Electronic poster as a way to implement educational activities

E V Pinevich 1, I M Kalinina 2, V V Abyshkina 2 and Y A Tugova 2

1 Bauman Moscow State Technical University (BMSTU), 5/1, 2nd Baumanskaya St., Moscow, Russia
2 Peoples' Friendship University of Russia (RUDN University), 6 Miklukho-Maklaya St, Moscow, 117198, Russian Federation

E-mail: kalinina_yum@pfur.ru

Abstract. The article is devoted to the description of the electronic educational poster created on one of the popular open platforms on the Internet and used as a way to implement educational activities in a distance or mixed (distance – face-to-face) format of teaching Russian to foreign students-masters of technical specialties. Work with the electronic educational poster is presented as an effective method of teaching, since the Russian language for foreign students at technical universities is a way of gaining knowledge on the future specialty, communication in Russian and getting to know Russian culture in general. Like any innovative technique, an electronic educational poster is not the main one that gives fundamental knowledge in the studied discipline, but an auxiliary tool that increases the motivation of students and increases their knowledge in the field of Russian vocabulary and grammar. The authors of the article describe the algorithm for creating an electronic educational poster, and also share practical recommendations for working with it. The article also presents the experiment conducted with master students of the faculty of pre-university training and 1st year students who studied Russian, the scientific style of speech and cultural linguistics using an electronic educational poster; examples of materials and tasks posted on the poster are given. At the end of the article, the results of the experiment are given and the prospects for the use of electronic posters in educational activities are outlined.

1. Introduction

The rapid development of technology, as well as changes taking place in the world, have influenced the educational paradigm. Traditional pedagogical technologies, have undergone significant changes in the past few decades. They were subject to serious transformations in 2020 due to the need to transfer the educational process to various Internet resources and implement the learning process remotely.

In addition, the need to change the teaching technology was dictated by the changed needs of students, the peculiarities of their perception of information. "When building the educational process in the educational and extracurricular activities of students, modern teachers <...> must take into account the essential features of the phenomenon of" clip thinking "" [1]. "Young people who spend several hours in front of a computer every day get used to well-developed mechanisms for presenting information, to bright, interesting blocks, rapidly replacing each other with plot pictures, and a lot of hyperlinks. Clip consciousness significantly corrects the usual system of information presentation ""[2].

As noted above, achievements in science and technology contributed to the change in the educational paradigm. Many of the modern technical means have firmly held the life of students and can be
successfully used to achieve educational goals: “a reasonable combination of well-known teaching methods in conjunction with new developments, including e-learning technologies, will increase the effectiveness of the process of learning and raise the level of students’ professional training” [1].

We should not forget the changes that have taken place in philology and methodology of teaching Russian as a foreign language; the regular periodic transformation of the scientific paradigm. “The practice of teaching the Russian language to non-Russian students requires constant improvement of the content, techniques and methods of teaching, taking into account the achievements of modern linguistics. The ideas of the systemic, anthropocentric, functional-cognitive, communicative, linguoculturological directions formed the theoretical basis of the new concept of teaching the Russian language to non-Russian students” [3].

The factors listed above raise a task for modern teachers of finding such a means of organizing and conducting educational activities that would meet the principles of anthropocentrism, communication, functional cognition and cultural linguistics. It would allow the use of information and communication technologies, taking into account the phenomenon of clip thinking of students and the possibility to teach remotely. According to the authors, electronic educational posters are one of such tools that make it possible to effectively implement educational activities in both distance and mixed (face-to-face - distance) forms of education. They meet the needs of the modern generation of students and the principles of the modern educational paradigm. The authors of the article successfully use them in their pedagogical activities, working with foreign undergraduate students of technical specialties at the preparatory (B1) and main (B2 level) stages of study at the BMSTU and at the Peoples' Friendship University of Russia.

The purpose of this article is to describe the algorithm for creating an electronic educational poster on the padlet.com platform, as well as to demonstrate the principles of working with it using the example of the electronic educational poster “Russian language for masters. Important, useful and interesting information for 1st year students of technical specialties”, created by the authors of the article for distance work with foreign master students.

2. Materials and methods
The material for the research was the most popular platforms for creating electronic interactive posters placed on the Internet (Explain Everything, Airhead, Peardeck, Showbie, EDU Gloster, Nearpod, Buncee, Quizizz, Thinglink, Padlet), as well as written works of 1st year students - masters studying at the faculty of pre-university training and at the main faculty. In addition, when preparing materials for placement on an electronic educational poster, the authors analyzed various types of exercises, grammar and communication tasks that can be effectively used in teaching foreigners the Russian language, scientific speech style and cultural linguistics using interactive posters.

Using analytical and comparison-collation methods, the authors came to the conclusion that the platform for creating electronic interactive posters padlet.com meets educational objectives to the greatest extent, since the platform has:

- various templates, from which a teacher can choose the one that suits best the pedagogical goals and the content posted (for example, a template on which materials are placed in chronological order; a template that allows students to leave comments and ask questions to the teacher, etc.);
- a possibility to attach not only hyperlinks, photos, pictures, audio and video materials, but also text documents that are opened by a tab or "pop-up" window and which are convenient for students to work with;
- an interface that allows you to choose the colors of posts and thereby visually differentiate them, as well as the main background of the poster, corresponding to the theme of the posted materials, which seems to the authors especially important, because “the non-verbal text, but visualized image from the screen causes greater participation of the viewer, his immediate inner creative response and response of his linguistic consciousness. Taking into account such existing and
coming innovations in the educational sphere it is extremely important in modern education, including in teaching a foreign language” [4].

It was on the padlet.com platform that the authors created the poster “Russian for Masters. Important, useful and interesting information for 1st year students of technical specialties ”, where we placed educational materials of three categories: general language proficiency, Russian in the professional activities of masters and cultural linguistics. In accordance with the experimental method, the students were divided into two groups, one of which - experimental - studied not only standard teaching materials, but also referred to the created poster, and the other - control - studied Russian according to the traditional method [5-9].

The progress of the experiment and its results are presented below.

3. Results and Discussion
Work with the padlet.com platform does not cause any difficulties for teachers or students. If the teacher wants to create interactive educational posters, then he needs to go through a simple registration, after which he gets access to the templates placed on the platform (figure 1 and figure 2):

![Figure 1. Registration.](image1)

![Figure 2. Templates.](image2)

The navigation system contains tooltips and symbols, thanks to which the teacher understands how to create a post and place materials (figure 3):

![Figure 3. Navigation system on the padlet.com platform.](image3)
In the process of creating a poster, the teacher can close access to it and make the poster open to students only after placing the materials. In addition, the teacher can limit the circle of students who have access to the poster, which is especially important when separate posters are created for students of different groups.

After creating a poster and opening access to it, the teacher can make changes by adding or removing some posts, while the link to the poster remains valid and the transition is made to the latest version of the poster. For example, the authors, creating poster “Russian language for masters. Important, useful and interesting information for 1st year students of technical specialties”, laid out educational materials on it gradually, as the students studied the topics (figure 4):

![Figure 4. Placed materials.](image)

As noted above, the information on the poster created by the authors is divided into three thematic groups, each of which has its own color designation. The work with the poster implied that theoretical information on the grammar of the Russian language and on the scientific style of speech was given not in the traditional form of a linear text or a lecture on the topic, but in the form of a short summary, diagrams, clusters and mind maps on the poster. In addition, the students of the experimental group were also offered exercises on the poster for repetition and consolidation of the studied grammatical material, taking into account the topics specified in the Requirements and the State Educational Standard for Russian as a Foreign Language at levels B1 [10] and B2 [11]. The topics that cause the greatest difficulties for foreigners were selected: the prepositional-case system of the Russian language, declension of numbers, direct and indirect speech, the functions of the verb in the sentence. According to the authors' observations, foreign master students performed tasks using an electronic educational poster with greater interest than the same exercises, but presented in traditional textbooks. This confirms the involvement of students in the educational process, which is conducted using electronic interactive teaching aids.

A separate section on the electronic educational poster “Russian language for masters. Important, useful and interesting information for 1st year students of technical specialties” presents materials on cultural linguistics, which are not included in the compulsory master's program, but allow foreign students to learn more about Russia and Russian scientists. Despite the fact that the video on the topics
“The First Russian Engineer”, “P.N. Yablochkov”, “V.G. Shukhov”, “Literary Moscow. Virtual Tour of Moscow” and others belong to the category of additional materials and are not required for viewing. Foreign master students of the pre-university training faculty and the first year of the main faculties watched films with pleasure outside of the classroom and discussed them in face-to-face Russian language classes.

The experiment on the use of the electronic educational poster in teaching the Russian language for foreign master students was carried out for 2 semesters (for students of the faculty of pre-university training) and 1-2 modules (for students of the 1st year of the main faculties). 52 people took part in the experiment. At the end of the experiment, foreign students of the experimental and control groups were given identical tests containing tasks on the grammar of the Russian language, the scientific style of speech and cultural linguistics. The students of the experimental group not only made fewer mistakes, but also completed all the tasks faster than the students of the control group. The results of the experiment are presented in the diagram (figure 5):

![Figure 5. Experiment Results. Diagram Results of the Application of Electronic Educational Poster in Teaching Foreign Master Students.](image)

The results of the experiment carried out by the authors also confirmed the validity of the statement that “the technology of cognitive visualization contributes to the solution of a number of pedagogical tasks - optimization of learning, motivation to learn languages, and the formation of the ability to reflect. The integration of various methods of cognitive visualization into language teaching orients the students' consciousness to the mode of action, thereby giving them “in their hands” an important cognitive tool necessary for constant self-education” [12].

4. Conclusion

Thus, all of the above allows us to assert that an electronic poster is an effective means of implementing educational activities in a mixed (face-to-face - distance) and distance learning environment, because it helps increase motivation in a foreign audience and increase the knowledge of foreign master students in the field of Russian grammar, Russian language, professional activities, and cultural linguistics.
The authors see further prospects for the development of work with electronic interactive posters in the development of the system of posters that will cover the entire course of Russian as a foreign language for masters in various fields of study at technical universities.

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