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The role of network technologies in Russian language teaching methodology

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Abstract

Information and computer technologies in education are modern methods, techniques and means of collecting, processing and transmitting a massive amount of information for educational purposes, based on the use of computer technology and information systems. Information and computer technologies in the educational process activate the thinking of students, develop their creativity, discipline and increase the sense of responsibility due to the timeliness of control of tasks in online and deadline mode. The use of information and computer technologies in teaching the Russian language has a positive impact on the motivation of students, classes become much more interesting and saturated, audiovisual media material increases interest in learning, contributing to more effective assimilation and memorization of the studied information.

Keywords: Network technology, Internet, term, nomination, learning effectiveness, process, motivation, students

Introduction

Information and computer technologies in the educational process activate the thinking of students, develop their creativity, discipline and increase the sense of responsibility due to the timeliness of control of tasks in online and deadline mode.

Information and computer technology is "a wide range of digital technologies used to create, transmit and distribute information and services (computer equipment, software, telephone lines, cellular communications, e-mail, cellular and satellite technologies, wireless and cable networks, multimedia, and the Internet)".

To date, information and computer technologies are widely used in teaching foreign languages due to the implementation of some functions, which are defined as methodical. These include:

- 1) informative, as the computer serves to store and process a large amount of information;
- 2) training, allowing students to exercise in order to develop certain linguistic skills and abilities;
- 3) corrective-controlling, providing objective and timely assessment of the level of learning of educational material with the indication of problem areas and automated processing of the results;
- 4) communicative, giving the opportunity to communicate on the Internet;
- 5) organizational-stimulating: "the function is as follows: the student's response is automatically accepted by the computer and its recognition occurs.

Information and computer technologies in teaching the Russian language show a wide range of possibilities in increasing the level of efficiency of the learning process. They cover all aspects of the study of language learning material (perception, understanding, assimilation and consolidation) and are characterized by the fact that, first, open access to an unlimited flow of information, secondly, they allow to effectively process a huge array of information flow, third, provide a variety of options for methodological organization and presentation of educational informative material, fourthly, they have not only training potential, but also various means of monitoring the progress of the educational process and assessing the knowledge gained.

Information and computer technologies that can be used in the process of teaching the Russian language are very diverse [see. table. 2.1].

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Table 1: Types of information and computer technologies

Hardware	Computer	universal information processing device	Software	General-purpose and hardware-related (drivers, etc.)	give the opportunity to work with all kinds of information
	Projector	a presentation tool audio-visual information		Source of information	CD-ROM encyclopedias, Internet sites and search engines
	Telecommunications unit	means of access to information resources, allowing distance learning and correspondence			means of creating visual and symbolic models of mathematical and physical reality
	Keyboard and mouse	devices for entering text information and manipulating screen objects		Virtual constructors	tools that allow you to work out automatic skills of working with information objects: text input, operating with graphic objects on the screen, etc.
	Computer-controlled devices	automatic controls			allow you to design and apply an automated testing
	Network	means of providing General access to a global information network		Simulators	combinations of software tools of the above types
	Audio-video	means of recording and reproducing audiovisual works		Management information system	ensure the passage of information flows between all participants of the educational process
		Expert system	a software system that uses the knowledge of a specialist expert to effectively solve problems in any subject area.		

All kinds of information and computer technologies when used in the process of teaching the Russian language serve to ensure interactivity in the classroom, allow you to apply a differentiated, individual approach to each student, create an authentic environment of communication, most effectively organize the independent work of students.

The computer, as M. I. Smirnova writes, in comparison with traditional means of training has a number of advantages, as it serves the implementation of personality-oriented, individualized training, activation of independent work of students on the basis of the activity approach, expansion and complex solution of educational tasks, gaining access to a large information array and can perform the role of: "1) teacher (training training computer programs); 2) expert (spelling, analysis systems); 3) partner in activities (interactive programs with the system of generating text); 4) tool (a tool of information support – information system; tool support – text editors, communication tool – the Internet; distance learning tool – computer networks, Internet); 5) student".

The computer as a means of organization of independent work provides students with:

- 1) unlimited work time, when students can do assignments as long as they need to fully study the question;
- 2) free mode of work, when students themselves determine the time of work, pause in work and the rate of assimilation of the material;
- 3) objectivity in the evaluation of results, when students are immune from bias, the evaluation of results is based on clear criteria, etc.

The above fully corresponds to the process of using a computer in the organization of independent work on the Russian language.

In the course of teaching the Russian language, based on the specific educational goals and objectives of the lesson, you can use all kinds of training computer programs:

- reference (for the semantics of the lexical meaning of the word, spelling and spelling clarification, selection of synonyms, antonyms, homonyms, differentiation of paronyms, identification of stylistic coloring and functional-stylistic limitations of language units, selection of the equivalent in the native language and many others.etc.);

- information and training (for presentation of the content of the studied topic, audiovisual presentation of the explained new lexical and grammatical material, illustrative examples, schemes, tables, diagrams, etc.);

- training (to consolidate the studied material, the development of certain linguistic skills and abilities, bringing them to automatism, the creation of a solid base of language knowledge for the implementation of speech production);

- controlling (to monitor the level of assimilation of the studied educational material, identify and correct gaps in the assimilation of the topic).

Computer technologies in the Russian language classes allow to analyze a large layer of language material in a short period of time, during the work on which students develop certain, automated, skills and abilities of language analysis.

Russian Russian Russian computer also helps to solve the problem of " heterogeneity " of the audience, when in one group there are both students with a fairly low level of proficiency in Russian, and bilingual students who are fluent in Russian and easily switch from the linguistic code in their native language to the analogical code in Russian and Vice versa. This situation is a traditional method of teaching the Russian language serious difficulty associated with the selection and submission (explanation) of educational material in a limited time at the same time and weak and strong students. With the help of computer technology, this problem is easily solved by an individually differentiated approach to learning. With sufficient motivation of students to master the Russian language and the correct organization of independent work, in particular the correct definition of the volume of educational material and the intensity of self-employment, lagging students can use computer technology to catch up and catch up with their classmates.

In turn, such opportunities of modern innovative information and computer technologies in comparison with traditional methods of teaching the Russian language more effectively remove the psychological barrier of students, since all responsibility for the result of training is shifted to the student himself, who, with the conscientious performance of classroom and independent work, has all the chances to successfully master the language and speak it fluently. The main task of the teacher at the same time is to

guide the student correctly, to identify gaps in the assimilation of educational and language material in a timely manner and to give clear instructions on their elimination, to increase motivation for learning and personal development.

The development of modern innovative information and computer technologies contributes to a paradigm shift in the relationship between the teacher and the student, which were previously based on the priority of the "dictatorial" role of the teacher, but now are based on the ideas of cooperation, mutual respect and equality.

The student through information and computer means " can add audio commentary, create a video clip, use sound effects, insert images, backgrounds and symbols. Learning becomes a creative process, where initiative, creativity, bold ideas are encouraged, where there is always a flight of imagination. Success largely depends on how well the material is methodically organized, where part of the lessons can be implemented with the help of multimedia courses, and the current control can be carried out with the help of a testing system." It follows that computer technologies in conjunction with innovative pedagogical technologies enable students to realize themselves in the classroom in the Russian language as an equal subject of the educational process, to show their creativity and develop leadership qualities.

The computer undoubtedly facilitates the work of both teachers and students, saves time, gives the opportunity to collect and organize educational material, but most importantly – gives access to the Internet, which contains extensive didactic material on the Russian language.

The computer is a tool for creating multimedia technologies that occupy a worthy place in teaching foreign languages.

Multimedia (eng. multimedia-multi-media) technologies are opposed to printed products, which are characterized by linearity and consistency in the presentation of information, and unlike the latter reproduce information simultaneously in audio and visual formats.

Multimedia technologies "direct the train of thought of the listener or viewer not from one abstract sign to another, but create models of recognition, addressed to the sensual side of the subject" and thus "not only allow to realize at a higher artistic and aesthetic level the principle of clarity, providing a variety of expressive means for displaying educational information, but also create conditions for the formation of a new type of thinking, different from that formed on the basis of operating printed information".

Мультимедийные продукты составляют основу дидактического потенциала Интернет-ресурсов, к которым относятся: электронная почта (e-mail), социальные сети и мессенджеры, телеконференции (usenet), видеоконференции, форумы, домашние странички (homepage), размещенные на веб-сервере; справочные каталоги Yahoo!, InfoSeek/UltraSmart, LookSmart, Galaxu; поисковые системы google, yandex, bing.

Didactic potential of Internet resources in the implementation of its educational process of Russian language classes will contribute to a more successful solution of educational tasks for the formation, development and improvement of knowledge, skills and abilities:

- listening comprehension (ability to understand authentic speech in the Russian language);

- reading (ability to extract information from Russian-language texts, to perceive and understand it);
- letters, not only in the traditional sense of "text message on paper", but also in the evolutionary sense of "message created and / or transmitted electronically (for example, by e-mail) or by SMS (mobile phone). Such a letter can also contain not only text, but also various multimedia elements (for example, images, video and audio recordings)»;
- oral and written monologue;
- oral and written Dialogic speech;
- debate and controversy;
- extension of vocabulary;
- respect the culture of speech;
- oratorical skill.

Thus, the Internet has sufficient didactic potential for teaching the Russian language in all types of speech activity: speaking, listening, reading, writing.

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