RUSSIAN AS A FOREIGN LANGUAGE AND THE PECULIARITIES OF ITS TEACHING

INTRODUCTION

Today, the use of e-learning technologies is steadily increasing its importance and relevance. The introduction of digital technologies in the curricula of language subjects is especially important. The rapid development of communication and intercultural contacts, which has become possible largely due to the expansion of communication boundaries, the introduction of the Internet environment and online technologies, puts teachers teaching Russian as a foreign language before the task of actively seeking and using new methods and modern technologies in their teaching practice. The use of the online environment for teaching Russian as a foreign language gives the teacher many opportunities to consider the personal characteristics of students, makes training as versatile as possible, contributes to the approach of the learning process to the professional activities of students. The issues related to teaching using online services have been discussed by A. N. Bogomolova, E. G. Azimova, A. D. Gartsova, N. Anthony, K. Meskiel and others. Currently, there are a number of freely distributed online learning resources and services that can satisfy various goals and objectives of both teachers of Russian and foreign students learning Russian (BOGOMOLOV, 2008).

THE METHOD OF ANALYSIS AND SYNTHESIS IS USED IN THIS WORK

In the university context, it is interesting to analyze the features of the learning process of the RCT in terms of the teacher's training organization in the mode of synchronous communication with the use of mixed resources. The teacher is responsible for the competent selection and use of the optimal set of online resources for teaching RLI, corresponding to the goals and objectives of students, androgynous specificity of the audience, etc. The role of the RCL teacher is not only to provide students with the necessary knowledge, but also to motivate them to learn the Russian language and culture. The use of online technologies increases cognitive activity of students, their learning and cognitive motivation (ZMEYOV, 2014, p. 12).

Over time, the introduction of online technologies in the learning process makes the language online environment familiar to students, which subsequently allows language learners to develop the ability to freely navigate in the online space, the ability to find the necessary material in the language being studied and study it independently. Important nowadays are the ability to work with online information sources, authentic materials and learning resources on the Internet, the ability to find and process information, the ability to use Internet resources for presentation, presentation and semantization of new learning material, and the computer as an active learning tool where communication in the target language is possible. The combined approach to teaching, in addition to the use of multimedia technologies (audio, video, text materials, etc.), also implies an active influence of the teacher on the foreign student and the level of mastering the material.

DISCUSSION

In the light of the above, mass open online courses that involve the possibility of distance learning through online courses are of particular interest for foreign students studying Russian at Russian universities (MY MOOC, n.d.). Such programs are characterized by a high degree of interactivity, which is achieved through a large number of communication channels both with the course leader and with other students in the online program, in addition, students have the opportunity to organize communities independently within the current online course. In such groups there is an active interpersonal communication of students, exchange of knowledge, formation of groups of students interested in active professional development and deepening the understanding of the chosen topic. The system provides training materials in a clearly structured form, there is a possibility of adapting the training program, there is a possibility of building a flexible training system, considering the principles of andragogy, the ability of students to navigate the flow of information is developed (ZMEYOV, 2014).

Yameng Wang
Moscow State Pedagogical University, Moscow, Russia.

ORCID: https://orcid.org/0000-0002-3156-6942
E-mail: Tamefor@bk.ru

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A special advantage is quick feedback and the opportunity for students to get almost instantaneous assessment of their knowledge. The system is based on the premise that unsuccessful work is resubmitted after work has been done on the errors. Although most courses in mass online courses are free, they are taught by highly qualified professors from top universities. Despite some positive aspects, it is worth pointing out the disadvantages of the systems as well, which makes the role of the teacher-coordinator of the learning process indisputable, to build an effective system of learning in university classrooms. Thus, the teacher can take on many functions, among which, for example, motivation and control of the correctness of students’ assignments, joint teacher-student activities, the teacher’s ability to consider the personal characteristics, the existing life experience of international students, etc.

Implementing the practice-oriented approach to learning, the teacher of the RCT should also strive to create a favorable psychological climate in the group, support students’ aspiration for self-realization and independence, consider the features of individual and group concept in the aspect of cognitive and communicative model of intercultural communication (KOTELNIKOVA, 2015). When implementing a flexible learning system, the teacher is faced not only with the choice of pedagogical (methodological) principles based on the application of technological solutions, but also with the need to select the proposed online applications for use in the learning process. This approach, along with the availability of a variety of approaches to the organization of the learning process, allows varying the learning process depending on the target audience (COLLIS; MOonen, 2001).

The role of independent work in building an effective system of language learning and, in particular, RLI in higher education institutions cannot be underestimated. A. Komarova, M.I. Ladygina, L.V. Mikhalena, A.Yu. Seredkina, M.G. Garunov, P.I. Pidkasisty, G.V. Rogovoy, etc. Independent (individual) work of students as a type of learning activity, performed outside direct contact with the teacher or indirectly controlled by the teacher through special teaching materials and playing an important role in the educational process of higher education institution (Garunov; Pidkasisty, 1978; Zmeov, 2014).

To organize effective learning activity of foreign students in Russian universities it is necessary to use the resources of innovative educational environment as much as possible, which contribute to the optimization and intensification of the educational process of foreign students and organization of their independent work. This circumstance increases the degree of students’ successful adaptation to the socio-cultural conditions of the country in which the language is studied.

The teacher should organize students’ independent work in such a way as to determine the optimal interaction with each student to solve a number of pedagogical tasks: assignment; approval of the plan and control of its implementation; flow control, etc. To optimize collaboration within the anthropocentric paradigm of humanistic education it is necessary to create an open and unified information space. Cloud-based online applications have the technological means to update information in real time, solve communication problems by integrating networked learning management systems and visualizing various activities.

Communication problems can be solved by integrating networked learning management systems and visualization of individual activities. Thus, to optimize offline work, it makes sense to use a single storage space for all existing data on individual assignments, projects, files, discussions and reports provided by the Wrike web application (Kotelnikova, 2015), which has a simple and user-friendly interface and offers, through various communication methods, opportunities for large-scale collaboration between participants in the learning process at any given time. Learning and creative processes in today’s innovative complex work are interdependent, which leads to close interaction between the participants. Certain conditions are necessary for effective collaboration: students must conduct research and discuss work simultaneously in a common computer environment; there must be a common space to store and organize all project information; students must be able to express their ideas, formulate a creative task wherever they are, and quickly transmit it to other members of the study group. It is necessary to organize a system of management and cooperation between the group members, so that the participants can optimally interact with each other and with the teacher (Wrike, n.d.).
The main didactic objectives and tasks to be performed during independent work in IOOC also include a certain amount and level of knowledge, skills and abilities aimed at solving a number of cognitive tasks. Systematic performance of individual assignments by students in the online environment develops their psychological attitude to constantly replenish their knowledge base and increases their ability to navigate the foreign-language flow of scientific information (COLLIS; MOONEN, 2001). The use and potential of free online university courses as assignments for students' independent work can certainly benefit the classroom. Currently, they include courses covering the basics of Russian phonetics, grammar and vocabulary at the A2 level, programs aimed at improving the Russian language skills of foreign students at the B1 and B2 levels, as well as the development of academic writing skills.

There are MOOCs aimed at forming students’ skills in working with fiction texts, which is the basis for the formation of skills of meaningful reading in joint (teacher-pupil) activities, etc. (MY MOOC, n.d.). Speaking about the use of online technologies in the process of language learning in the Russian language classes in higher education institutions, it should be noted that the introduction of online services has undeniable advantages, as they can make group work in the classroom more diverse, effective and interesting in the learning process. For example, the workflow visualization service is based on the Kanban methodology, a method of agile philosophy for improving development processes (IRAIDINA, 2018).

The use of Trello and Miro services in the educational process in developing and implementing curricula, organizing students' group work, setting clear goals and perspectives, providing detailed and complete instructions to the teacher for group work allows for more effective work in the RCT classes, involving students in active group interaction, which has a positive impact on strengthening interpersonal communication processes (MIRO FREE COLLABORATIVE WHITEBOARD PLATFORM, n.d.; MY MOOC, n.d.; TRELLO. COM, n.d.). The use of the latest information technologies and informational and educational environment of the university in the educational process, the use of innovative approaches to teaching foreign students, the methodological support of independent work of foreign students considering their level of language knowledge are necessary elements of the modern system of teaching the RCT. The teacher coordinates the learning process, tries to adapt it to the level of knowledge of the target group, to achieve positive results in language education of foreign students, considering their preferences and the level of communication, computer and digital skills (COLLIS; MOONEN, 2001).

RESULTS AND CONCLUSIONS
The combination of a flexible learning model in the work of the teacher with the factors of effective teaching of Russian language, the use of online technologies in the system of higher education makes the work of the teacher more effective and allows you to choose appropriate teaching methods, learning content that meets the objectives, competence level of students and the digital environment, has a significant impact on the learning system and the construction of the educational process as a whole.
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Russian as a foreign language and the peculiarities of its teaching

Russo como língua estrangeira e as peculiaridades de seu ensino

El ruso como lengua extranjera y las peculiaridades de su enseñanza

Resumo
As características do processo de ensino do russo como língua estrangeira usando tecnologias online modernas são levadas em conta. São apresentados os principais componentes da organização do processo de aprendizagem do professor na modalidade de comunicação síncrona e assíncrona e classificação de serviços online e recursos online para aprendizagem de idiomas, incluindo uma visão geral das aplicações para a organização do processo de aprendizagem. O autor aponta a relação de metas e características do processo educacional com o método de ensino escolhido e os principais componentes do processo educacional que visa a construção de um modelo de aprendizagem flexível focado na aquisição ideal de material de aprendizagem pelos alunos ao ensinar russo como língua estrangeira. A relevância desse tema deve-se a uma série de fatores da realidade moderna, que apontam para a importância e a necessidade de aplicação de novas tecnologias e métodos de ensino no processo educacional tradicional.

Keywords: Learning online. New technologies. Innovation.

Abstract
The features of the process of teaching Russian as a foreign language using modern online technologies are considered. The main components of the organization of the learning process of the teacher in the mode of synchronous and asynchronous communication and the classification of online services and online resources for language learning, including an overview of applications for the organization of the learning process are presented. The author points out the relationship of goals and features of the educational process with the chosen method of teaching and the main components of the educational process aimed at building a flexible learning model focused on the optimal learning material acquisition by students when teaching Russian as a foreign language. The relevance of this topic is due to a number of factors of modern reality, which point to the importance and necessity of applying new technologies and teaching methods in the traditional educational process.

Keywords: Learning online. New technologies. Innovation.

Resumen
Se tienen en cuenta las características del proceso de enseñanza del ruso como lengua extranjera utilizando tecnologías modernas en línea. Se presentan los principales componentes de la organización del proceso de aprendizaje del profesor en el modo de comunicación síncrona y asíncrona y la clasificación de servicios en línea y recursos en línea para el aprendizaje de idiomas, incluida una descripción general de las aplicaciones para la organización del proceso de aprendizaje. El autor señala la relación de objetivos y características del proceso educativo con el método de enseñanza elegido y los principales componentes del proceso educativo destinado a construir un modelo de aprendizaje flexible centrado en la adquisición óptima de material de aprendizaje por parte de los estudiantes al enseñar ruso como lengua extranjera. La relevancia de este tema se debe a una serie de factores de la realidad moderna, que apuntan a la importancia y necesidad de aplicar las nuevas tecnologías y métodos de enseñanza en el proceso educativo tradicional.

Keywords: Aprendizaje en línea. Nuevas tecnologías. Innovación.