COURSES OF OPEN EDUCATION IN THE SYSTEM OF FOREIGN LANGUAGE TEACHING

(Recibido el 05-07-2017. Aprobado el 06-09-2017)

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Annotation. The article highlights the problem of educational process modernization through the introduction of such interactive form of training as open education courses on teaching native and foreign languages. The authors conducted an analysis of existing electronic educational sites, which allow obtaining knowledge of the Russian language remotely. The purpose of this study is to systematize the open education courses in the Russian as a foreign language. The work was carried out within the framework of the project "The Competition of Open Education Courses in the Russian Language", implemented according to the federal target program "Russian Language 2016-2020". At the same time, open education is understood as the "System of organizational, pedagogical and information technologies, architectural and structural solutions in which are provided by applying open (patent free) standards for interfaces, formats and protocols for information exchange with the aim of providing mobility, interoperability, stability, efficiency, convenience of its use" [GOST, 2006].

The research result is the classification of open education courses in the Russian language. The entire educational virtual environment, presented in the form of a large number of courses, is conditionally divided into sites intended for Russians and foreigners. When analyzing the information content, we took into account various factors influencing the content and methodical implementation of the online resource: age of users, the purpose of addressing the distance course, the degree of openness of course materials, etc.

Keywords: open education, distance learning, interactivity, Russian language, Russian as a foreign language.

1. INTRODUCTION

Modernization of modern education, modeling of a teacher's personality of a new type cause a keen interest in the problem of introducing the latest achievements in the field of information technologies into the educational process. It is about using visualization through technical means, for example, presentations [BochinaT.G. + et al, 2014], audiovisual materials, Internet resources [Varlamova M., Miftachova A., 2016]. The importance of education modernization is conditioned by the needs of modern society and the need for practical application of the latest achievements in the field of education computerization. The importance of applying the interactive technologies in various forms of their manifestation in the educational process was highlighted in a number of works by modern researchers [Yarmakeev I.E. + et al, 2016; Fahrudinova R.A. + et al, 2014; SibgatovaK.I. + et al, 2016].

In accordance with the Federal Law No. 273 "On Education in the Russian Federation", the distance educational technologies occupy a special place in the learning process (Article 16), which has been continued in the Order of the Ministry of Education and Science of the Russian Federation (Minobrnauki of Russia) dated January 9, 2014 No. 2 "On Approval of the Procedure for Applying E-Learning, Distance Educational Technologies in the Implementation of Educational Programs by the Organizations Engaged in Educational Activities" [ShestakN.V. Podzolkova N.M., 132, 2015].

Distance learning has a high degree of interactivity, which is provided by the extensive use of modern information and communication technologies (such as e-mail, teleconferences, operational feedback) and constant monitoring of student learning activities. These features distinguish it from traditional distance learning. The quality of any type of training, including distance one, depends on four components: a) the interaction productivity between the teacher and the student; b) the pedagogical technologies used at the same time; c) the effectiveness of the methods used and the methodological materials developed, as well as the methods of their delivery; d) feedback effectiveness [VolovV.T. + et al, 67, 2008].

The open education courses in the Russian language are not only one way to make the learning process diverse, it is also a unique opportunity to master knowledge in various fields of science remotely. Distance courses are a modern way to get education in various fields of science. At the same time, the degree of proximity of the student's sphere of interest in the field of computer technologies is not of great importance, since distance education presupposes a certain universal system through which the information transfer process is carried out. It is much more important that the knowledge transfer process is carried out in a form convenient for the teacher and the student [Egorov D.S. + et al, 2016]. Thus, one can use the same courses in terms of the form of working with users to learn to speak a foreign language, learn programming skills, get acquainted with the basics of law.

2. MATERIALS AND METHODS

A modern virtual educational environment is an unlimited information field that includes a large list of electronic resources. The nature of the study led to the use of a descriptive-analytical method, since the main part of the work consisted in the search for resources, their analysis and description.

The object of our research is the open education courses in the Russian as a foreign language. The methodological approach to learning a foreign language, as is known, depends on many factors, which include the specific technologies and techniques. The technology of teaching foreign language with the introduction of virtual educational resources should be recognized as one of the most popular and even leading at the present stage of the pedagogical science development. It is especially gratifying that the modern virtual environment, which is often associated with the work of paid training platforms, is absolutely accessible to different categories of users.

3. RESULTS

Acquaintance with the numerous educational sites showed that all the resources available on the Internet can be divided into free, partially paid and paid. The object of our attention is only those virtual courses that can be learned for free by the user. A course is understood as an ordered system of the theoretical data and practical tasks offered in the aggregate. The systematization of open education courses can be carried out on the basis of different criteria. Firstly, the courses can be professional, individual and blogging courses. The first ones include, as a rule, systematic material from different sections of the science of language, theoretical information in the form of lectures and presentations, assignments of practical nature,
exercises to consolidate the material and verify the knowledge gained.

The authors of these courses are the scientists and teachers from different universities in Russia (see "Teaching Russian Speech Communication" [https://pushkininstitute.ru/school/external_courses/88], "We Listen and Understand Russian Speech" [http://ac.pushkininstitute.ru/course4.php], "Contemporary Russia in Cinema and Music: We Look, Understand and Discuss" [http://ac.pushkininstitute.ru/course2.php], "Lexicology of the Russian Language" [https://pushkininstitute.ru/school/external_courses/112?locale=fr] and others. These and many similar courses, created for the foreign citizens, are placed, for example, on a special portal of the Pushkin State Russian Language Institute "Open Education". Here everyone can learn the material of any course by going through a simple registration procedure. The author's developments presented on this portal belong to the teachers and scientists of the following universities: St. Petersburg State University (courses: "Language of Modern Advertising and the Mass Media" [https://openedu.ru/course/spbu/LNGADV/], "Russian as a Foreign Language" [https://openedu.ru/course/spbu/RUSFOR/] и т.д.); Lomonosov Moscow State University (course: "Language, Culture and Intercultural Communication" [https://openedu.ru/course/msu/LANG/]), National Research University "Higher School of Economics" (course: "Introduction to Corpus Linguistics" [https://openedu.ru/course/hse/CORPUS/]) and others.

The listed open education courses in the Russian language can be conditionally called professional, because they are created by the Russian language teachers.

There are also the individual courses, the creators of which have their own site on the Internet, where they spread the available lessons, thus teaching the Russian language (the "Inru" course created for Indians studying or wanting to learn Russian, authored by SonuSaini from the Jawaharlal Nehru University [http://faculty.jnu.ac.in/sonusaini/]).

Other resources include the resources that offer extensive but not systematized material on the Russian language, in accordance with the topic or section of vocabulary and grammar. Speaking of this type of virtual materials, we mean the blogs located on the YouTube site. The vast majority of bloggers have a genuine interest in the public, demonstrate a sincere desire to share knowledge in the field of the Russian language and are ready to speak in an accessible form about the Russian phonetic system, spelling laws, Russian grammar rules, etc. ("The Language Brotherhood", "The Living Word. Russian Language", "Learn Russian with Polina", "Russian Tutor Online", etc.). With all the diversity of the topics covered and the completeness of material presented, YouTube channel courses should be considered insufficient for full-fledged training, as the stage of knowledge consolidation and skills improvement is absent due to the inability to organize interactive operational communication with the user.

Thus, the open education courses are a systematized material, the assimilation of which is verified through a thoughtful system of exercises. Currently, there are enough such courses to learn to speak Russian at a high professional level even with a zero language proficiency. To do this, one can use various resources, depending on the training objectives and membership of a particular audience. For the target audience, all courses can be conditionally divided into two large groups.

3.1 Situation 1. You are a foreigner.

- You are a foreign child. We offer the following educational sites for you: "Shishkina School" [https://www.youtube.com/user/ShishkinaShkola], "Russian Language for Children" [http://www.russisch-fuer-kinder.de/], "Let Us not Forget the Russian Language. Russian Language Abroad" [http://abygd.russisch.info/met/1.html], "Russian Language Learning Club" [http://www.learnrussianlanguage.ru/], several courses located on the website of Pushkin State Russian Language Institute [http://rus4chld.pushkininstitute.ru/]. There is the website of Lena Gil "Russian as a Foreign Language for Children" for children developing in a bilingual environment [http://assagames.com/nas/rus/]

- You are an adult foreigner. In order to learn Russian, you should refer to the following resources: "It's Time to Speak Russian!" [http://speak-russian.cie.ru/time_new/], which has been created by the Center for International Education of Moscow State University with the support of the "Russian World" Foundation,

3.2 Situation 2. You are Russian.

Depending on the age, purposes of addressing the electronic resources and the level of language proficiency, the following courses can be useful to you: "Culture of Russian Business Speech", designed for adults who have knowledge at the level of the Russian language school course [https://openedu.ru/course/urfu/RUBSCULT/], "Sketches about Siberia. The City of Tomsk", created for the teachers of the RFL [https://www.lektorium.tv/mooc2/26293], "Russian Language as a Tool for Successful Communication", intended for Russian schoolchildren [https://www.lektorium.tv/mooc2/26297], and others.

It should be noted that within the categories it is also proposed to be divided into groups depending on the level at which a person speaks Russian, what language is his native language, whether there is a need to focus only on a particular aspect of the language or whether it is necessary to study the language comprehensively. If it is a question of teaching children, it is important whether they attend a Russian school, whether they have an understanding of the grammatical system of the Russian language, have communicative and listening skills. Among the adult native speakers of the Russian language, the students of philological specialties can be identified in a special subgroup, which, in the process of studying in the university, learn various linguistic disciplines, and therefore they have a large volume of information in the Russian language than, for example, the students of technical universities.

The Internet space abounds in resources that help prepare students for the final examinations in the Russian language (MSE (main state exam) and SFA (state final attestation)). These courses include the following: "Russian Language Lessons" [http://www.saharina.ru/metod/rus/], "Preparation for the USE-2017 in the Russian Language" [https://pelicanbook.ru/courses/ege2016rus/], "Russian Language. Preparing for the USE. Samplers and Video Tutorials" [http://4ege.ru/video-russkiy/], "Russian Language. USE" [https://www.youtube.com/channel/UCR1EFv-kmye1-KIGxMtpFg], "Solving the USE" [https://rus-ege.sdamgia.ru/], "Solving the MSE" [https://rus-oe.sdamgia.ru/] and others.

Video lectures, read by the doctors and candidates of sciences, in conjunction with the practical materials, constitute a full course, mastering which one can get not only knowledge, but pass an exam as well. At the same time, having paid a document of the appropriate type, which is issued if the course is successfully mastered, it is possible to read this discipline in any higher educational institution of the country. In this case, motivation is the main factor in choosing a resource.

4. DISCUSSION

As the analysis result of the Internet space, more than 400 electronic resources were found offering one or several aspects of the Russian language or learning to speak in Russian from scratch [Competition, 2017]. The list of resources includes training sites, which are represented by lectures, audio recordings, podcasts, video clips, as well as simulators for fixing the material. There are more than a hundred courses, which can be called full-fledged, actively used as distance learning in the Russian language among these resources. Based on the aforementioned complete list, we compiled a list of resources recommended for use in teaching Russian as a foreign language. All of them are included in the section "Russian language courses for foreign citizens” and are divided according to the category of users.

- In terms of language proficiency (elementary level (71), basic level (58), TORFL-1 (34), TORFL-2 (19), TORFL-3 (9), TORFL-4 (8);
In terms of intermediary language: there are 76 courses for English speakers in the network, one course per Arabic, Chinese, Finnish, French and Spanish speakers, two courses - per Italian, German, 21 courses are used without an intermediary language [Competition, 2017].

The courses of Russian as a foreign language for children are singled out separately. The degree of quality, effectiveness of the open education courses is advisable to evaluate by a set of criteria. Firstly, the methodical component of the course is important. Secondly, an important role is played by the information content. Thirdly, the technical side of the resource is assessed.

Thus, the modern virtual educational environment includes various open education courses in the Russian language for the users with different levels of language proficiency, speaking many languages of the world.

5. SUMMARY

Russian open education is a modern, actively developing system. The user demand provokes constant replenishment of the methodical piggy bank of educational materials. The problem of implementing the distance education courses in the education system is one of the most urgent for today. Distance learning is an option of providing educational services to a wide range of people. The categories of persons for whom the issue of virtual education is relevant include those who want to get a second education; who prepares to enter the universities; who cannot receive educational services due to the impossibility of combining study with work; who needs retraining and advanced training; who wants to get education in foreign universities; as well as foreign citizens who plan to receive education in Russia, but do not have the opportunity to travel outside their native country.

6. ACKNOWLEDGEMENTS

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

REFERENCES


