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МЕТОДИКА ПРЕПОДАВАНИЯ ЯЗЫКА И ЛИТЕРАТУРЫ

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**ABOUT USE OF DIGITAL TECHNOLOGIES IN THE PROCESS OF TEACHING
RUSSIAN AS A FOREIGN LANGUAGE**

The current stage of development of technical web tools provides limitless opportunities for pedagogical creativity. The article lists digital services for creating educational content in Russian as a foreign language, providing students with open access to the use of high-quality electronic methodological and educational support. Distance learning has expanded the use of web technologies through interactive learning materials containing instructions, educational content (videos, texts, drawings, simulators, links, etc.). Digital technologies also allow you to control the educational process and form the professional culture of the future specialist, who strives for constant self-improvement with the help of Internet services. Educational platforms organize motivation to work, corporate culture of self-education and upbringing. The use of digital services in the classroom contributes to the presentation of the material in more visual, accessible form, and affects the perception of foreign students of educational material in synchronous and asynchronous learning modes.

Key words: digital technologies, digital services, educational content, Russian as a foreign language.

INTRODUCTION

Modern university is an educational space in which the requirements for training, education and self-education are changing. Russian as a foreign language e-teaching is associated with pedagogical experience and creative search, since the methodology of this discipline has become the subject of active reflection in recent years, and the specifics of the phonetic, lexical, grammatical, syntactic, intonation system of Russian has almost not been studied in Kazakhstan from the position of a digital learning platform for foreigners.

Innovation in the management and educational process of an educational institution based on IT technologies is a key mechanism that allows you to create advantages in a competitive environment. The main measures in the development of informatization are the creation of a reliable and efficient infrastructure, the introduction of unified ways of accessing data, improving the manageability of the entire complex of information resources, as well as ensuring compliance with two strategies – the strategy of informatization and the strategy of the university as a whole [1]. The cooperative implementation of such events is associated with the formation of a private didactic and methodological field, which ensures the use of information resources and allows improving the educational process in accordance with the organizational structure and academic policy of the university.

The introduction of modern digital tools into the training system increases the effectiveness of mastering Russian as a foreign language, provided that their content and methods of implementation are of personal, social (from socialization) significance. In order to maintain the motivation of foreign students in mastering Russian as a foreign language and optimize learning, it is important to rely on the developed and stable aspects of ethnopsychics: a high level of mnemonic abilities (memorization, classification), developed intuition, visual perception channel, visual-motor memory

channel, active use of analogy, contextual guesswork. In the process of speech activity, lexical and semantic errors are often found due to incorrect or inaccurate understanding of the volume of words. We are talking about effective methods of kazakhstan scientist(Aitpaeva A.S., Akhmedova A.K., Aznabakieva M. A., Kaskabasova H.S., Kurmanova T.V., NurshaikhovaZh.A., etc.) and foreign scientists (Verbitskaya L. A., Goymakh O. Ya., Dubrovina E. V., Dyakova T. A., ZherebtsovaZh. I., Pasov E. I., Khaleeva I. I., Kholodkova M.V. , etc.), who help foreigners to get language skills and speech competencies in the Russian language in a short time.

The information technologies that we adopt in the educational process greatly change the role of the teacher, who turns from the only carrier of knowledge into a learning manager and mentor, directing and controlling the efforts of students to master a particular program-through individual tasks, identifying appropriate learning resources, creating joint learning opportunities, as well as providing their understanding of the material and consulting support both during the face-to-face process, and in learning environments and virtual interaction [2].The teacher remains, of course, the key, but still one of the participants in the educational process, and not with chalk near the blackboard, but with a remote control at the projector or at the computer in the information environment. These changes are easier to voice than to implement, and the success or failure of the new approach depends on the human factor and the willingness of teachers to enter virtual classrooms and environments.

MAIN PART

In our world, e-education using digital technologies has unresolved problems related to the undeveloped unified criteria for assessing the quality of electronic disciplines, the composition of competent specialists who evaluate the quality of these disciplines, which include: the problem of the quality of electronic resources, legal problems for the protection of intellectual property, financial problems related to the costs of preparing and updating electronic courses [3], personnel problems for training teachers who will be able to develop and update electronic courses.

We can consider the digital space of the university as a transition process, in which users get access to high-quality information, and the solutions in the field of information technology are so interwoven into the main business processes of the university that staff and students can no longer do without the services provided by the information environment. At the same time, job responsibilities are performed by the staff with greater efficiency, and the training of students – with better quality.

Digital technologies allow us to focus the educational process not just on meeting the requirements of the professional and educational standard, but on forming the professional culture of the future specialist, striving for constant independent self-improvement with the help of information services and technologies.

The introduction of digital technologies is a didactic process, since information technologies allow you to adapt the personal characteristics of the student to the specifics of the discipline being studied: its conceptual complexity, abstraction in the study. Lack of understanding and lack of reliance on the laws and didactic principles of the organization of the educational process do not make it possible to effectively use the resources of digital technologies in the educational process [4].

Digital technologies should take a special place in the classification of professional education methods. This is important, first of all, because without understanding the nature of the impact on the personality of a powerful information space, its laws, principles and methods of building work with students, it is impossible to build a policy, strategy, program of such work in the modern digital environment. It is the lack of such scientifically based approaches that has led to the fact that a system of Internet access for all educational organizations is being formed, and there are insufficient resources for students and teachers.

From the point of view of research and understanding of the regularities of these processes, this approach is not in doubt. That is, an integrating approach is needed to classify the methods of

personality formation, which would be clear to the teacher-practitioner. In real practice, the educational process organically merges with learning, in the work of the teacher, for example, during practical classes, educational and developmental tasks are set. To what extent and how the educational and developmental functions can be implemented when using digital technologies for the development of the student's personality, it is not yet clear and worked out. In fact, it requires the integration of elements of practical psychology in the activities of a modern teacher [5].

Distance learning has expanded the use of web technologies through interactive learning materials containing instructions, educational content (videos, interactive videos, text, drawings), self-tests, links, etc. Educational materials are transmitted through various digital surfis: classroom, canva, core, Padlet, kahoot, Learning Apps, Google Jamboard, Word Wall, Flippity, Piktochart, Prezi, Sway, Creately, Time Rime.com, Quizlet and others. When organizing remote work during the pandemic, the main work is carried out on the digital Zoom service for conducting online lessons, video conferences, and online meetings with students. Each participant of the meeting has the opportunity to speak with a voice, demonstrate a video, and work with a presentation. Video tutorials on YouTube also help to diversify and improve the main stages of the lesson both in the classroom and remotely.

The game technologies are becoming an integral part of the process of learning a foreign language. It is an indispensable assistant for learning and mastering educational material through the game. As for teachers, their role should be more than that of a researcher and facilitator when online games are brought into language teaching. A possible area for further study by teachers as a researcher is the search for information. To become an effective facilitator, you need knowledge of lesson planning and the skills needed to incorporate online game elements into the learning process [6, 82].

In preparation for classes and in the classroom, services are also used to create mental maps. Mental map, connection diagram, associative map, intelligence map, mind map—all these terms refer to one popular tool for organizing information in a visual form. Intelligence cards are a technique of graphic expression of the perceived, processing and memorizing various types of information [7].

The creator of the methodology is Muller Horst, an author of books and a consultant on the issues of intelligence and the psychology of learning. As a basis, he took the principles by which our brain works, namely associativity, hierarchical thinking. The special features of the cards are that the attention is focused directly on the task itself, without memorizing and forcing. The information is stored in a ready-made form. Students have the opportunity to "see" the educational material "with their mind's eye".

The bright, organic style of mind maps promotes creativity and brainstorming. All branches have different colors by default. There are a huge number of options for forms. The image and the flowchart can be placed anywhere, and even a sketch can be drawn "by hand". Mind maps, fix, and brainstorming modes are available – the same map is displayed in different ways. iMindMap allows you to convert the map into a project-to break down tasks by deadlines and performers ("time map" mode) and into a structured list with sub-items ("text" mode). Also, you can make an animated three-dimensional presentation from the intelligence map, which keeps the audience's attention much better than the standard one. In addition, the service offers free training on building mind maps [7].

When designing classes, teachers use services to create infographics. Infographics is graphic design of information, a certain combination of images, text and symbols in order to make the information perceived easier and faster. Very often, infographics are used when it comes to numbers. Infographics win in the presentation of information due to the colorfulness, ease of perception of information, interesting details. Such images are always interesting to consider, and the data itself is remembered better.

Currently, infographics are becoming popular among foreign language teachers. Teachers note that, often, the information presented in the form of infographics is absorbed by students faster than when reading a regular text, due to its clear organization, limited volume, visualization of details and the attractiveness of the presentation as a whole.

Infographics can be effectively used in the lessons of Russian as a foreign language. In the collection of a modern teacher, there must be a collection of infographics, divided by different lexical-grammatical and linguistic-cultural topics. For example: "Food", "Clothing and shoes", "Family", "Animals", "Work", "Movement verbs", "Verb Tenses", etc. The development of a system of exercises for working with specific infographics depends on: the topic of the lesson, on its format (individual lessons or lessons in a group), on the interests and level of students.

In this article we present some informative and interesting platforms that are used in classes in Russian as a foreign language. Mostly with foreign students at the initial stage, when studying letters, sounds, syllables, words, and then when composing sentences, we use the Google Jamboard. On this board, with the help of colorful stickers, we study hard and soft consonants, voiced and deaf consonants. This web board is convenient for studying personal and possessive pronouns, the expression of the gender of nouns. When studying the present tense, we use stickers to attach endings to differentiate the number and face of verb forms. Also students are given sentences with missing grammatical forms, texts, where, by clicking on the link, they perform tasks independently and synchronously, which are saved in Google drive, which is convenient for the teacher to check.

Students show interest in Kahoot game platform, where the teacher creates quizzes, test tasks, and sets a specific time and date for completion. This platform also has music accompaniment and images are uploaded. This platform is convenient because the teacher sees the points for students' answers, mistakes that are worked out online.

One of the entertaining platforms that our foreigners love is the Flippity service. All tasks are created on the basis of Google tables, which are easily turned into didactic online tools: interactive exercises, simulators, flash cards. On this platform, we use roulette (random selection of names, questions).

For example, when studying the questions " Who is it?, What is it?" students spin a roulette wheel, where the questions they answer fall out in a chaotic order. Here we play the quiz game " What? Where? When?". We write down the names of the students, then they take turns choosing questions according to the scores and the complexity of the questions (from 100 to 1000). Students like to compete with each other in a playful way. It takes into account not only leadership qualities, but also the test of knowledge and readiness of students on a particular topic.

CONCLUSION

Consequently, the use of digital services in Russian as a foreign language classes saves time when explaining new material, promotes the presentation of the material in a more visual, accessible form, affects different perception systems of foreign students, thereby ensuring better assimilation of the material; controls a differentiated approach to teaching students with different levels of readiness to perceive the material, promotes constant operational control of the assimilation of the material by students.

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Орыс тілін шет тілі ретінде оқыту процесінде цифрлық технологияларды қолдану туралы

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Техникалық веб-құралдарды дамытудың заманауи кезеңі педагогикалық шығармашылық үшін шексіз мүмкіндіктер береді. Мақалада студенттерге сапалы электронды әдістемелік және білім беру мүмкіндіктерін пайдалануға ашық қолжетімділікті қамтамасыз ететін шет тілі ретінде орыс тілінде оқу мазмұнын құруға арналған сандық қызметтер көрсетілген. Қашықтықтан оқыту веб-технологияларды қолдануды нұсқаулықтар, оқу мазмұны (бейнелер, мәтіндер, суреттер, тренажерлер, сілтемелер және т.б.) бар интерактивті оқу материалдары арқылы кеңейтті. Цифрлық технологиялар білім беру процесін бақылауға мүмкіндік береді және интернет-сервистердің көмегімен үнемі өзін-өзі жетілдіруге ұмтылатын болашақ маманның кәсіби мәдениетін қалыптастырады. Оқу платформалары еңбекке деген ынтаны, өзін-өзі тәрбиелеу мен тәрбиелеудің корпоративтік мәдениетін ұйымдастырады. Сабақтарда цифрлық сервистерді пайдалану материалды көрнекі, қолжетімді түрде ұсынуға ықпал етеді, шетелдік студенттердің оқу материалын синхронды және асинхронды оқыту режимдерінде қабылдауына әсер етеді.

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Об использовании цифровых технологий в процессе обучения русскому языку как иностранному

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Современный этап развития технических веб-инструментов даёт безграничные возможности для педагогического творчества. В статье перечислены цифровые сервисы для создания учебного контента по русскому языку как иностранному, предоставляющего студенту открытый доступ к использованию качественного электронного методико-образовательного обеспечения. Дистанционное обучение расширило использование веб-технологий за счет интерактивных учебных материалов, содержащих инструкции, учебный контент (видеоролики, тексты, рисунки, тренажеры, ссылки и т.д.). Цифровые технологии также позволяют контролировать образовательный процесс и формируют профессиональную культуру будущего специалиста, стремящегося к постоянному самосовершенствованию с помощью интернет-сервисов. Учебные платформы организуют мотивацию к труду, корпоративную культуру самообразования и воспитания.

Использование цифровых сервисов на занятиях способствуют изложению материала в более наглядной, доступной форме, влияют на восприятие иностранными студентами учебного материала в синхронном и асинхронном режимах обучения.

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BLENDED LEARNING: A STUDENT-CENTERED APPROACH IN FOREIGN LANGUAGE TEACHING TO INFORMATION SYSTEMS ENGINEERING STUDENTS

Demand for blended learning has been considerably growing in higher education over the previous decade. It is seen as one of the most popular and effective technologies for learning a foreign language as the technology allows to plan the time both of a teacher and students most effectively. It is also a way to make the process of learning a foreign language interesting and accessible.

The purpose of the study is to describe a blended learning model and analyze its effectiveness in teaching the English language to students studying educational program “Information system”. The article discusses the concept of “blended learning”, its main components and effectiveness in educational process. It analyzes the advantages of blended learning used in teaching the English language, reveals its effectiveness in modern educational terms and conditions. The novelty of the research lies in designing an educational student-centered model aimed at the development of profession-oriented foreign language competence of students studying educational program “Information system” based on blended learning implementation.

The article presents the results obtained from interviewing two groups studying the educational program «Information System» carried out at Sh.Ualikhanov Kokshetau University in Kazakhstan with 26 participants-students registered for the 2020–2021 academic year. The subject of the interview is background and advantages of integrating blended learning into traditional educational system.

Key words: foreign language proficiency, face-to-face, blending, traditional learning, profession-oriented.

INTRODUCTION

World cultural blending, diversity of technologies, personality differences among students have made university teaching a more multifaceted process comparing to previous years. With new educational terms and conditions at non-linguistic universities coming in force foreign language teachers face issues requiring immediate solutions. Fewer classroom hours and a low level of foreign language proficiency of new coming students have made it necessary to redesign traditional forms of teaching.

The increasing presence of technology in everyday life has changed the students’ behavior and attitudes. It has altered the manner in which they learn and communicate in and out of classroom. For instance, computers, tablets, smart phones, and online games have diminished the students’ attention span and distracted them from retaining information. Thus, in order to be effective in teaching students the necessary skills at foreign language lessons, teachers have to restructure the learning process and adjust their classroom material to accommodate the changes.