MODERN PEDAGOGICAL TECHNOLOGIES IN TEACHING RUSSIAN AS A FOREIGN LANGUAGE

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Abstract:

This article analysis the most recent scientific publications on modern computer technologies. It includes main issues on possibilities and reasonability of using innovative technologies in teaching and the perspectives of innovative technologies in teaching Russian as a foreign language.

Keywords:

Innovative technologies, Russian as a foreign language, teaching, teaching process effectiveness, virtual environment, methodical potential, internet resources, online courses

It is evident that a significant place in the education system strengthens the position of any language in the world nowadays. The prospect of a partnership of cooperation with Russia, where Russian is a state language, creates the need for a practical learning of the Russian language by foreigners. This also explains the need for the existing of contemporary export of educational services within the framework of the preparation of specialists for foreign countries.

Currently, teaching Russian as a foreign language has been actively developed as a relevant and promising area. Interest in the learning of the Russian language is constantly increasing worldwide. Every year, more and more foreigners living in Russia and abroad are interested in the Russian language, are willing to learn it and become competent Russian speakers. The grasping of the basics of the Russian language is a prerequisite for the educational and professional work performance while studying at a Russian university. Increasing foreign students' motivation for learning Russian, particularly for medical and biological studies, searching for methods, techniques and technologies to increase the efficiency of the learning process, and supporting an active verbal communication during the classroom activities is a relevant problem. The solution of this problem requires the use of new teaching technologies.

The issue of using innovative technologies in teaching Russian as a foreign language is especially actual nowadays because of general level of technical appliances increasing, teaching methods developing, which results in finding most effective, accessible methods and means of education aimed at "reaching maximum of possible mutual understanding in a multipolar world". The term "education technology" has different definitions. In the aspect of methods of teaching Russian as a foreign language. The term was widely used in the second half of the XXth century because of programmed education development. Nowadays, the term includes two notions: technology of teaching and technology in teaching. This differentiation shows the two parts of the term meaning. The first notion defines methods of teachers' scientific activity organization which allow to reach the aims of education in the best way", and the second one relates to "ways of using technical means of education in educational process and the means themselves. The main characteristics of education technologies are effectiveness and efficiency, ergonomics, high motivation to subject learning.

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The present stage of methods of teaching Russian as a foreign language can be characterized by innovation, development, move forward. This definition leads to the idea that learning nowadays meets innovations and productive changes, new methods and technologies, which can make lessons and means of their results estimation more effective. Speaking about innovations in education technologies, we should state what exactly this notion contains. Innovative technologies are a set of methods, means and actions, which provide innovative activity. Under the term innovative technologies in professional education, we understand technologies, aimed at forming students' systematic creative technical thinking and their ability to generate outstanding technical ideas while solving creative production tasks. Innovative technologies can be used not only as a means of explaining the material to students, organizing distance learning, but also as a useful resource for the teacher. These can be ready-made materials for information resources, open learning resources, simulators or services for working out materials and organizing learning such as services for creating learning materials, test constructor, class management.

The potential of electronic educational resources is also characterized that take them as special means allowing to form communicative skills of future teachers while studying multimedia and internet technologies. Apart from using distance learning and computer technologies, scientists also describe issues of using certain interactive education technologies. The possibility of combining didactic potential of media resources and interactive technologies for active development of students' relevant competences.

The use of information technology should be marked as the next step in the development of innovativeness in education. Besides, information technology contributes to any of the interactive teaching methods outlined above. Obviously, the use of information technology training is an independent method of interactive learning, implementing competence models in education. In Russia, the use of information technology training is related to the development of distance learning which began in the mid 90s of the 20th century. During these years, Russian universities have become participants of the education market. Distance learning was the best way to attract students from different parts of the vast territory of the country in the context of the lack of adequate educational infrastructure. Thus, information technologies originally were the means of communication between the teacher and the student in terms of their physical distance from each other. Much later, they were developed as a way to improve the effectiveness of teaching. Currently, Russian universities attempt to introduce computer-based training systems, electronic textbooks and reference books. Virtual environment, digital training videos and sound recordings, electronic libraries are created. With As for the latter, the authors of the article admit that there are serious legal problems obstructing the development of libraries. For example, there is the lack of clear legal regulation that takes into account the private interests of authors and rights holders; no solution to the question of remote access to library resources. In addition, in Russia there are no universal software development, providing access to the funds of the readers of libraries and electronic resources of the university. There is a difference in the provision of information and educational technologies between large federal universities and regional universities. A library of dynamic interactive simulators «Mentor» was worked out at the Department of Innovation Management a few years ago. It has no analogues in Russia, or abroad. These data simulators are a tool for practical development of economic and management disciplines. They help students learn to think in models based on complex cognitive information technologies for practical application of modern quantitative methods and management systems of innovations in enterprises.

During the course, the context of global changes of the informational environment, the objective of the progressive development of Russian society requires qualitative changes in education based on innovativeness. Innovativeness requires a change of the objectives and educational syllabus. Innovativeness higher education is currently represented by three basic tendencies: x competence-based model as the basic approach to training. From a functional point of

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view, the competence-based approach is intended to link the educational process with the interests of employers, because specialists with a set of generic skills, not just with knowledge in a particular area, are currently relevant at the Russian labor market

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