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ABOUT THE PROJECT "SMART-STUDY RUSSIAN AS A FOREIGNLANGUAGE IN THE CONTEXT OF THE DEVELOPMENT OF THE DIGITAL EDUCATIONAL SPACE IN A NON-LINGUISTIC ENVIRONMENT"

Abstract

The introduction of educational distance services into the training system is of urgent importance at the present time. This article presents a web platform for foreign students studying Russian (levels A1, A2). The methodology, approaches and methods of teaching Russian as a foreign language are listed. The obtained practical experience shows that learning through the use of digital technologies allows integrating educational technologies and increasing its effectiveness in synchronous and asynchronous learning. The research is based on the existing models in linguistic science, but at the same time its specificity and approach have no analogues in Kazakh science. The appearance of such a website will allow foreigners to improve their basic writing, speaking, reading and listening skills under the guidance of a teacher and independently. The use of digital services in the classroom contributes to the presentation of the material in a more accessible,visual form, which will help to improve the quality of memorization and academic performance in amixed learning format.

Keywords: web-platform, digital technologies, Russian as a foreign language, synchronous learning, asynchronous learning.

Introduction. The education system in the modern world is formed as a new system that is focused on entering the world's modern information and educational space. Information technologies (IT) are an inseparable part of the integral educational process and contribute to significantly strengthen its effectiveness. Trends in the development of IT create great opportunities in their application both in everyday life, and in education and in many other areas of life. In the context of complex computerization of education, it is important not only to possess technical skills and information and communication technologies (ICT), but also to have significant electronic educational resources [1].

It is impossible to separate the current educational process without high-quality provision of educational electronic materials. Recently, their structure has been supplemented with such modern digital training tools as electronic textbooks, computer modeling tools, Internet sites, simulators, training programs and other educational and individual content [2].

By providing educational material in electronic and digital form, there is a versatile impact on the student, which motivates the student's interest in learning, expands the horizons of his knowledge, skills, the quality of training improves, this contributes to improving the feedback between the teacher and the student. Digitalization in education is a new paradigm that provides new opportunities for development and a new format of communication and interaction between the two sides in education; a productive tool for obtaining high-quality education. The initial condition for the further development of digital pedagogy is the use of new information and communication technologies. Digital services, tools, platforms make it possible to build interpersonal educational paths, make the educational field limitless, free, accessible, providing education in several directions at once, design studies, work and other forms of activity, as well as receive information and knowledge in clear, simple, fun, playful forms [3, P.25-26].

The use of digital educational resources in teaching allows you to expand the possibilities of the lesson, while also increasing its effectiveness. The educational materials presented in digital form make it possible to use them without difficulties atvarious stages of the lesson, and to solve the assigned tasks of the lesson:

− the stage of updating knowledge – electronic tests, electronic constructors;

− the stage of explaining new material – electronic textbooks, encyclopedias, reference books, multimedia presentations, educational videos;

− the stage of fixing and improving the knowledge, skills and abilities (KSA) – electronic tests, electronic simulators, training environments, multimedia presentations;

− the stage of control and evaluation of KSA – electronic tests, crosswords [4].

The main body. Digital educational resources stimulate students ' learning. It is possible to trace the process of dynamics in the transmission of educational information in certain proportionate portions, performs the function of a source and the degree of presentation of the material, as well as provide an incentive in the cognitive interests of students, exercise full self-control of learning outcomes. The purpose of digital educational resources should be considered the creation of conditions for strengthening the mental abilities of students in the media society, as well as increasing the level of education at all levels of the learning system.

Currently, it is impossible to separate the educational process from web technologies, services and online platforms through digitalization. The online platform is a complex, combined system that allows to manage distance learning in online and offline modes. With the help of such a digital service, you can create online courses, projects, programs, interact between students and teachers, evaluate and receive learning results. The web platform is a remote educational resource where you can post educational content using various methods, forms and methods of teaching in synchronous asynchronous formats [5].

Distant educational electronic technologies allow you to create educational interaction in the conditions of synchronous learning. Synchronous learning is a process in which students simultaneously communicate with the teacher in real time. Teachers and students interact in a set virtual place through a certain online resource at a set time. With the help of a synchronized learning system, students can instantly ask questions to a lecturer or fellow students using chat messages. In addition, in this system, you can conduct online research using messengers, websites, platforms.

Asynchronous training, which is conducted online, consists of modules of independent lessons, videos, virtual libraries, certain lexical and grammatical tasks, simulators, there is an exchange of information between discussion boards, platforms, social networks. E-learning in the asynchronous mode can be carried out online and offline, which includes various forms and types of work performed via the Internet, bulletin boards, e-mail.

Synchronous and asynchronous digital learning is a combined option for submitting material online. The combination of these two types of e-learning combines different ways of presenting material for trainees: information exchange, cooperation in work, mutual assistance to each other. We use synchronous and asynchronous in electronic format, for example, to discuss less complex issues, get acquainted and plan the tasks of the lesson, perform tasks in online and offline modes.

In synchronous learning, tasks are loaded with the help of collected and processed data, structured ideas and materials are transmitted from the lecturer to the student, that is, a complete, collected content recommended for study [6].

In asynchronous learning, students are given freedom in the sequence of receiving and processing material. The tasks are completed in a slightly different way: students are given different types of work materials that they work through independently in a limited or unlimited time. On the one hand, students can study materials in accordance with the recommendations of the teacher (by analogy

with synchronous learning). On the other hand, students can perform them in the order that they consider most acceptable for them [7].

The researchers concluded that in the synchronous training format, the material is studied proportionally and the final tasks receive a higher rating than in the asynchronous one. The opposite point of view is expressed by K. Schwinhurst: he made sure that the course of the studied discipline was more often held in an asynchronous format than in a synchronous one [8]. However, E. Kiriaki, V. Derry and P. Antoniou state that they did not find a statistical difference in academic performance between different online forms of learning, although they concluded that academic performance in online classes was much higher than in offline courses [9].

Interesting results were obtained in the study of S.Abrams: the indicators of learning a foreign language are ambiguous depending on the chosen formal criteria for submitting a course. Thus, the rating of oral speech showed the best result in the synchronous format, and the rating of other indicators did not reveal significant dynamics between the training formats.

An unambiguous opinion about the dominance of a particular online learning format cannot be made on the basis of any of the efficiency factors. In the format of synchronous training, students study the material together with the teacher, which affects the study of discipline materials that require a meaningful understanding. Inan asynchronous format, it is more effective to evaluate the main criteria that need to be «remembered», and in this case, a qualitatively organized feedback increases the satisfaction of students ' education [10].

The use of electronic technologies is useful for both students and teachers. We have identified and traced many advantages of using digital resources in education, and many of them complement differentiated training and provide unlimited and creative opportunities for students and teachers. Electronic resources involve interaction both in the classroom and outside the educational institution.

Literature review. Differentiated learning refers to differences in the pace of students 'learning, the level of English language proficiency, learning style, intelligence and interests [11]. This opinion is confirmed by Rajprasit and Hemchua, who believe that students, in particular, future engineers, should have the following abilities: the ability to participate in discussions, explanations, formal and informal conversations, as well as to conduct oral presentations, participate in negotiations, persuasion, problem solving and conflict resolution [12]. Thus, common problems during classroom learning, such as limited hours of personal contacts and disconnection during traditional classroom discussions, are solved and can be overcome by integrating online discussions into the learning process [13].

Russian as a foreign language is associated with creative searches and pedagogical experience, since the methodology of this course has become the subject of active reflection in recent years, and the specifics of the phonetic, grammatical, syntactic, lexical, intonation structure of the Russian language in Kazakhstan has practically not been studied from the position of a teaching educational platform for foreigners. Accordingly, the appearance of such a site will allow foreigners to improve their basic language teaching skills under the guidance of a teacher and independently.

Within the framework of the project 3 main approaches will be implemented:

1)   a communicative approach that forms knowledge about the language system (about phonetics, vocabulary, morphology, syntax, etc.), which is not an end in itself, but only a means of forming students' communicative competence. The learning process is built as a copy of the communication process, fundamentally important, essential parameters of the communication situation are modeled [14];

2)   the linguistic and country approach develops country competence – the skills and abilities of a conceptual approach to the study of a foreign culture in comparison with the culture of the native country of the country. After all, the perception of another culture occurs through the prism of one's own. The main goal of linguistics is to ensure communicative competence in

the process of intercultural communication, primarily due to the adequate perception of the interlocutor's speech and original texts for native speakers. The need for special selection and study of language units, in which the peculiarity of the national culture is most clearly manifested and which cannot be understood as a native speaker understands them, is felt in all cases of studying with foreigners, when reading fiction, the press, watching films and videos, listening to songs [15];

3) an integrative approach in teaching a foreign language is the systematization of educational and cognitive activities, the formation of key competencies, the education of a person ready for effective intercultural communication, the acquisition of professional skills by students, the development of variable thinking [16].

The project is aimed at a comprehensive study of services, methods, digital tools for introducing the best practices of Kazakh and foreign studies in the field of teaching Russian as a foreign language into the educational process. Russian and English language web platform for the placement of educational content in Russian for foreign students (the initial stage-levels A1, A2) based on modern digital technologies in a non-linguistic environment, which will help a foreign student to master the language in accordance with universal learning conditions, is the goal of the project.

The project examines existing domestic and foreign methodologies, web tools, online platforms, services in the field of teaching Russian as a foreign language and their application to create their own educational web platform.

The appearance and introduction of such a website will allow foreigners to improve their basic language skills independently and under the guidance of a teacher.

Russian language system development is necessary for foreigners who do not speak Russian as their native language to communicate in a non-linguistic environment. The introduction of modern digital tools into the training system will increase 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 mnemic 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 encountered due to an incorrect or inaccurate understanding of the volume of words. We are talking about effective methods of Kazakhstani researchers (Aitpayeva A.S., Akhmedova A.K., Aznabakieva M.A., Kaskabasova HS., Kurmanova T.V., Nurshaikhova Zh.A., etc.) and foreign scientists (Verbitskaya L.A., Goymakh O.Ya., Dubrovina E.V., Dyakova T.A., Zherebtsova Zh.I., Pasov E.I., Khaleeva I.I., Kholodkova M.V., etc.) who help foreigners to acquire language skills and speech skills in a short time competencies in the Russian language.

Methods. The following methods are used in the research:

1. The collection of language material by sections, its storage and processing is carried out using computer technologies through search engines based on data stored on the Internet, as well as their own developments that are used in classes on Russian as a foreign language [17].

2. The method of analysis. In the analysis (from the Greek analysis – decomposition), the mental or real division of the whole into elements is carried out, as well as the establishment of connections between the elements. Analysis is inextricably linked with synthesis, for example, analysis allows you to identify its sections in the whole course of the Russian language, to develop the structure of each section, each thematic group [17].

3. The synthesis method (from the Greek synthesis – connection) allows you to mentally or actually connect the elements of an object, connections and relationships between them into a single whole, to represent them as a system. Synthesis is inextricably linked with analysis. For example, when synthesizing, it is

possible to combine materials from various sections of the course "Russian as a foreign language" in order to determine the necessary and sufficient amount of students ' knowledge, to bring this knowledge into the system [18].

4. The communicative method is in the first place among the most frequently used methods of teaching foreign languages. The essence of this method is that the basic language skills are developed simultaneously (oral and written speech, grammar, reading and listening) in the process of live communication [19].

5. The audiovisual (structurally global) method assumes a wide use of audiovisual teaching tools (filmstrips, slides, movies) and technical means (tape recorder, radio, television); global presentation of the material: tape recordings of texts and film fragments are not divided into episodes, grammatical structures are also introduced and trained entirely. Mastering a language unit is possible only as a result of repeated repetition and memorization [20].

6. The modeling method. In pedagogical research, currently under the model (from Lat. modelium – measure, image, method, etc.) of the learning process is understood as a specially created object structure for reproducing in a simplified and visual form the characteristics of the original object that is being studied. Models can perform two main functions: theoretical (in this case, they act as a specific image of reality, which contains elements of the abstract and concrete, general and individual) and practical (in this case, they act as a tool and means of scientific experiment) [21, P.25-26].

Results. The Smart Study website consists of 5 blocks: 1) Introductory phonetic course of the Russian language; 2) Dictionary; 3) Russian grammar; 4) Exercises; 5) Texts and dialogues. Using the main navigation menu, you can navigate to any page of the site. When you hover the mouse over the name of the section, a drop-down list appears under the name.

Introductory phonetic course of the Russian language. This section involves mastering minimal vocabulary and the simplest syntactic constructions, elementary skills of speaking and listening, as well as reading and even

writing. Russian phonetics system, articulation of Russian sounds, features of stress and its implementation in various types of words, the main types of intonation constructions are mastered by students as part of the introductory phonetic course. At the same time, the selection of vocabulary and grammatical constructions in the introductory phonetic course is subordinate to the tasks of teaching pronunciation. This block will contain the alphabet + audio, tables of hard-soft, deaf-voiced consonants.

Dictionary. This section will consist of 24 thematic groups:1) My Family; 2) Weather; 3) Seasons; 4) Months; 5) Days of a week; 6) My Day; 7) Color; 8)

Appearance; 9) Character; 10) Food; 11) Clothes; 12) Job and Occupation; 13) City and Town; 14) My home; 15) Countries and Nationalities; 16) Nature; 17) My body;

18) At the hospital; 19) Illnesses and diseases; 20) Pieces of furniture; 21) At the customs, at the airport; 22) Conversational phrases; 23) Numbers; 24) At University.

Russian grammar. Here you will find the main sections of the Russian language:

1) Noun; 2) Pronoun; 3) Adverb; 4) Verb; 5) Cases; 6) Numeral name: 7) Speech constructions; 8) Conjunctions.

Exercises. The types of exercises offered to foreign students are quite diverse, they are aimed at: a) recognizing and reproducing information, b) describing information, c) structuring information, d) logical comprehension of information, e) creative transformation of information. Some exercises are built on the principle of a simulator. Exercise simulators are quite stereotypical, most of these tasks include a list of words that need to be used in some specific form.

For example: Упражнение. Составьте предложения. *Exercise 1. Make upsentences.*

Это /мой /красный /чашки. Это /наш /интересный /книга.Семья /жить /дома.

Вы /слушать /радио /в /среда.

Texts and dialogues. This section contains a collection of text dialogues, including the most commonly used educational, every day, socio-political and general scientific vocabulary. Texts, dialogues, miniatures are united by one

grammatical theme, which allows the teacher to deepen students' knowledge in the field of Russian grammar with the help of a variety of country and local history material.

For example: Задание 1. Прочитайте текст. *Task 1. Read the text.* Абдулла – пакистанец. Его страна – Пакистан.

Абдулла слушает и читает русские тексты, переводит русские слова. Он сейчас делает домашнее задание. Он знает русские буквы и немного пишет по- русски. Он знает русские слова: Здравствуйте! Как дела? Как Вас зовут *?,*

Абдулла пишет: «Какая интересная страна Казахстан!» Задание 2. Ответьте на вопросы. *Task 1. Answer the questions.* Кто Абдулла?

Что он сейчас делает?Что он знает?

Что Абдулла пишет*?*

Discussion. Working on the platform, users will have the opportunity to close the window by clicking the cross in the lower right corner of the window or in any other place in the window or outside it. Site members can view the next or previous image by clicking the right and left arrow icons in the upper corners of the pop-up window.

Conclusion. Thus, Russian as a foreign language (the initial stage is levels A1, A2) in a non-linguistic environment. Russian as a foreign language (the initial stage- levels A1, A2) is the use of modern digital technologies for the development of a web platform in Russian and English for the placement of educational content in Russian as a foreign language. The main difference between the project concept and previous scientific research related to the stated topic is the use of modern digital technologies for the development of a web platform in Russian and English for the placement of educational content in Russian as a foreign language (the initial stage is levels A1, A2). The planned research is based on existing models in linguistic science, but at thesame time its specificity and approach have no analogues in Kazakh science.

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"Smart-Study орыс тілін шет тілі ретінде тілден тыс орта жағдайында цифрлық білім беру кеңістігін дамыту контексінде" жобасы туралы

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<i>Аңдатпа</i>
Оқыту жүйесіне қашықтықтан білім беру сервистерін енгізу қазіргі уақытта өзекті мәнге ие. Бұл мақалада орыс тілін (А1, А2 деңгейлері) оқитын шетелдік студенттерге арналған веб-платформа ұсынылған. Орыс тілін шет тілі ретінде оқытудың әдістері мен тәсілдері көрсетілген. Алынған практикалық тәжірибе цифрлық технологияларды қолдану арқылы оқыту синхронды және асинхронды оқытуда білім беру технологияларын біріктіруге және оның тиімділігін арттыруға мүмкіндік беретінін көрсетеді.Зерттеу лингвистикалық ғылымдағы модельдерге сүйенеді, бірақ бұл ретте оның ерекшелігі мен тәсілінің қазақстандық ғылымда баламасы жоқ. Мұндай веб-сайттың пайда болуы мұғалімнің басшылығымен шетелдіктерге жазу, сөйлеу, оқу және тыңдаудың негізгі дағдыларын дербес жетілдіруге мүмкіндік береді. Сабақтарда цифрлық сервистерді пайдалану материалды қолжетімді, көрнекі түрде ұсынуға ықпал етеді, бұл аралас оқыту форматында есте сақтау мен үлгерім сапасын арттыруға көмектеседі.

<i>Түйін сөздер:</i> веб-платформа; цифрлық технологиялар; орыс тілі шет тілі ретінде; синхронды оқыту; асинхронды оқыту.

О проекте «Smart-Study русскому языку как иностранному в контексте развития цифрового образовательного пространства в условиях внеязыковой среды»

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(Кокшетау, Казакстан)

Аннотация

Внедрение в систему обучения образовательных дистанционных сервисов имеет актуальную значимость в настоящее время. В данной статье представлена веб-платформа для студентов-иностранцев, изучающих русский язык (уровни А1, А2). Перечислены методология, подходы и способы обучения русскому языку как иностранному. Полученный практический опыт свидетельствует, что обучение с помощью применения цифровых технологий позволяет интегрировать образовательные технологии и повышать её эффективность в синхронном и асинхронном обучении. Исследование опирается на существующие в лингвистической науке модели, но при этом его специфика и подход не имеют аналогов в казахстанской науке. Появление такого веб-сайта позволит под руководством преподавателя и самостоятельно усовершенствовать иностранцам основные навыки письма, говорения, чтения и аудирования. Использование цифровых сервисов на занятиях способствует изложению материала в более доступной, наглядной формах, что поможет повысить качество запоминания и успеваемости в смешанном формате обучения.

Ключевые слова: веб-платформа; цифровые технологии; русский язык как иностранный; синхронное обучение; асинхронное обучение.

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НООСФЕРАЛЫҚ БІЛІМ БЕРУДЕ ВИЗУАЛДЫ ӨНЕР ҚҰРАЛДАРЫН ҚОЛДАНУДЫҢ ТИІМДІЛІГІ: ҚАБЫЛДАУ МАТИВАЦИЯСЫН АНЫҚТАУ МЫСАЛЫ

Аңдатпа

Мақалада «Визуалды өнер» ұғымының қазақ тілінде қолданысқа ену мәселесі қазіргі заман өнерінің әлемдік тарихымен оның даму тенденциясы және білім алушыны «визуалды өнерді қабылдауға» дайындаудың маңыздылығы мен өзектілігі тұрғысында қарастырылады. Автор ноосфералық білімде зертелген адам санасының эвалюциялық дамуында пайда болған «ми контуры-сана деңгейін» негізге ала отырып, білім алушының визуалды қабылдаудағы «ішкі мұқтаждығы» мен «сыртқы қажеттіліктерін» (мотивациялар) анықтайтын «визуалды өнерді қабылдау тізбегін» ұсынады. Зертеуде, білім алушының тақырып таңдауы және өзіне тән бірегейлігін анықтау мақсатында «сана деңгейі» мен «визуалды өнерді қабылдау тізбегі» көмекші құралы ретінде қарастырылады. Сондай ақ, ноосфералық білімдегі сезім мүшелерін тұтастай кіріктіру әдістерін «дәстүрлі сәндік өнерді трансформациялауда» және жаңа идея, жаңаша ойлайтын тұлғаның қалыптасуына «қазіргі заман өнері» құралдарын қолданудың тиімділігі тәжірбелік жұмыстарда көрсетіледі.

Түйін сөздер: ноосфералық білім; визуалды өнерді қабылдау; қазіргі заман өнері; мотивация.