INTERNET EDUCATIONAL RESOURCES IN TEACHING THE RUSSIAN LANGUAGE

Sarsembayeva A.Zh., Tairova N.A.
Kazakhstan, Temirbek Zhurgenov Kazakh National Academy of Arts
aechkax777@mail.ru
nazgul_t@mail.ru

Abstract. In the article, the authors share their own experience of using various Internet resources in the methodology of teaching the Russian language in the national audience of a non-linguistic university. The authors consider the main advantages, principles and features of interactive teaching methods in practical classes in the Russian language. The methods and forms of work focused on the development of language, speech, communicative and cultural competences of students are described. The main features and advantages of some Internet resources are determined.

Key words: russian language, information technology, interactive work, Internet resources, methods of teaching the Russian language.

Аннотация. В статье авторы делятся собственным опытом использования различных интернет-ресурсов в методике преподавания русского языка в национальной аудитории неязыкового вуза. Авторы рассматривают основные достоинства, принципы и особенности интерактивных методов обучения на практических занятиях по русскому языку. Описаны приемы и формы работы, ориентированные на развитие языковой, речевой, коммуникативной и культуроведческой компетенций студентов. Определяются основные особенности и преимущества некоторых интернет-ресурсов.

Ключевые слова: русский язык, информационные технологии, интерактивная работа, интернет-ресурсы, методика преподавания русского языка.

The events of recent years have sharply raised the question of the application of new information technologies in the educational process at all levels of student training. The main goal of teaching the Russian language at a university is the formation and development of a communicative culture of students, their practical mastery of the Russian language. The teacher's task is to choose the best teaching methods that allow everyone to express themselves, demonstrate their knowledge, and activate the student's cognitive activity in the learning process.

Information resources of the Internet are gradually becoming one of the main types of realization of the professional need for information necessary to optimize educational activities. The introduction of interactive technologies allows the use of various diagrams, graphs, pictures, colorful presentations and much more in the classroom for effective mastering of the topic under study, helps to generate interest in the topic being studied, promotes involvement in discussion, and improves the quality of the material presented.

The use of Internet resources helps to implement a student-centered approach to learning, provides individualization and differentiation of learning, taking into account the abilities of each student, his level of training, and inclinations.

In our practical activities in the Russian language lessons, we use the following types of work using Internet resources: work with electronic dictionaries, libraries; the use of interactive tables and diagrams when explaining new material; use of video lectures; electronic tests and assignments; search for information in the organization of design and research activities; conducting virtual tours and various remote events.

In order to enhance the cognitive activity of students in the Russian language classes, we use various interactive methods and techniques: for example, the "Work in small groups" method is one of the most popular strategies for interactive learning, an integral part of many interactive methods, such as debates, training, creative tasks, puzzles, public hearings, almost all kinds of games and imitations. This method allows all students to simultaneously participate in the work,

practice the skills of cooperation, the ability to actively listen, develop a common opinion, and resolve differences that arise.

Small group work, in our opinion, is most effectively implemented in Zoom breakout rooms. At practical classes in the discipline "Russian language" students are invited to compose small dialogues on various issues. The audience is divided into separate rooms, two or three people each, various speech situations are discussed.

So, for example, when discussing the lexical topic "Financial literacy of the population as a social problem", students were offered the following current situation: "Your friend is going to take out a loan for a wedding celebration. Persuade him" [1,37]. When answering, students are invited to use the expressions of confirmation / denial, agreement / disagreement with the opinion of the interlocutor: Yes, of course. You're right. Yes it is. I join your opinion. Let's assume this is correct. To some extent, I can agree with you. Of course not. You are not right. I am against (to). I do not share your point of view, etc. Upon completion of the work, the students return to the common room, where, in the form of a discussion, the general results of the lesson are summed up.

To create interactive tasks on worksheets in electronic form, we actively use the Liveworksheets application. This is a very functional service with many options that allow you to create various forms of exercises to consolidate knowledge and to test them using various forms in a test form. The application is free, you need to register and create an account.

In order to start working with the service, you need to register tasks in Word, then convert them to PDF format and upload them to worksheets. For the basis of the worksheet, photos, files from the presentation, various illustrations are suitable. Scans of textbooks, works of art, illustrations can only be used for personal access. You can use WhatsApp to send worksheets to students, send a link by email, create a custom link, add a worksheet to a workbook.

The advantage of this application is that the teacher has the ability to turn a large number of Word files stored on his computer into an interactive working material. The grade was calculated immediately upon submission, completed tasks with grades written on the sheet are accumulated by the teacher in the box.

Thus, the following interactive exercises can be created in the service:
• for tasks of an open type, you can add text fields for entering text;
• to test knowledge in the form of a test, prescribe special commands
• you can organize a quiz with the choice of the correct answer;
• grammatical assignments to establish correspondence;
• Conversation exercises where students can record themselves using the instrument's microphone.

So, for example, tasks for listening and pronunciation are very effective for students of educational programs "Variety Vocalist", "Theatre and Cinema Artist". To do this, you can insert a pre-loaded YouTube video or MP3 file into the worksheet for playback. This interactive worksheet will be made available to students. For example, when studying the topic "Types of Culture", students were asked to listen to a Russian folk romance, determine the genre of the song, insert missing words into the gaps, answer certain questions about the content of the romance text, match the proposed passages, etc.

The next effective tool for organizing the educational process is the multifunctional interactive online whiteboard Google Jamboard.[2] This online teaching tool can be used on its own before lessons without opening any video conferencing software, and can also be combined with any software that has a Screen Sharing feature, such as when working with Zoom. The convenience lies in the fact that the teacher can see where each student is, and also, if the student has interruptions with the Internet and the screen sharing does not work correctly, the student has the opportunity to open the whiteboard on his computer using the link. Among the advantages of using an online Jamboard are the following:

• Jamboard is compatible with all devices, with all operating systems - phone, tablet, laptop.

• Free platform.

• You can add stickers, photos, textbook pages, make notes, underline, circle.

• All elements located on the board can be moved, reduced, enlarged, moved, deleted. With the help of a pointer, focus on a particular element. With the help of an eraser - delete any element or return it back.

• You can create up to 20 slides in one document. To add a new "page" of the board, just click on the image of the cards at the top. It is convenient that the Jamboard can be multi-page. This is a pretty useful feature when you use the board as a series of consecutive exercises.

• You can also change the background color of the board in the Jamboard. When you select the "Select background" function, the following types of backgrounds will be available to you: "Dot", "Blue line", "Blue cage", "Gray cage", "Blue background", "Chalk board", you can also additionally download a background for yourself from the Internet or from your desktop. After you have finished working with your board, you can save it in the format that is convenient for you. It can be an image or a PDF file. You can also give access to other participants as a spectator or a full participant.

The ever-increasing requirements for the volume of knowledge, skills and abilities of students necessitate further improvement of organizational forms and methods for monitoring and evaluating knowledge. The mechanism of control in the educational process plays a significant role in the cognitive activity of students. The most accurate and qualitative assessment of students' knowledge allows a variety of types and forms of control. As the main (traditional) methods of testing theoretical knowledge, one can use an oral survey, a written test, testing; for assessing practical skills - practical work.

Forms of control of students' knowledge assessment include forms of current, intermediate and final control. Testing has been and remains a special controversial moment in the educational process. As the researchers note: "Now testing has become the "cornerstone" and "stumbling block" of the entire system of credit education" [3]. They also note the advantage of test control in the credit system of education: "a multi-point assessment scale and statistical methods for processing and analyzing learning outcomes" [ibid.].

The organization of testing at all stages of control (current, intermediate and final) can be carried out using various platforms, for example, Online Test Pad or Google forms.

Online Test Pad is a free designer of online tests, logic games and crossword puzzles. Using the constructor, you can create tests in an unlimited number, saving them in your account on the site. You can also use tests created by other users.

Google Forms allows you to create quizzes with a variety of quizzes. Integrated with other Google services, including successfully used with Google Classroom.

The teacher can view the results, statistics of responses and scores for each test in both programs. All results, registration parameters, answers to all questions that can be saved in Excel are presented in a tabular form.

You can diversify the banal knowledge test with the help of game exercises, which will help to implement such Internet resources as Kahoot and Learningapps.

Kahoot allows you to create and edit polls in a short period of time in your account; combine different types of questions (puzzles, a test with several correct answers, open-ended questions, sequencing, etc.); conduct tests both remotely and in the classroom. The competitive mode activates the interest of students.

The Learningapps website offers to create tasks in a variety of formats: crosswords, quizzes, puzzles, the game "Who wants to be a millionaire?", determining the chronology, audio / video content, words from letters, etc. In almost every type of task, the desired format is selected in the settings - sound , graphic, text or combined. You can upload your own images, audio and video materials. Links to exercises can be sent in the form of a unique QR code that the system assigns to each task.

Summing up the above, it should be noted that the use of interactive technologies in the organization of teaching the Russian language contributes to the optimization of educational activities, a significant improvement in the effectiveness of the educational process. The use of Internet resources diversifies the content of education, allows for a differentiated approach to students with different levels of language training, increases the motivation of students in learning the Russian language, activates cognitive activity, promotes the organization of remote work of students, their independence in studying the material, and the development of creative abilities.

Literature

1. Textbook "Russian language" (level B1-B2) / comp.: N.A. Tairova, A.Zh. Sarsembayeva and others. Almaty, 2023. 128p.

2. https://startpack.ru/application/google-jamboard

3. Bukhanevich N.V. Assessing the knowledge of students at the university on labor protection // KNZh. 2013. No.1. URL:https://cyberleninka.ru/article/n/otsenivanie-znaniy-studentov-v-universitete-po-ohrane-truda (date of access: 02/25/2023).