

Methodological System of Technology of Communicative Teaching to the Lexical Aspect of the Russian Language

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Abstract: In modern pedagogy the teaching system means a system that implements the educational function. The classic definition of a pedagogical system as a set of " interrelated structural and functional components, subordinate objectives of peoples' education". On the other hand, the educational system as a model system consists of the interaction of three elements: student, teaching and cultural layer. The last component is the content of education, and includes " material objects (products of human activity, the means of action) and common objects (spiritual values, methodological support of the resources, knowledge, worldviews, norms, etc.)". This model reflects the basic functions of the system of education - training, personal development.

[Chakanova S.Zh., Karpykbaeva A.S., Beisembaeva S.B., Oshakbaeva Zh.B. **Methodological System of Technology of Communicative Teaching to the Lexical Aspect of the Russian Language.** *Life Sci J* 2014;11(1s):163-165] (ISSN:1097-8135). <http://www.lifesciencesite.com>. 27

Keywords: Method, technology, communicative teaching, Russian language.

1. Introduction

Methodical system is considered by us as interacting components such as didactic task, technology training and methodological support systemically. As a didactic methodology development tasks lexical aspects of Russian foreign students playing the formation of the functional use of vocabulary in the process of communication in different spheres of linguistic communication [1].

Technology of training is an essential element of developed methodical system. There are many definitions of the concept " system of conditions and means aimed at obtaining pre- planned outcome of activity", " way to achieve the goal set by the company due to the state of knowledge and modern social conditions ", etc. In the work " Learning Technology in Higher Education " F.Yanushkevich based on analysis of existing definitions of the term under review, highlights the following features of this concept: 1) Modern life 2) optimization of educational process, and 3) synthesis of the results obtained in the areas with the didactics of knowledge, especially in solving problems of a practical nature, and 4) scientific, and 5) the reproducibility of the learning process and its results, and 6) programming activities and student teacher commitment to the elimination of learning process all the excess, to ensure maximum organization and as a result - to achieve the desired result, 7) use of technical equipment and teaching materials, methods of activating the learning process; 8) optimality of the material base of the educational process; 9) adequate evaluation of academic work.

The emergence of the term "educational technology" many scientists associate with the

increasing influence of technocratic thinking [2]. A number of researchers believe that the technological approach is one of the important stages of cognition, by which the transition from the functional analysis of components and systems to the construction processes and their regulation, management is made [3]. The above point of view justifies the introduction of the term "educational technology."

In this study, a technology training after M.A. Korotkov is implied a normative understanding of the process as a result of realization of planning activity tasks, including the methodological system - the approach, principles, methods, techniques, tools and how to use them, plan, project learning process, which is a specific scheme of action[4]. Such an understanding of communicative vocabulary enrichment technology enabled learning content to include in the communicative teaching technology (CTT) of the Russian language as a foreign language following components: 1) learning objectives, 2) learning approach, and 3) teaching method, and 4) methodical principles of learning, and 5) training material; 6) a set of exercises, 7) training facilities (systemic and methodological support).

The main goal of learning the Russian vocabulary by foreign students is the assimilation of words of lexical minimum as functional units for situational using them both orally and in writing [5].

Approach to learning we have defined as a communicative according to the chosen methodological concept, strategic category which is communicativeness.

Under methodical principles is understood the principles of teaching, expressing the specifics of

teaching lexical aspects of the Russian language in a foreign audience [6]. Putting forward principles of learning reflect the essence of reproductive and creative methods used in the process of experiential learning at the preparatory department of A. Yasawi International Kazakh-Turkish University.

2. Methods of the research

Now let's allocate the basic principles of this method:

1. The principle of theme concentric features. In accordance with the principle of a new vocabulary for every practical lesson in the Russian language is introduced in the various word associations, grouped by specific speech topics, situations. In the course of adaptation speech, primary and base stages from lesson to lesson the system input thematic vocabulary by extending substantial components of speech topics and situations is carried out [7].

2. The principle of reliance on foreign-language text (both oral and written). This principle allows to regulate the process of enriching vocabulary learning, as it is carried out on the basis of pre-selected educational texts for listening, reading letters.

3. The principle of the presentation of new words on a functional basis. The essence of this principle is that, upon presentation of a new lexical unit initially digested function words in parallel with involuntary assimilation of its formal side. In the process of formation of students' lexical skills semantization of words, learning the forms of words is not made out of function[8]. This principle is a single process of learning lexical meaning, grammatical features and vocabulary input function under dominance of latter.

4. Principle of projecting communicative activities in the exercises. According to the principle system of exercises should be designed taking into account the transfer as a mechanism of interaction of speech activities, and to create formation of general functional mechanisms of all four types of speech activity, which acts as a reflection, forward-looking reflection, memory mechanism equivalent substitutions[9].

5. Principle of a common lexical material is reflected primarily in the methodological support of the common language base, sufficient and necessary for the formation of all types of speech activity. In this case the use of Russian vocabulary skills formed one kind of speech activity, applied and fixed in others. General lexical database is created mainly by selection for a particular class of texts containing vocabulary that is relevant to the main expression of the text information [10].

These principles represent methodical theoretical basis of reproductive creative method that implements a communicative approach to learning Russian language foreign students (Figure 1).

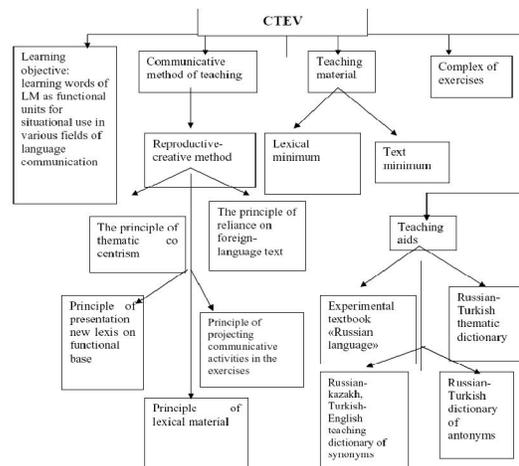


Figure 1 - Model of technology of communicative teaching lexical aspect of the Russian language.

Collectively, all of the components CTEV - learning objectives; learning approach; methodical learning principles; teaching method; training material; complex exercises and learning tools – were aimed at implementing the unified methodological strategies for teaching Russian as a foreign language at the preparatory department. Teaching experiment was conducted in 2010/2011, 2011/2012, 2012/2013 academic year in A. Yasawi International Kazakh-Turkish University, the students of Preparatory Faculty. In general, 82 students participated in the experiment (8 subgroups, 4 subgroups - experimental, 4 subgroups - control). The purpose of this teaching experiment was to test the effectiveness of technology of communicative teaching vocabulary in Russian for Turkish audience. We have developed a pilot program based on a model program for Russian as a foreign language on the basis of the work program, corrected in accordance with the objectives of the program of experiential learning. Thus, as the program tasks pushed follows:

- 1) enrich the vocabulary of foreign students communicatively significant vocabulary of the Russian language;
- 2) the formation of lexical knowledge and skills of students in the Russian language;
- 3) formation of the communicative competence of students usage of skills of normalized studied vocabulary in the language provided by the program areas of communication;
- 4) the formation and development of skills adequate perception and production of thematic vocabulary in oral and written Russian language learners.

Common thing to the control and experimental groups of the preparatory department were: program material, the number of hours of training on the subject "Russian language", the

amount of prior knowledge of students. The difference was that the training was carried out in the CG according to traditional methods, and EG - according communication technology. During the teaching experiment textbook "Russian language" training dictionaries, all components of the CTEV- (Communicative technology of enriching vocabulary) which were written by us were used. Various thematic dialogues with the use of vocabulary in this Russian - themed Turkish dictionary.

To verify the results of the control sections on 4 blocks post experimental testing of students of the control and experimental groups were performed. The results are shown in Table 1.

Table - 1 - Results post experimental students testing of the control and experimental groups A. Yasawi International Kazakh-Turkish University (data in %).

Test	Maximum quantity of scores	Levels of formation lexical knowledge, skills					
		high		medium		low	
		CG	EG	CG	EG	CG	EG
1.1.	3	12	77	58	15	30	8
1.2.	3	10	79	56	14	34	7
1.3.	3	11	78	54	16	35	6
2.1.	3	9	80	57	15	34	5
2.2.	6	8	79	55	17	36	4
3.1.	5	10	81	57	14	33	5
3.2.	5	12	77	58	18	30	5
4.1.	15	11	78	55	15	34	7
5.1.	5	9	76	55	16	36	8
5.2.	5	8	80	52	13	40	7
5.3.	5	7	79	53	17	40	6

Statistical method allowed a substantial increase in state lexical knowledge and skills of students in the experimental groups and a slight increase - in the control groups. We produced qualitative characteristic slice of foreign students work which suggests that technology of communicative teaching of lexical side in speech activity in Russian is not contributed only to enrich the vocabulary of students, the development of communication skills - ability to communicate in different areas of linguistic communication in accordance with the policy speech topics, situations, but also to improving forecasting skills of grammatical forms of a word, an adequate understanding, recognition of learned words in context, the isolation of words belonging to the same lexical subject, etc. Observations of oral language learners of experimental groups, interview with them ascertain compliance with verbal behavior of students given in EG of given situation, the achieving goal of the dialogue, the presence of logical coherence of dialogue, a sufficient degree of understanding conversations, no significant errors of communicative linguistic reasons, sufficient rate of speech, etc.

1/7/2014

Conducted experiential learning on the base of H.A. Yasawi International Kazakh-Turkish University has given positive and encouraging results, which showed the effectiveness of the proposed technology and its components, the rationality of application of textbook "Russian language" which is developed by us, educational complex dictionaries created by taking into account the communication needs of foreign students of the preparatory department.

3. Conclusion

The importance of developing communicative core of lexical structure of the Russian language by foreign students due to socio- pragmatic needs and interests of students.

The role of vocabulary in learning Russian language in the formation and development of language and communicative competence of foreign students is enormous.

The results given above prove the urgent need to develop a methodical system of presentation of vocabulary in teaching Russian language in particular to the Turkish audience.

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