

Topical Issues of Teaching Russian as a Foreign Language through Internet Resources

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ABSTRACT

The article deals with topical issues of teaching Russian as a foreign language: application of information technologies, Internet resources and training in non-verbal means of communication in teaching.

KEYWORDS: *game methods, techniques, innovative learning, teaching method, Internet, methodology, teaching, pedagogy, Russian as a foreign language*

Introduction

Russian as a foreign language is one of the most promising areas of development of modern methods of teaching the Russian language.

More and more people around the world are starting to learn Russian.

M.N. Krylova notes: "Globalization dictates the establishment of strong international relations, especially between representatives of not neighboring, but close regions connected by strong historical ties."

In recent decades, the methodology of teaching Russian as a foreign language has made much progress, received theoretical justification and practical development in a significant number of various publications.

Russian as a foreign language, visualization of educational information, extracurricular work as a means of developing students' interest in the Russian language as a foreign language and other problems are paid attention to in the research of modern scientists, teachers and methodologists. Russian The purpose of the article is to consider such topical issues of teaching Russian as a foreign language as the use of Internet communication resources and teaching the nonverbal component of Russian speech.

Presentation of the main material of the article.

The modern world is becoming more and more focused on Internet communication every day.

The enormous potential that social networks and other network resources have can be used in teaching a variety of disciplines at various levels of education.

Modern youth is well-versed in Internet resources, knows how to use their opportunities for communication, information exchange, entertainment, etc., has mobile devices (gadgets) that allow you to be online every minute of the time.

Teaching Russian as a foreign language should enter this communicative system, become a part of it.

The teacher should use the Internet as a means of influencing the student, forming his interest in the classroom and

extracurricular activities on the subject, performing independent tasks, projects, etc. The Internet is able to create a linguistic and cultural environment that the student is deprived of if he studies Russian.

Wherever the training takes place, the Internet will help you get to know the country more deeply, get acquainted with its various regions, its culture, history and modern life.

Internet resources can be used in classes on Russian as a foreign language when teaching various types of activities.

A.A. Nalbandian devoted her PhD thesis to the use of Internet resources in teaching reading in the classroom of Russian as a foreign language.

She believes that when studying country-specific information, it is much more productive to refer students to Internet resources that are more accessible, visual, and equipped with hypertext transitions.

In addition to reading skills, students can develop the ability to speak, write, and listen.

The Internet can be used in the framework of teaching Russian as a foreign language in various ways.

We propose to create a communicative association of a teacher and students in a social network.

For example, it can be a "conversation" in the network In Contact (<https://vk.com>) – a group that unites several users of a social network, each of whom sees the messages of all other communicants, can participate in communication.

Almost all modern social networks provide the opportunity to create such a group.

A teacher, becoming a member of such a "conversation", can lead the process of doing independent homework, provide students with interesting and useful hyperlinks to educational and non-teaching material.

The role of a teacher in such a group is observation, which creates the illusion of complete independence for students.

Russian communication in the "conversation", its openness, visual nature, the possibility of organizing a discussion will contribute to improving the communicative competence of students, their deeper penetration into the world of the Russian language and modern Russian culture.

In addition, the Internet environment allows students to be given a variety of tasks to perform both in class and during extracurricular time.

These can be search tasks of a variety of content, for example: 1. Find information about the history of the Moscow Kremlin. 2. Find information from the history of the

letters of the Russian alphabet. Russian etiquette 3. Find information about Russian etiquette, compare the rules with the etiquette of your country (people), etc. Search tasks are related both to the acquisition of information by students and to the formation of their knowledge, skills and abilities in the Russian language.

L. Shipelevich notes: "If earlier the main source of information in a foreign language was a teacher, then in the modern world the Internet is becoming such a source."

It should be recognized that today the teacher is not able to give students such up-to-date, complete and visual information that Internet resources provide. However, he can choose the resources that will provide this information in the best way.

Another type of activity that can be successfully performed by students of Russian as a foreign language in the Internet environment is the passage of interactive excursions.

Tasks can be set as follows:

1. Take an online tour, tell us about it.
2. Write down the new vocabulary encountered during the Internet tour, find the meanings of words in the dictionary.
3. Make a presentation in Russian with an excursion to some interesting place in your country, etc. The use of virtual excursions "allows you to significantly expand the scope of the lesson and the capabilities of the teacher, effectively support the cognitive activity of students."

Special attention should be paid to the implementation of project tasks by students based on Internet resources.

The project method "consists in performing an independent creative task under the guidance of a teacher."

In modern education, the project method is very popular, its effectiveness in the development of students' research skills and the formation of their independence is recognized. A condition can be set: preparation of two projects per academic semester.

The project must be defended in class, that is, to prepare a speech accompanying the presentation. You can hold a semester competition of projects, identify the winner (winners), award them with diplomas and encourage privileges on the exam or test.

Projects can be uploaded to the "conversation" on the social network, where they will be evaluated by voting of all members of the group.

Russian is another difficult issue of teaching Russian as a foreign language – teaching the nonverbal component of Russian speech. The formation and expansion of students' vocabulary at different stages of learning Russian as a foreign language is invariably under the control of the teacher.

The grammatical and communicative components of learning are also not ignored. Nonverbal communication is not always given sufficient importance.

At the same time, non-verbal means are an integral element of communication, have national specifics, need clarification and correction.

A.T. Onalbayeva believes that the use of non-verbal means in the practice of teaching Russian as a foreign language contributes to the activation of cognitive activity of students. In her opinion, "nonverbal means of communication also play an important role in regulating relationships, establishing contacts, largely determine the emotional atmosphere and well-being of both the teacher and the student.

V.A. Maryanchik and I.A. Kristianingsih note that nonverbal supports are very important for activating dialogic speech in the RCT classes.

Situational dialogue in the classroom can turn into a role-playing game, during which the nonverbal component of speech is practiced, among other things.

N.N. Volskaya believes that "knowledge of a foreign language is impossible without knowledge of its nonverbal code," in particular, without its components such as "gestures, visual behavior, location of interlocutors and distance, tactile touches."

We believe that prior to performing the exercises, students should be familiarized with the most complete list of non-verbal means of communication (gestures, facial expressions, posture, distance between interlocutors, gaze, tactile movements, appearance, smell, laughter, tears, gait, pauses, intonation, tempo and rhythm of speech, voice volume), noting gestures and facial expressions are undoubtedly the most common, in addition, it is very important to pay attention to the look, the expression of the eyes. Intonation features of speech, as a rule, having national specifics, are emphasized not only when studying nonverbal means.

We propose the use of the following tasks aimed at mastering the basic non-verbal means of Russian-language communication by students:

1. Read the dialog. What gestures and facial expressions, in your opinion, can each remark be accompanied by? (Nonverbal dialogue support options are considered, a discussion is held about the most successful options).
2. Read the dialog. Which replicas can be completely replaced by non-verbal means of language?

Voice the dialogue in a new form (First of all, you can replace the "Yes" and "No" replicas, but you can try to perform the maximum replacement by allowing a humorous component when voicing the dialogue).

3. Observe the teacher, his gestures and facial expressions. What emotional information is he trying to convey to you? (The teacher depicts anger, surprise, impatience and other emotions; conveys with the help of pictorial gestures information that the meeting will take place in two hours, on the top floor, etc.

You can give cards describing emotions or information to students and arrange a game with guessing these emotions, information).

4. Consider a video clip (an excerpt from a movie, a recording of a conversation, etc.).

What nonverbal means are used by participants in communication? Do these gestures and facial expressions have a national specificity?

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