

**СУЧАСНИЙ ОСВІТНІЙ ПРОЦЕС:
ТРАДИЦІЙНІ ТА ІННОВАЦІЙНІ ТЕХНОЛОГІЇ, АЛГОРИТМИ
Й ПРИЙОМИ У НАВЧАННІ ІНОЗЕМНИХ СТУДЕНТІВ**

Organization of a non-native language remote education

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At the core of the education contemporary paradigm lie such notions as personality-centered education, learning activity individualization and differentiation, formation of the acquiring of knowledge motivation, students' self-development etc.

These conceptual ideas of education realize successfully in the modern informational and educational environment that provide teaching and learning process organization by means of information and communications technologies both in presence and in the remote mode.

In this respect the development of remote courses is of great current interest, because the remote learning of the Russian and Ukrainian languages possesses such features:

1. Flexibility. The students that are studying in the system of such remote education work when it is comfortable for them, where it is comfortable for them, use the comfortable speed, and they can study as much as each of them needs personally to master Russian or Ukrainian. The training platform 'Moodle' meets requirements of the contemporary learning process due to its flexible possibilities.

2. Communicativeness. The remote training of Russian as a foreign language is a form of training where the cooperation of the teacher and students, as well as the cooperation between students helps to develop a communicative competence of the students outside the language environment.

3. The multimedia training material allows creating more favorable conditions to improve intercultural competence of the students and to improve the quality of different types of speech activity, particularly reading and listening.

4. Forum and Chat. They give a possibility to the students to form speech skills and experience, necessary for writing and oral communication.

5. A specific quality control of training. Such distantly organized control forms as tests and examinations are used. The results analysis of students' performance permits to estimate the student effort and student's work results, as well as difficulties he meets during the assimilation of the language material and during the master of speech skills, to analyze his mistakes and results. The teacher can always remake the training material and improve the course content if needed.

The remote course satisfies the requirements of the modern life due to its advantages such as efficacy, flexibility, modularity and parallelism.

At the moment the higher education institutions of Ukraine elaborate and introduce actively different remote courses. In our opinion the usage of remote course at the initial stage of foreign language learning can help considerably to a teacher as well as to a student. It is common knowledge that at the present moment the students who come to the preparative course to Ukrainian higher education institutions have a weak or insufficient level of basic education, belong to different language groups of African and Asian countries and don't speak usually intermediary language.

Moreover, a serious problem for students in achieving good results in the first months of studying consists in the considerably out-stretched in time arrival and in the instable quantitative state of the group.

During the studies at the preparatory faculty, every foreign student should pass all the stages of communicative and professional formation of competence, within a short period of time, using the language of the country where he will continue further studies.

In our judgment, in order to get the most proficient result in the achievement of professional competence in the non-native language we find reasonable to use a

mixed learning model which understands the use of remote course as well as traditional classroom studies. The incontrovertible advantage of the remote course is that the student is not limited by time frames and can choose by himself the most comfortable speed to the apprehension, for sure.

The students that understand hardly foreign languages have the possibility to check and listen to the explanation of the new grammar material once again, to pronounce it without the fear to make a mistake and to complete training exercises necessary amount of times.

On other hand the remote course can help the talented students that learn easily the language material. This unsupervised activity with the remote course, fulfilling creative engagements, participating in the discussion of different subjects on the forum conduce the increase of educational motivation of such students and gives the opportunity to receive some new information.

Our department made a remote course, timed for 5 weeks, that is called “The Russian language for foreign students. Introduction of phonetics” for the foreign students of the initial stage of learning. The process of phonetics learning of Russian as a foreign language can become drastically more effective, if it is built using a combination of traditional printed learning methods and modern informational technologies in the learning process.

The introduction of phonetics includes 5 basic subjects:

1. Introduction of Russian phones.
2. Noun. Gender. Personal pronouns. Possessive pronouns.
3. Noun. Number. Possessive pronouns.
4. Verb. Present tense. 1 and 2 conjugations. Adjective. Gender. Number.
5. Accusative case of objective complement. Question WHAT? Final test.

Every theme includes:

- Audio presentation “Listen, repeat” which helps to develop and improve the phonic, auditive and motor memory;
- Grammar tables which help to revise and solidify grammar knowledge;

- Training work (training grammar exercises, educational texts with a complex of tasks to them, exercises on the text comprehension and on control of vocabulary learnt). In order to make these grammar exercises the remote course authors used a program shell “Hot Potatoes”, because this product enables work with Cyrillic and other unconventional alphabets (Chinese, Arabic and other ones);

- Control work (test on understanding of material learnt).

The work with crosswords and cartoon films helps to study a range of subjects.

Also, the teachers of our department have already developed a basic remote course which includes 10 subjects. Apart the materials used in the introduction of phonetics (Audio presentation “Listen, repeat”, grammar tables, training work, control work) the new tasks that allow to students to start a new level of communication and the new educational tables which help the students to understand the meaning of every case appear. Viewing of selected parts of an unadapted cartoon with tasks “before viewing” and “after viewing” for every part is suggested. In comparison with other education media the cartoons have a special advantage which is agility. It is important that the students hear Russian speech in natural situations.

After viewing a small part of the unadapted cartoon the student has the opportunity to discuss a material seen with friends on the forum. One can also discuss this cartoon theme or content, prepared by a teacher or other problems with the teacher or other students.

We believe it possible to use computer technologies also when the students study the scientific prose style. Thus, the teachers of philology department of the preparatory faculty for the foreign students have created several remote courses for the foreign students at the initial stage. The targets of these courses are:

- The students should know how to read and understand texts of their profession;
- To master the skills of work with books, terminological vocabulary;
- To know how to make class notes, to make statements logically and consistently;

- To understand, recognize and correctly use scientific constructions;
- To know how to compose question and denominative plan to the text read.

In our opinion, the implementation of these courses in the process of studying can help greatly to organize learning of the foreign students at the initial stage of education in our Ukrainian high educational establishments, as well as to increase drastically the intensity and efficacy of learning.

It should be pointed out that foreign students of our faculty can use a multimedia remote course “Russian for foreign students” to solidify the knowledge obtained at the lessons from the first week of their studies.

Thus, the remote courses prepared by the philology department teachers give the possibility to individualize educational process, to adapt educational material according to the students’ needs, and favor the formation of a virtual educational ambience.

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