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MULTIMEDIA IN RUSSIAN AS A FOREIGN LANGUAGE: PLUSES AND MINUSES

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Abstract: This article, written on the topic: "Application of multimedia technologies in teaching Russian language to foreign students", is devoted to the problems of using the computer and various computer technologies. This development will be useful to teachers of Russian language, as well as students. The relevance of this work is that the use of the latest information technology in Russian language classes increases motivation and cognitive activity of students, allows you to apply personality-oriented interactive educational technology, helps to overcome the psychological barrier in the use of a foreign language as a means of communication, gives the opportunity to avoid subjective evaluation and increases the effectiveness of learning and quality of education. In the process of teaching Russian as a foreign language a variety of digital educational multimedia resources are used, which motivate and focus students on successful results.

Key words: public and professional standards, multimedia education system, virtual electronic learning environment, interactivity, autonomy, individualization.

Relevance: In the conditions of increasingly developing international relations in the fields of science, technology and culture, practical mastery of a foreign language becomes one of the most important characteristics of a specialist of higher qualification of any profile. Before the universities of the countries there is an urgent need to form specialists of a higher professional level, capable of competently solving modern problems. And as a consequence, serious changes are taking place in the higher education system of Kazakhstan, as in many countries of the world. In 2010, Kazakhstan joined the Bologna Process, and in this regard, a competency-based approach to education was developed.

In this regard, the main tasks of education of the state policy of Kazakhstan become innovative forms and methods of teaching, refusal of formal approach to teaching, use of new modern technologies in the realization of practical goals and objectives.

After the creation of the global Internet network, mankind entered a new era of development - the information era. These changes have made a certain correction in the educational process. Global opportunities of the Internet open new perspectives of learning and occupy more and more strong positions in the educational space of Kazakhstan.

However, under the current conditions there is a need for new educational standards. Together with the state standards, public and professional standards are being developed and implemented, which are based on the training of specialists of several levels and directions. Besides, due to the unity of practical, general education and educational

goals, methods in foreign language teaching are being revised and updated.

The aim of the study is to introduce multimedia into the educational process as one of the innovative methods of teaching Russian language to foreign students to form their communicative competence and adaptation in a new educational environment in the form of cyclic learning.

Results of the study - Thanks to modern computer programs that take into account individual needs and interests of students, different strategies of language acquisition, it is possible to differentiate the ways of presenting educational material, provide individual forms of training, create a wide range of stimuli to involve students in foreign language speech activity, increase the time of contact with the language being studied. The computer - unlike the more irritable live teacher - can correct the student's mistakes as long and patiently as it likes. And it does not matter whether it is about correcting the accent when learning a foreign language, eliminating errors in oral speech, or eliminating grammatical errors. In our opinion, the use of animation in studying Russian as a cyclic process with foreign students stimulates their attitude and perception of a foreign language, as well as activates their speech activity.

Interactivity, autonomy, individualization and (as a consequence of all this) a student-centered approach to learning, formulate new requirements to the nature of the use of computer-based learning materials in the classroom.

Our task is to specifically describe the initial component of the tactics of teaching Russian to foreigners, predetermining all components of the learning process: content - teaching materials - control. A specific feature of the pre-university stage of education is the intensity of learning a foreign language, which is due to the need to master the language in a short period of time in a volume that provides the ability to carry out learning activities in it. For the formation of communicative competence of students and their adaptation in the new educational environment it is necessary to use the opportunities of the system of extracurricular independent work, carried out with the involvement of innovative teaching methods, in particular, modern multimedia. The introduction of such a system of classes in the educational process is one of the effective means of adaptation of foreign citizens in training at the pre-university stage.

But like every methodology, especially a new one, the modern multimedia education system has its advantages and disadvantages. For example, the lack of direct contact between the learner and the learner, in our opinion, complicates the perception and realization of the learning material, and also the virtual electronic environment of learning RCT excludes the stage of mental completion of the perceived picture from the cognitive process. It may speed up the process of perception of speech material and non-verbal information, but students do not have a need to describe this cognitive activity. From all of the above it follows that there is no direct opposition between distance learning and real teaching. The teaching model of formation of communicative competence can be used when working on any situation, both in distance learning and traditional work in the classroom with the use of computer technologies, so there is an

urgent need to create a new generation of teaching aids.

You can create different types of videos: observation, comprehension, recognition, practice, and speech. Texts offered in various textbooks can be used as a script for subsequent videos to consolidate the studied grammatical material, as well as for listening, reading and speech development. Viewing theoretical material consists in presenting information in the form of text and graphic screens, cartoon inserts, video clips, demonstration-illustrating programs. Students have the opportunity to turn the pages with the necessary information forward or backward, to look at the theory from the beginning or from the end, to find the necessary section in the table of contents.

Using the possibilities of computer graphics and elements of complex animation, we created a small video sequence that allows us to take a new approach to the process of mastering verbs of motion - one of the most difficult topics in the Russian language.

The complexity of verb species distinctions, the large number of verb prefixes, issues of combinability, and the variability of grammatical constructions all make it difficult for foreigners to use prefixed verbs freely in speech. To develop the skills of using verbs in speech practice, a clear system of verb prefixes presentation and as many exercises with them as possible are necessary. But the use of animation simplifies this process, as it allows you to "visually" see a moving object, independently create possible directions, play various situational variants and, as a result, "draw", memorize this picture and use it countless times in the future.

Conclusions: The use of sophisticated animation and computer technology also makes the following possibilities available in terms of realization, in the near future.

1. "Free" navigation of information and access to the Internet.
2. use of text passages, dialog constructions in the accompanying image, creation of various video and audio works covering different levels and areas of grammar.
3. Working with a variety of applications (text, graphic and audio editors, map information).
4. Presenting more comprehension-intensive information in a simplified form.
5. Magnifying (detailing) the image on the screen or its most interesting fragments.
6. Comparing the image and processing it with a variety of software tools for research or cognitive purposes.
7. Implementing continuous music or any other audio accompaniment.
8. Use of video fragments from movies, video recordings, etc., "freeze frame" function, frame-by-frame "flipping" of video recordings.
9. Inclusion in educational programs of image processing techniques, complex animation for in-depth study of language forms.
10. Automatic viewing of the whole content of the product ("slide show"), or creation of an animated and sounded "guide-guide" on the product ("talking and showing user's manual"); inclusion of game components with informational components in the product game components with informational components.

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