational resources of several companies that have their own corporate universities or special employee training programmes. Access to this group of resources can only be granted to a certain circle of people, for example, university instructors and students, and company employees.

⁵ Zolotova D. R. 2022. Cifrovye obrazovatel'nye resursy: ponyatie i klassifikatsiya [Digital Educational Resources: Concept and Classification]. *Materialy XVIII Mezhdunarodnoj nauchno-prakticheskoy Internet-konferentsii "Lichnostnoe i professional'noe razvitiye budushhego spetsialista"* [Proceedings of the XVIII International Scientific and Practical Internet Conference "Personal and Professional Development of a Future Specialist"]. P. 121–127. (In Russian)

⁶ BBC is blocked in the Russian Federation.

Group	Type	Type of digital educational resource	Degree of accessibility
1	Universally accessible	Websites, video hosting services	Available for all
2	Limited access	MOOC	Non-certificate – available for all
			Certificate – fee-based
3	Closed	Online university programmes	For students only

Table 1. Classification of Digital Educational Resources for Learning Foreign Languages by Degree of Accessibility

In this article, we will concentrate solely on the third group of digital educational resources – those offered by universities which can only be accessed by a certain category of instructors and students enrolled on a specific course.

It is important to note that the use of digital technologies makes learning possible without violating the seven principles for good practice in undergraduate education: encourage contact between students and faculty; develop reciprocity and cooperation among students; encourage active learning; give prompt feedback; emphasize time on task; communicate high expectations; and respect diverse talents and ways of learning (Chikering, Gamson 1999).

Before the appearance of digital educational resources there were correspondence and distance learning courses⁷. The first such programme appeared in the late 1980s at the National Technological University (NTU) in the United States. The system was initially intended for young people who had to enter the job market immediately after school, as well as for people with disabilities. It was around this time that the United States Distance Learning Association (USDLA) was founded. Online education got a shot in the arm in 2020 with the onset of the COVID-19 pandemic, when students and teachers around the world were forced to switch to distance learning – a fact that prompted university teaching staff expanded and improved their digital literacy (Mohamed Amin, Paiman 2022). The extended quarantine period led to a sharp increase in the amount of distance learning material produced. A study of international experience in the development of online education reveals that some of the world's leading universities – Oxford University, the University of Maryland, Princeton University, Boston University, Stanford University and others – have adopted virtual learning methods⁸.

⁷ Ryabova S. V., Lapshina O. K. 2018. Istoriya razvitiya i voprosy kachestva distancionnogo obucheniya. [History of the Development of Distance Learning and Issues of its Quality]. *Sbornik trudov V Mezhdunarodnoj nauchno-prakticheskoy konferencii "Elektronnoe obuchenie v nepreryvnom obrazovanii"* [Proceedings of the Fifth International Scientific and Practical Conference "E-Learning in Life-Long Education"]. P. 569–572. (In Russian)

⁸ Mansurov P. M., Pavlova M. Y. 2018. Mezhdunarodnyj opyt razvitiya onlajn-obrazovaniya [International Experience in the Development of Online Education]. *Sbornik trudov V Mezhdunarodnoj nauchno-prakticheskoy konferencii "Elektronnoe obuchenie v nepreryvnom obrazovanie"* [Proceedings of the Fifth International Scientific and Practical Conference "E-Learning in Life-Long Education"]. P. 234–238. (In Russian)

In order to keep up with modern technological changes, many Russian universities have started to implement ICT in recent decades. Research into the development of the digital environment in Russia notes three distinct stages in its evolution: 1) the informatization of education (1986–2016); 2) the digitalization of education (2017 to the present); and 3) the creation of a digital educational environment (the concept was introduced in 2019)⁹.

In accordance with Decree No. 2040 of the Government of the Russian Federation “On Conducting an Experiment to Introduce a Digital Educational Environment”¹⁰ dated December 7, 2020, digital resources are being actively introduced into the educational process in general educational institutions and universities. Such an environment offers the opportunity to combine information technology with traditional education. Online platforms are already being used successfully by various higher education institutions, including M. V. Lomonosov Moscow State University, Saint Petersburg State University, Far Eastern Federal University, Moscow State Linguistic University, and Moscow State Institute of International Relations under the Ministry of Foreign Affairs of the Russian Federation (MGIMO).

Additionally, Siberian State Industrial University, MGIMO, Sevastopol State University and others use, along with other resources, the Modular Object-Oriented Dynamic Learning Environment (MOODLE) platform to help students master professional English. One such example is Sevastopol State University, where the teaching staff in the Department of English have developed a course entitled “Maritime English at the Management Level” for students studying maritime specialties to make up for the lack of sufficient classroom hours. The course was developed using a blended approach that combined traditional classroom learning with an instructor (30% of the course) with learning on the Moodle platform (70%) (Ivantsova et al. 2019).

Foreign language teaching at MGIMO includes both traditional (paper-based) and mixed (educational materials posted on digital platforms) methods. And it should be noted that the amount of digital material is growing every year. A group of instructors at English Language Department No. 4 has developed an online course (Business Communication New Level) on the Moodle virtual platform to be used as part of the English programme for students of the Faculty of International Business and the Institute of Trade and Sustainable Development. It is a two-year course for bachelor's

⁹ Rezer T. M., Vladyko A.V., Murtazina, A.V. 2020. Razvitie cifrovoj obrazovatel'noj sredy: istoriko-pedagogicheskij aspekt [Development of the Digital Educational Environment: Historical and Pedagogical Aspect]. *Pervaya mezhdunarodnaya nauchnaya konferenciya po problemam cifrovizacii EDCRUNCH URAL 2020. Sbornik trudov konferencii [The First International Scientific Conference on the Problems of digitalization EDCRUNCH URAL 2020. Conference Proceedings*. P. 264–272. Izdatelstvo Uralskogo universiteta. (In Russian).

¹⁰ Decree of the Government. 2020. Decree of the Government of the Russian Federation of December 7, 2020 No. 2040 “On conducting an experiment to introduce a digital educational environment”. URL: <https://www.garant.ru/products/ipo/prime/doc/74922819/> (accessed: 15.11.2022)

students (taken in the third and fourth years) and a one-and-a-half-year course for master's students (taken during the first and second years of master's programmes). Students of other faculties can also enrol on the online business English course.

A distinctive feature of the professional English course at MGIMO is that it involves studying specialized economic vocabulary and terminology relating to business documentation and contracts.

Students on the business communication course first learn the internationally accepted principles of writing business letters, the rules for arranging the elements of letters, how to write the date in different countries, the correct spelling of the sender's and recipient's addresses, the rules for addressing the recipient, how to close letters, etc. To this end, students are given independent writing tasks aimed at developing students' letter writing skills.

The next part of the course is documentation used in international trade, for example, the basic terms of the delivery of goods, international commercial terms (Incoterms). Digital resources are used to explain the material to students in the language they are studying, which gives them the opportunity to improve their professional competencies. Various types of international contracts are studied, and one assignment for credit involves drawing up a sales contract with certain delivery conditions.

The material is divided into sections on specific topics (Fig. 1).

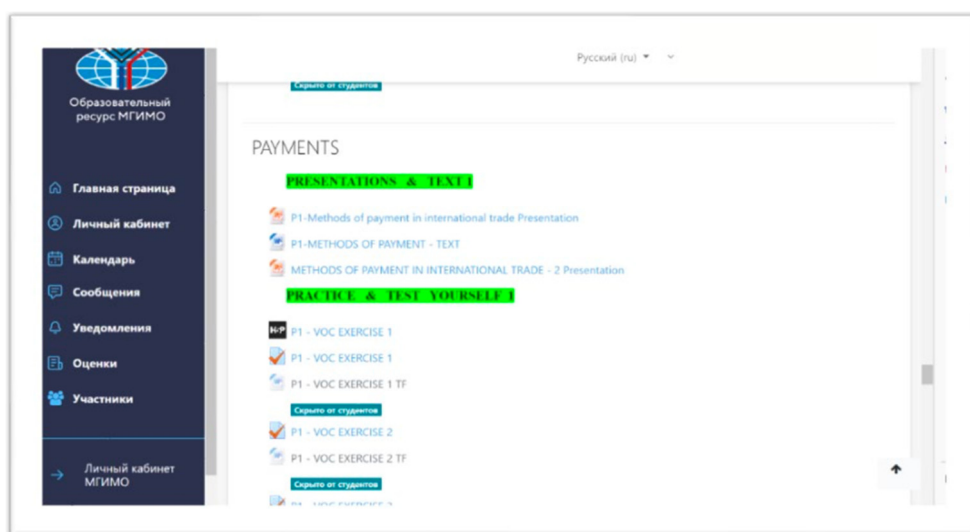


Figure 1. Example of the Section on the Topic “Payments”

Each topic begins with a presentation, accompanied by a voice-over description. The material is also available in a separate file, which allows students to check that they have correctly understood the information they have heard and to study the material independently (Fig. 2).



Figure 2. Example of a Presentation on the Topic “Agents and Agencies”

Each topic includes tasks for practicing active vocabulary and prepositions. For example, students may be asked to link a definition to a term, insert prepositions, or choose the correct word to fill gaps in a text. The latter exercise is performed to a timer to ensure that students cannot refer to reference materials; it also helps with memorizing new vocabulary. There are also grammar exercises and exercises for mastering the vocabulary used in business correspondence, contracts, and official documents.

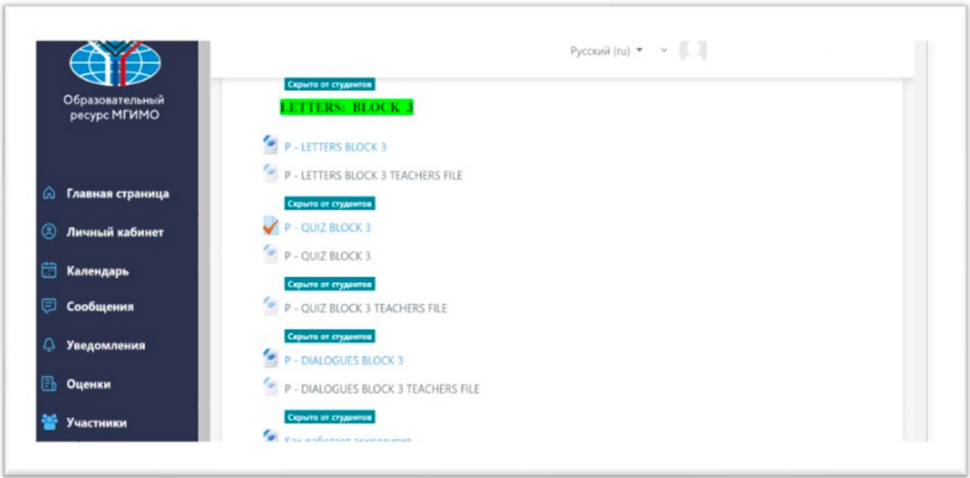


Figure 3. Example of Multimedia Course Tasks

The course then moves onto business letters. Students are given assignments designed to help them develop their written communication skills, including summarizing the information contained in correspondence, writing letters on given situations, etc. (Fig. 3).

Students have to conduct a telephone conversation, or a face-to-face negotiation based on facts from the letters they read. Other students can be involved in this process, so that as many people take part as possible, playing different roles: for example, a student can play the role of secretary, answering the call and connecting the caller with someone who can deal with their inquiry; or a student could act as an interpreter during negotiations, and so on.

At the end of each topic, students listen to a dialogue and complete a set of exercises based on what they heard (Fig. 4):

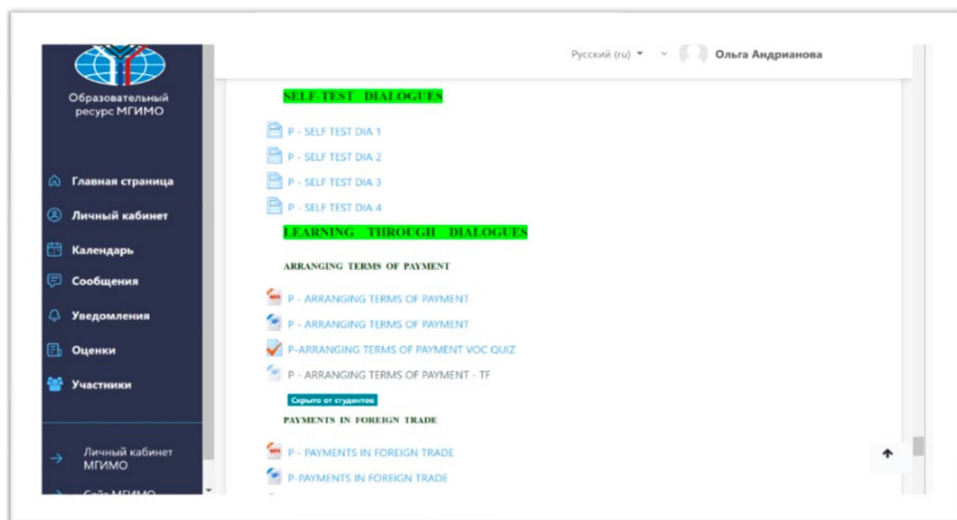


Figure 4. Example Exercises for Audio Materials

At the end of each topic, students are required to complete a two-way consecutive interpretation task, which allows students to develop their professional communication skills.

We wanted to know what students thought of the digital educational resources they had been using, as well as to identify which tasks they found the most interesting in the multimedia English business communication programme, so we conducted a survey to find out. It was important to get feedback from students so that we could make adjustments to the program and further develop the Business English. The idea was to make the best possible use of this digital resource to ensure that students would develop and consolidate their professional communication skills in the English language.

The survey was conducted remotely in the form of a questionnaire on Google Forms. A total of 108 third- and fourth-year undergraduates, as well as first- and second-year master's students in the faculties mentioned above, took part in the survey. The gender split was roughly equal – 51.9% male and 48.1% female. The age of the respondents ranged from 20 to 23, with the average age being 21. The questionnaire contained different types of questions: closed (multiple choice) questions and open (free-form comments) questions. There were ten questions in total, all of which had to be answered:

1. How often do you use the Business Communication multimedia program on the ed.mgimo.ru platform?
2. Do you find it useful for studying business English?
3. Which topic(s) did you find most interesting and why?
4. What types of tasks did you find most effective for learning the material?
5. What methods do you find work best for you when learning the material on the Business English course?
6. What do you think could be added to the course?
7. Do you use the program for independent study when preparing for lessons?
8. What courses did you use the program for?
9. How old are you?
10. Are you male or female?

An analysis of the survey results allowed us to make the following observations:

1. Approximately 67% (more than half) of respondents use online course materials in every lesson on professional English (Diagram 1).



Diagram 1. Frequency with which Students Use the Multimedia Program

2. More than three quarters of respondents (almost 78%) find the program useful for the Business English course. Another 18.5% consider the course at least somewhat useful (Diagram 2).



Diagram 2. Students' Evaluation of the Usefulness of the Multimedia Business English Program

3. The most common answers to the third, open-ended, question about which topics the students found the most interesting were "Enquiries," "Orders," "Payments," and "Claims."
4. Next, students were asked to assess the effectiveness of the course assignments for learning the material. The results are presented in Diagram 3 (multiple choice):

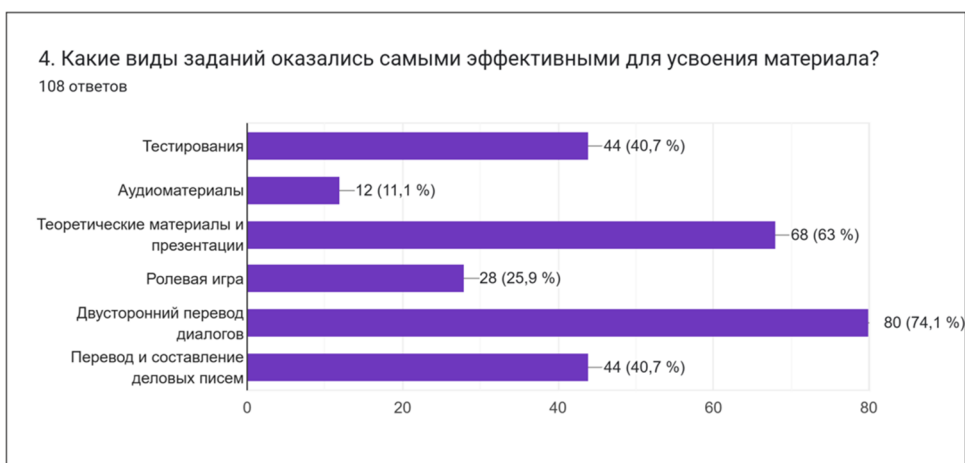


Diagram 3. Effectiveness of the Course Assignments, according to Students

The diagram shows that students prefer such types of productive activities as bidirectional interpretation of dialogues (74.1%), writing and translating business letters (40.7%), and role-playing games (25.9%). The second most important type of activity (63%), according to the students, was studying theoretical materials and giving presentations (receptive skills). Almost 40% of respondents saw the usefulness of various types of online tests for self-assessment.

5. Diagram 4 shows the results of students' answers to the question: "What methods do you find work best for you when learning the material on the Business English course?"



Diagram 4. Student Preferences in the Use of Digital and Traditional Media

The overwhelming majority of students (74.1%) indicated that they prefer a combination of learning materials (traditional paper-based and digital) as the most effective method of studying the business English course. Only 18.5% of students said that they prefer studying using digital materials exclusively.

6. Free-form answers to the question "What do you think could be added to the course?" students noted that it would be useful to: have the entire course vocabulary in a separate section, broken down by topic, in a separate file; add sections with business vocabulary not directly related to trade; provide brief summaries of the topics covered; provide video materials; and include more tests for self-assessment. Students also expressed that they would appreciate the opportunity to communicate directly with the instructor or course designer and have more practical speaking assignments.
7. Two thirds of students (66.7%) use the program for independent study when preparing for lessons (Diagram 5).



Diagram 5. Attitudes of Students Towards Using the Program in Addition to their University Studies

To sum up the survey and draw some conclusions from it, we can state that students prefer their business communication courses to contain bidirectional translation of dialogues in the classroom, extensive study of theoretical materials, and the opportunity to give presentations with the help of a multimedia program. Most students find digital educational resources useful but tend to use them primarily as supplementary material to traditional paper-based learning methods. However, many students would like to use digital resources in combination with pedagogical support. Given that audio and visual materials, tests, and presentations require electronic learning tools, we can assume that digital resources should be used specifically for the purpose of developing receptive skills.

It is worth noting that there are significant advantages to using digital resources in language training. First off is convenience – both students and teachers can access the course materials whenever they need them. Add to this the fact that the material is presented extremely clearly, students can study at their own pace and learn through games, and the assignments given are practical and oriented towards the students' future line of work.

That said, computer-based progress tests are typically limited in scope (containing “yes/no” or multiple-choice questions, matching words, etc.), which is more of a disadvantage, since students can share correct answers among themselves.

Digital learning is not limited to online classes. Demand for this kind of learning will grow in the future both at educational institutions and as way to improve the qualifications of specialists employed in various sectors of the economy. This is why experts note that universities should encourage the use of digital educational resources and focus on teaching strategies that take full advantage of these tools and features to achieve the set teaching and learning goals (Al-Hunaiyyan A. et al. 2020).

We share the opinion of many in the scientific community that the use of information and computer technologies without any kind of pedagogical support is ineffective (Knežević, Žana 2018). “Teaching foreign languages is quite difficult to implement in distance format, since it involves the direct transfer of experience from an expert (teacher) to a student”¹¹ (Gorodzhyanov 2018: 485) and the “proper combination of traditional and innovative forms, with due account of the pedagogical conditions for using a virtual educational environment, contribute to the effectiveness of the learning process” (Vanykina, Sundukova 2018: 147).

Conclusions

Our analysis of the theoretical material and the empirical data obtained allowed us to draw the following conclusions.

Advancements in technology are leading to new developments and opportunities in education. Online learning platforms open up new opportunities for the use of different teaching methods in education, including various combinations of approaches. As most of the content of digital courses is based on the use of receptive methods, this will obviously allow more time to be devoted to productive methods of professional language training, such as analysing real-world examples, constructing and interpreting dialogues role-playing, performing written translations, and writing business letters.

The digital learning environment itself is not the optimal solution for engaging students in the learning process, since teachers play a critical role in motivating students to acquire knowledge and (secondarily) take advantage of the features offered by digital resources.

The survey results showed that students enrolled on business English courses tend to choose a blended learning approach that combines traditional paper-based learning with digital learning.

This study will be useful for making changes to the business communication programme based on the survey results, as well as for improving the quality of education as a whole. As virtual platforms become increasingly indispensable, they will likely be used more and more in the higher education process. At this stage, the best way to use digital resources in English-language training in higher education institutions is in combination with traditional classroom methods, while the choice of the type of digital resource depends on the objectives of the course.

¹¹ Gorodzhyanov A. I. 2018. Principy obespecheniya kachestva obucheniya inostrannym yazykam (opyt CDO FGBOU VO MGU) [The Principles of Ensuring the Quality of Foreign Language Teaching (Based on the Experience of Moscow State Linguistic University)]. *Sbornik trudov V Mezhdunarodnoj nauchno-prakticheskoy konferencii “Elektronnoe obuchenie v nepreryvnom obrazovanii”* [Proceedings of the Fifth International Scientific and Practical Conference “E-Learning in Life-Long Education”]. Ulyanovsk State Technical University. Ulyanovsk, Russia. P. 485. (In Russian)

About the Authors:

Olga V. Desyatova – Ph.D. in Economics, Associate Professor in English Language Department No. 4, MGIMO University. Moscow, Russia.

E-mail: desyatova.o.v@inno.mgimo.ru

ORCID: 0000-0001-8328-3111

Olga A. Andrianova – Lecturer in English Language Department No. 4, MGIMO University. Moscow, Russia.

E-mail: o.andrianova@inno.mgimo.ru

ORCID: 0000-0002-3471-0129

Conflicts of interest.

The author declares no conflicts of interest.

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