



THE USE OF INTERNET RESOURCES IN TEACHING RUSSIAN AS A FOREIGN LANGUAGE

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Abstract

The article is devoted to the use of Internet resources in the modern practice of teaching Russian as a foreign language (hereinafter - RCT). Currently, a huge number of training resources on RCTs are being created and uploaded to the World Wide Web, but the format for their integration into the educational process has not yet been established. The relevance of this study is due to the need to determine the effectiveness of educational Internet resources.

Keywords: Russian as a foreign language, e-learning tools, information and communication technologies, blended learning, Internet in teaching Russian as a foreign language.

The active use of electronic resources is becoming an integral part of the modern model of the educational space, the distinctive features of which include "greater openness, accessibility and flexibility due to the widespread use of self-education tools based on new information and communication technologies", the use of which "contributes to the development of internal motivation of students to obtain new knowledge". To date, the Internet offers a large number of educational resources on Russian as a foreign language (hereinafter referred to as RCTs) of various types, which can be found on websites, portals, social networks, as well as functioning in the form of mobile applications. In connection with the increased role of information and communication technologies (hereinafter - ICT) in the educational process, large Russian universities - training centers for foreign citizens - have actively joined the creation of such materials. .

The main characteristics of the analyzed materials are determined and the possibilities of their use in training in courses and in additional general education programs that provide preparation for foreign citizens and stateless persons for the development of professional educational programs in Russian language are indicated. The use of e-learning resources in the context of a rapidly decreasing number of classroom hours makes it possible to ensure the full independent work of the student, but only in the format of blended learning, which involves the



integration of training using ICT into the traditional classroom form, or, in other words, a combination of two learning environments - real and virtual.

In the last decade, the Internet has firmly entered all spheres of our lives, including the educational space. Currently, in the context of the intensification of RCT training, the issue of using e-learning tools is acute, and therefore the problem of the quality of online resources, as well as the forms of their integration into the educational process, comes to the fore. When using online resources, the question arises about the material and technical base of Russian universities. Unfortunately, it cannot be argued that all universities can provide their students with access to these resources. To a certain extent, the problem is solved by the availability of classes equipped with computers or laptops, but the number of such universities in Russia is clearly small, given that the training of RCTs takes place not only in the main educational programs, but also in additional general education programs, which are not always supported by a good material base. In addition, despite the high prevalence of various kinds of devices in trainees, at the moment it is impossible to talk about the full implementation of one of the basic principles of online education - availability at any time.

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knowledge, computer linguodidactics is closely related to the development of information technology, applied and mathematical linguistics, developments in the field of artificial intelligence, computer program design, theory and practice of computer learning in general."

The main characteristics that distinguish modern EDOs include compactness, great expressive possibilities in the presentation of educational material, or multimedia (video, sound, dynamic images - animation, virtual reality), interactivity, hypertextuality. Among the requirements for EDOs, we can name the presence of four interrelated functionally-oriented parts, or modules: presentation (its main function is the introduction of new training material), information and reference (the main function is the explication and semanticization of the input material), training (the main function is to develop skills in using the introduced new material), controlling (the main function is to check the assimilation of the introduced material).

Education on the Russian" is an educational portal created by the State University. IRA named after A.S. Pushkin. To register, the user must send an application through social networks or mail. After passing the test, the trainee is recommended a program of the appropriate level. The description of the elementary level course and its structure is given in Russian, and starting from the basic one it is translated into foreign languages. For study, topics relevant to the specified level are offered.

The course contributes to the formation of communicative competence in students planning to continue their studies in the areas of "Linguistics and Literary Studies", "Cultural Studies and Socio-Cultural Projects". Consistent systematic passage of the course will allow a foreign student to expand knowledge of RCTs in a comprehensive form. The presented work is a good example of a full-fledged course of electronic foreign language education.

When considering the educational content of two large portals "Open Education" and "Education on the Russian", the common problem of cumbersome portals becomes obvious - the distance of authors-methodologists from developers-programmers. This is manifested in the peculiarities of navigation, which is not always human friendly. Methodologists, when writing ESO scripts, must take into account their features: nonlinearity, multi-media and others, since a simple transposition of traditional manuals into an electronic form is not enough. In many universities, to stimulate authors who create electronic manuals, requirements are adopted according to which the development of ESO is equated



to the publication of a printed publication. In GOST, these the criteria are also indicated, but they can be interpreted too broadly: "a multimedia electronic publication is an electronic publication in which elements of a different nature of the main information are reproduced interrelated with the help of an appropriate software shell. Multimedia publications include audiovisual publications in which information is presented in digital form, including as the main material an audiovisual work (one or more) in the form of a fixed series of interconnected images (accompanied or unaccompanied by sound)", and further: "educational electronic publication - an electronic publication containing systematized information of a scientific or applied nature, set forth in the form of, convenient for learning and teaching, and designed for students of a certain age and degree of study."

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