

Technology of Modeling Practical Class when Teaching Russian as Foreign Language in Kazakhstan

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Abstract: The article deals with a present day model of foreign students teaching Russian at the Republic of Kazakhstan higher school institutions. The authors consider the matters of developing a model of a present day class in the teaching process permitting to bring teaching Russian as a foreign language to a qualitatively new level. For the effective functioning of the suggested model of foreign students teaching Russian it is necessary to use in complex all its components and obligatory observation of pedagogical conditions. In the article there are analyzed the basic components of the model, presented their brief characteristic.

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1. Introduction

International cooperation, being a powerful lever in the development of the world system of higher education, is realized within the frames of international educational exchange, which gives foreign students a possibility to get higher vocational education in the Republic of Kazakhstan. In the Kazakhstan system of education there is observed the growing number of foreign students. A wide entering the sphere of international relations in the field of education increases the need of increasing the Russian language status as a foreign one (RAF).

In this connection new requirements to teaching foreign citizens, deep comprehension of the previous experience in RAF teaching, the developing of innovation methodologies and technologies, methods and forms of creative using traditional and new innovation aids of teaching.

2. The main part

The new time, new conditions of professional activities require the reconsidering of both general methodology and concrete methods of teaching Russian as a foreign language. Kazakhstan's furious entering the world community, the integration processes in various spheres of policy, economy, culture, ideology, nations and languages mixing and moving raise the growing significance of teaching languages, namely, teaching Russian as a foreign language.

Studying the practice of teaching Russian as a foreign language at Karaganda State Technical University leads to understanding the necessity of scientific generalization of the experience accumulated and the development of a model optimizing the communicative process and able to provide teaching Russian for foreign students.

The development of various aspects of the language teaching matters is contributed by the studies of such foreign scientists, as: Cesur, M.O.[1], Brown, H.D.[2], Cohen, A.D.[3], Ehrman, M.E., B.L. Leaver and R.L. Oxford [4], Nisbet, J., and J. Shucksmith [5], O'Malley, J.M., and A.U. Chamot [6], Thompson, I., and J. Rubin[7].

Recently there has been wide-spread the concept of a "model" that is interpreted in literature as any image, analogue of an object, a process used as its "substitution" [8]; the reflection of the most essential signs, properties and relations of the object world phenomena, objects or processes [9]; a material or imagined object that in the process of studying substitutes the original object in such a way that its immediate study gives new knowledge of the original object [10]; a contemplated system adequately reflecting the studies object and able to substitute it so that the model studying permits to obtain some new information of this object [11]; an artificially developed specimen, a special sign-and-symbol form for reflecting and reproducing in a simpler form the structure of a multifactor phenomenon which immediate consideration gives new knowledge of the studied object [12]; combining the elements, objects that reflects the functions of the studied object, its certain sides [13], etc. In our opinion, the definition "model" given by V.V. Krayevski [13] most completely reflects the content of this concept, and hereinafter we will use it in our study.

In psychological-pedagogical literature and the latest dissertation studies there is rather widely reflected the principles of the teaching process modeling (Mamontova N.Yu., Zhukov Yu.M., Bulygina M.V., Vvedenski V.N., etc.).

They include:

- personality-oriented ones (principles of adaptivity, development and psychological comfort, professional orientation in training);

- culture-oriented ones (principles of the world vision, the integrity of education content, systematicness, sense attitude to the world, position-finding function of knowledge);

- activity-oriented ones (principles of training activity, controlled transition from activity in a training situation to activity in a real life situation, the transition from the joint training-cognitive activity to students' independent work, activation of cognitive activity, orientation to self-organization).

Resting upon the abovementioned studies, we considered expedient to use a systematic, functional, personality-active, dynamic and qualimetric approaches when defining the structure and content of the model of foreign students teaching Russian (Figure 1).

The developed theoretical model of foreign students teaching Russian consists of two contours: an internal and an external ones. The internal contour of the model includes interconnected target, content, technological, effective and responsive components that ensure its functioning. The external contour contains the principles, pedagogical conditions, function and methodological approaches. The external contour elements serve a base for the model building. All the elements are in dialectic interaction. Let's consider in brief the content of the components entering the model internal contour, each of them possessing its specificity.

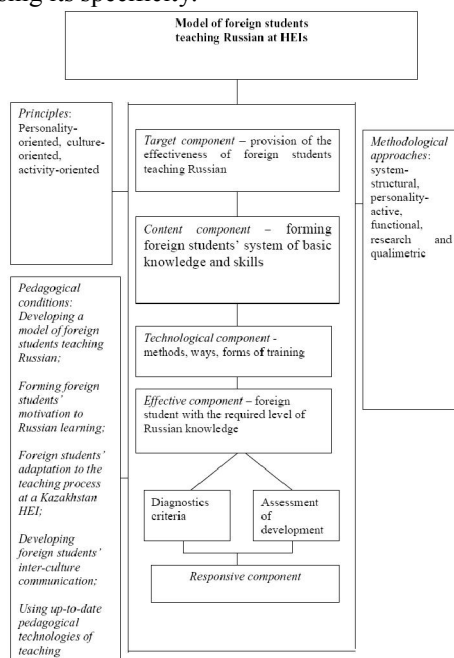


Figure 1. Model of foreign students teaching Russian at HEIs

The target component of the model ensures the studied process orientation, defining the content, the technology of training, establishing strategic and tactic purposes. The analysis of scientific-methodological literature permits to separate three basic aims of teaching: **communicative, training and educational**.

The communicative aim is the leading one at all stages of teaching, as the main task of the teaching process is teaching foreign students Russian as a means of communication.

To realize the communicative aim it is necessary to develop a speaking base that is expressed in acquiring speaking skills and abilities. Is the objects of foreign students' Russian leaning can become knowledge, skills, abilities, the result of the training content acquisition will be a communicative competence which forming is especially urgent at the initial stage of RAF teaching, when foreign students are to be included maximally fact in the teaching process on general education disciplines.

In the present day methodology of Russian as a foreign language the training aim of teaching is understood not only as a foreign student's ability to communicate in the studied language but also as an ability to control the objects of acquiring, i.e. knowledge, skills and abilities of technological character providing the process of the language learning as a whole.

The essence of the educational RAF teaching consists in that in the process of knowledge acquiring there are formed opinions, senses, values, personal features, habits of behavior of foreign students. This takes place both unpremeditatedly and due to special organization of the teaching process, the content selection.

Some researchers emphasize the so-called **strategic aim** of training supposing the achievement by foreign students such a level of knowing Russian that is characteristic of native speakers.

So, the teaching aims, being formed at various levels and for different time periods, impact the specificity of the training content, selection of educational technologies in presenting lexical and grammatical material.

Thus, the target component reflects the current, interim and final aims of the teaching process to which there refer the following ones:

- foreign students' mastering the basics of communication in Russian; acquiring the sum of communicative knowledge, skills and abilities needed for the future professional work;
- developing students' target orientation;
- forming cognitive independence and activeness in the pedagogical process;

- orientation to self-organization.

To the tasks of the target component there refer: the development of the interconnected trainings system content for mastering Russian as a foreign language taking into consideration specificity of the future professional work; revealing the criteria and the system of concrete indicators for carrying out a monitoring of the level of foreign students' language competence formation.

The content component of the model is the core over which there are built-up methods, aids and forms of foreign students' training activity. It is realized based on the educational environment that includes the system of interconnected trainings assisting the information accumulating and processing. The content of the abovementioned component is defined by the personal-active approach based on the student's personal-sense sphere, the mechanisms of forming personal experience (reflection, emotions). The model content component, executing orientation function, is directed to forming foreign students' system of basic knowledge and abilities in the communicative aspects using a system of trainings permitting to develop communicative situations in classes.

The technological component of the model presents a synthesis of methods, aids and forms of organizing foreign students' training work. There refers learning Russian by means of information technologies, the system of interconnected trainings performing self-controlling of the performed actions. The technological block of the model is realized using staged work in which there are stipulated the tasks of each stage, methods of organizing the process of teaching Russian as a foreign language, forms of organizing and the expected result. The technological component whose function is providing the process of foreign students teaching Russian supposes the development of the following abilities: recognition, analysis, classification of linguistic phenomena. By the technology realization there are revealed the levels of Russian acquiring by foreign students.

The efficient component of the model of foreign students teaching Russian presents an estimating instrument of the level of foreign students' Russian mastering. This component of the model is, firstly, to analyze the obtained results and to give an assessment; secondly, to organize the monitoring of foreign students' language training quality. The information obtained as a result of the monitoring permits to improve the trainings system structure itself and the technology of its realization in foreign students teaching Russian at HEIs.

The responsive component provides the obtaining of feedback of the effectiveness of the teaching interaction by means of a complex of methods, ways and approaches aimed for revealing

the knowledge, skills and abilities formation both in classes and of-class events. This component permits to understand the causes of difficulties (for example, conditions, didactic provision, etc.) and success in the process of teaching, to foresee consequences of the actions, to perform self-reflex of the own activity. In the course of the reflex there can be opened the invisible before causes and circumstances standing on the way of learning [14]. Systematic development of responsive abilities at foreign students is assisted by the integral performing of the following methods: understanding the difficulties and analysis of the content of Russian mastering as a foreign language, understanding and estimating the actions in the course of training, searching new examples, norms, rules. The development of responsive skills is formed of three basic trends: fixing the condition of personal development using specially developed questionnaires of assessment and self-assessment of students; organization of interrelated trainings, practical classes, discussions stimulating responsive processes; assessment of the personal development productivity based on repeated filling in questionnaires with the analysis of the past changes. The criterion of the responsive component is the student's self-consciousness under which there is understood a complex of ideas of himself as of a personality and professional. The model responsive component function consists in providing the student's personality assessment by himself, his abilities and qualities.

3. Conclusion

Thus, our experience shows that the process of foreign students teaching Russian presents the integrity of all its components in which there must be taken into account the logics of learning a training discipline and the system of trainings. The suggested model functioning is possible when observing a complex of pedagogical conditions:

- forming foreign students' motivation to learning Russian;
- foreign students' adaptation to the teaching process at a Kazakhstan HEI;
- developing foreign students' inter-culture communication;
- using up-to-date pedagogical technologies of teaching.

Thus, the model of teaching Russian as a foreign language developed on the basis of methodological and innovation approaches can assist the effective specialists training satisfying the present day society requirements.

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