

Methodological foundations of teaching vocabulary to foreign students-nonphilologists by means of computer technologies (initial stage of training)

Fundamentos metodológicos de la enseñanza del vocabulario a estudiantes extranjeros -no filólogos- mediante tecnologías informáticas (Etapa inicial de la formación)

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ABSTRACT:

The necessity to enhance significantly the quality of communicative competence formation when teaching the Russian language to foreign students of nonphilological profile demands application of new teaching techniques. At present, in the methods of teaching Russian as a foreign language (RFL), the studies are being actively undertaken, experiments in the field of introduction of computer technologies in teaching foreign languages are being conducted. It is evident that modern computer programmes can take into account individual needs and interests of learners, different strategies of acquisition/mastery of the language, can differentiate the ways of presentation of learning material, provide individual forms of training, create a wide range of stimuli for involvement of learners in foreign speech activity, provide immersion in the verbal environment. The

RESUMEN:

La necesidad de mejorar significativamente la calidad de la formación de competencia comunicativa cuando se enseña el idioma ruso a estudiantes extranjeros de perfil no filogenético exige la aplicación de nuevas técnicas de enseñanza. En la actualidad, en los métodos de enseñanza del ruso como lengua extranjera (RFL), los estudios se están llevando a cabo activamente a través de experimentos en el campo de la introducción de tecnologías informáticas en la enseñanza de idiomas extranjeros. Es evidente que los programas informáticos modernos pueden tener en cuenta las necesidades e intereses individuales de los alumnos, diferentes estrategias de adquisición / dominio del lenguaje, pueden diferenciar las formas de presentación del material de aprendizaje, proporcionan formas individuales de capacitación, crean una amplia gama de estímulos

purpose of the research is theoretical substantiation, scientific and methodical development of the integral, optimal system of parameters, underlying the use of special computer programmes, Internet data on formation and development of the vocabulary component of speech activity. In the paper, the main directions of enhancing the quality of the training process by means of computer technologies have been outlined; specific teaching techniques of using computer programmes in teaching the Russian language vocabulary to foreign students have been described.

Keywords: Methods of teaching Russian as a foreign language, vocabulary, students-nonphilologists, computer educational programmes.

para la participación de los estudiantes en la actividad del habla extranjera, proporcionar inmersión en el entorno verbal. El propósito de la investigación es la sustentación teórica, el desarrollo científico y metódico del sistema integral y óptimo de parámetros, subyacente al uso de programas informáticos especiales, datos de Internet sobre la formación y el desarrollo del componente de vocabulario de la actividad del habla. En el documento, se han delineado las principales direcciones para mejorar la calidad del proceso de capacitación mediante tecnologías informáticas; Se han descrito técnicas de enseñanza específicas para el uso de programas informáticos en la enseñanza del vocabulario de la lengua rusa a estudiantes extranjeros.

Palabras clave: Métodos de enseñanza de ruso como lengua extranjera, vocabulario, estudiantes no-filólogos, programas de educación informática.

1. Introduction

One of the most effective instruments of creation and support of positive image of the country abroad is a system of, first of all, higher and postgraduate professional education attracting foreigner nations to the country for training.

Developed and developing countries adopt and realise strategies of education internationalization, which leads to the growth of practices of internationalization and development of transboundary education in the world as a whole. Annually the number of students leaving their own countries for the purpose of continuation of their education abroad is growing. Since 2000, the number of entrants choosing foreign higher schools has been growing on average by 10% per year.

The Russian Federation possesses a real potential allowing it to take a rightful place in the world educational community. In this case, the determining significance belongs to high quality and availability of Russian education, a wide spectrum of provided educational services, powerful intellectual resource, high yet incompletely realised scientific and pedagogical potential of educational institutions. Effective use of the available educational potential, being also one of highly important national export resources, is in the interests of Russia. Training national personnel for foreign countries in Russian educational institutions is an important part of foreign economic activity of the Russian Federation.

The primary purpose of the state policy in the field of training national personnel for foreign countries is realisation of geopolitical and socio-economic interests of the Russian Federation, full-fledged participation in the global process of education development, provision of high quality of training and competitiveness of graduates of Russian educational institutions in the world market of education and labour (Concept of state policy of Russian Federation in field of training national personnel for foreign countries in Russian educational institution, n. d.).

Russian higher education conquers new frontiers, becoming an increasingly powerful competitor to European higher schools. During the year alone, in the Russian higher schools, the number of students from Europe increased by 40%, having achieved 2.5 thousand people in the 2015-2016 academic year. The positions of Russian higher education are consolidating in the Asian market as well. The number of students from India increased by 20% last academic year, 5.3 thousand people studied at higher schools of Russia. "Growth" of the number of students from China made 10%, reaching 12 thousand students. At that, at Far Eastern Federal University, the majority of foreign students – about 70% - are Chinese People's Republic citizens, which is explained by the geographical position of the university.

Studying in Russia is popular with Vietnam as well – 3,1 thousand people have arrived in Russia from there for study. From year to year, students from African countries are showing increasing interest in Russian higher schools. If in 2010-2011 about 7 thousand people,

having African citizenship, were being educated in the Russian higher schools, in 2013-2014 their number had increased to 8 thousand, and in 2015-2016 there were already 11 thousand people (Foreign Students in Russia, n. d.).

An important advantage of Russia is that in this country there is an opportunity to be educated not knowing the Russian language: it is possible to enter a preparatory department for foreigners and over a year to master Russian at a sufficient level for training in a chosen trade.

Great opportunities for quick and successful mastery of the Russian language are given in rationalization of the training process owing to the use of non-traditional methods and techniques of teaching RFL, which would allow providing qualitative acquisition of knowledge, formulating stable abilities and skills of foreign students, studying at the initial stage of pre-university training (Kameneva 2013). The modern concept of the Russian education is oriented to the learner's personality, development of one's abilities and interests for active cognition and interaction with environment. It should be noted that namely the needs of learners determine goals and tasks of teaching RFL.

The main purpose of teaching a foreign student at the initial stage of pre-university training is acquisition of communicative abilities and skills (Kapitonova and Moskovkin 2006). Thus, a RFL teacher faces the task of creating favourable conditions for successful and effective acquisition of the Russian language. The pedagogue must use in one's work such teaching technologies and techniques, which would motivate foreign students to study the Russian language further, would enable their creative potential, would stimulate their activity. Teaching RFL using modern computer technologies is important accessory material to improve the process of teaching RFL (Khisamutdinova, Gorbunova, Koroleva, et al., 2015).

In modern conditions, the training process is impossible to imagine without use of new computer technologies. A foreign student studying the Russian language must visualize new material, especially at the initial stage of teaching RFL; therefore, the work of the teacher with a foreign audience implies use of technical and audio-visual training aids during presentation of phonetic, vocabulary, grammar material (Ismailova, Beloglazova and Bondareva 2017). Auditory and visual demonstrations have become possible owing to a computer and computer programmes, which allow presenting fully information of different nature: using audio-visual aids, including musical and video files, for examples, songs, trailers, slides, visuals from the illustrations on the topic under consideration, additional text information, as well as presenting tasks of different kinds.

2. Methods

The following research methods are applied in the paper:

- a descriptive-analytical method including analysis of linguistic, psychological, methodical data with subsequent generalization and description of the obtained findings: study of special literature on the topic of research, linguistics, computer linguodidactics, methods of teaching RFL;
- a method of systemic description: the emphasis is put on the analysis of integral properties of the object under research, identification of peculiarities of its functioning and development. The object of research is different software tools (electronic dictionaries, syllabi), cross-cultural and training Internet programmes, data of methodological, psychological and linguistic literature;
- observation of the process of training speech communication by means of computer and pedagogical experiments in the form of experimental training;
- analysis and generalization of the experience of teaching foreign languages and RFL by means of computer.

The following sources were used as research material:

- observations of communicative-speech activity of foreign students-nonphilologists at the initial stage of training during the lesson using a computer;
- description of methods and results of using computer technologies in teaching RFL to entrants and students-nonphilologists.
- computer software tools: electronic dictionaries, computer courses on teaching vocabulary.

3. Results

3.1. Methodical bases of teaching vocabulary.

Vocabulary in the system of language means is the most important component of speech activity: listening and speaking, reading and writing. This determines its important place at each lesson of foreign language, and formation of vocabulary skills is constantly in the field of view of the teacher.

Vocabulary is a stock of words in a language, an aggregate of words in a language. Among all other aspects of foreign language, which must be acquired during training, vocabulary should be considered as the most important and essential one from the psychological viewpoint because without acquisition of the stock of words, it is impossible to know a language.

The Russian language vocabulary is a complex and mobile system. As is well known, a number of units at the vocabulary level is practically unlimited; therefore, it is impossible to master the entire stock of words in a language. The number of lexical units subject to acquisition, their content are determined by goals and conditions of teaching and are set as vocabulary minimums.

In the Russian language syllabi for different stages of training, ultimate and intermediary requirements for the mastery of lexical minimum in different types of speech have been defined. The lexical minimum includes such volume of lexical units which is maximal from the viewpoint of learners' capabilities and the allotted time for training and minimal from the viewpoint of the language system, that is, allowing using the language as a practical means of communication (Katsiuba, Guliaeva and Sidorova 2016).

Vocabulary minimum is lexical units that must be acquired by learners during a certain period of time. The quantitative and qualitative composition of vocabulary minimum depends on goals of training, a stage of training and the number of academic hours. Selection of vocabulary minimum is determined by the following principles: usualness of word, frequency, relevance of the concept expressed by this word, situational and thematic correlation, educational and methodological conformity, compatibility, word-forming value, polysemy of the word, etc.

When selecting and organising vocabulary material, it is necessary to take into account active and passive vocabulary minimums. Active or productive vocabulary includes words that learners must acquire and use in the speech for expressing communicative intentions. Passive and receptive vocabulary is composed of the words that learners must understand when reading or listening to foreign speech. Passive vocabulary increases owing to potential vocabulary, including the words the meaning of which the learners can guess by different parameters: similarity to the words of the native language, by word-forming elements, by the context. When selecting active vocabulary into vocabulary minimum, the following characteristics are taken into account: semantic collocability, stylistic neutrality, frequency and word-forming value (Passov 2010).

It is important to acquire vocabulary means to learn (memorise) the meaning and the form of the minimum of lexical units, to learn how to use these units in different types of speech activity, to learn to understand lexical units by ear and when reading texts. It is experimentally proved that an optimal number of lexical units, acquired by learners during a lesson, depends on the system of by-lesson distribution of lexical material and its introduction, training and control of acquisition. Taking into account the quantitative and qualitative composition of presented words provides greater effectiveness in learning vocabulary. Establishing a minimum of language material per lesson is a necessary link in determining the content of teaching RFL.

Acquisition of foreign language vocabulary is connected with significant obstacles, among which the main ones can be referred to a large volume of the word stock of foreign language, complexity of the semantic system of each lexical unit, differences in the meaning of the words of native and foreign languages. The main purpose of the work on vocabulary

when studying a foreign language consists in formation of lexical skills, which is achieved by means of the system of exercises. The main stages of teaching newly introduced vocabulary are: a) presentation of new vocabulary, b) organisation of acquisition of the new vocabulary, c) organisation of revision of the acquired vocabulary in speech situations, in texts, d) control over the quality of acquisition.

A central element of interpretation of new word is semantization (Zakharova et. al, 2009). The main demand made on academic semantization is its adequacy. Summing up data existing in methodological literature, it is possible to present the main factors determining the choice of this or that type of semantization or some of their combination; a) methodological factors (stage of training, time allotted for presentation, audience composition); psychological factors (age of learners, level of capabilities); c) linguistic factors (nature of word, its semantics, word peculiarities, contrastive values of word).

Organisation of learning a new word is the most difficult part. The content of this methodological process is formation of learners' lasting skills of using a word depending on the needs of training. Specially selected vocabulary exercises act as a main means of teaching vocabulary (Strelchuk 2011).

When building the system of vocabulary exercises, it is necessary to take into account a whole series of interrelated factors: training goals; training conditions, kinds of speech activity, connected to conditions of training, personality peculiarities of learner, specifics of language material (vocabulary) – these factors are closely interrelated. The system of vocabulary exercises must base on the following principles: 1) vocabulary as a language level, that is, certain theoretical principles of its description are the basis; 2) vocabulary selected basing on errors, that is, the principle of consideration and forecasting difficulties is a basic thing; 3) purpose – complete mastery of language, which implies mastery of different types of speech activity, including productive ones. Such system of exercises, built on sufficiently vast vocabulary material, solves the following tasks: 1) generalization, systematization of knowledge of vocabulary material; 2) correction of skills of using words with simultaneous systematization of material; 3) prevention of mistakes of using words basing on the system representation of vocabulary units.

The system of exercises described – for each combination of words – reflects all substantial features and peculiarities of systemic connections among vocabulary units and can be considered as a complete way of semantization.

3.2. Methodological techniques of using computer technologies in teaching vocabulary.

Application of modern computer technologies in the educational process changes the presentation of traditional kinds of teaching RFL, such as formation and development of the phonetic aspect of speech, introduction and consolidation of new vocabulary material, exercising new grammar constructions and other forms of the work. They are effective means of supporting the training and educational process owing to the increase of the volume of presented learning material, contributing to its deep understanding and acquisition as a result of maximal approximation of the lesson to the conditions of real communication, making it possible to revise and to deepen acquired knowledge (Beloglazov, Beloglazova, Bondareva, and Ismailova 2017; Shchukin 2015). New computer technologies become a kind of imperative of establishing a new order of knowledge, reflection of strategy of teaching and education. They allow changing radically the organisation of the training process, forming learner's system thinking, building an open system of education, providing everyone with a personal path of learning.

At present, there are a large number of computer training programmes. A computer-training programme is a base component in the system of computer-based training. In scientific and methodological literature, the following features, underlying the classification of computer-based training programmes, are identified: "functional directedness; a way of coding; opportunity to be adapted to learner's peculiarities; a methodological function; a degree of programme autonomy; a difficulty level of testing" (Gartsov 2004).

To use programmes and, undoubtedly, to take part in their creation, it is necessary to have a good understanding of the classification of training programmes. There are several groups of software tools:

- syllabi specially created for training purposes (for example, a syllabus on teaching basic vocabulary);
- Internet resources, which include special distance courses for teaching RFL, first of all, for initial training;
- special software tools, which allow teachers to create computer exercises aimed at training vocabulary;
- multimedia systems, which use listening and video along with printed text;
- different types of electronic dictionaries (explanatory, translational).

Each of these groups of software tools performs specific functions. Thus, for example, multimedia systems enable learning the perception of sound image of word, observing the use of word in real situations by means of video series. Electronic dictionaries allow familiarizing with the meaning of word, its collocability, translation. Training exercises allow training the use of word, enlarging vocabulary stock by activating speech patterns. Special software tools allow a teacher to create training computer exercises independently without programmer's assistance.

In the analysed educational programme software tools, different types of words semantization are used (seeing imagery, translation, explanation); different types of exercises (pre-communicative, communicative) for activating vocabulary stock are used.

A central role in the system of precommunicative exercises belongs to the following: a) exercises on filling-in gaps, reconstruction of missed fragments; b) question-and-answer exercises (trained words, extracted from memory, are used in the answer); c) exercising in devising sentences with new words according to the given pattern; d) exercising in extension or transformation of speech patterns using new words; e) exercising in translation into the studied language of certain types of words, word-combinations and sentences; f) word games. Among communicative exercises of productive type, which are done at the next stage, there are the following: a) so-called situational exercises; b) narration or composition on a certain topic; c) translation of an original text into the studied language, etc.

The main requirements for the system of computer exercises can be formulated as follows:

- performed learning activities must correspond to the nature of speech activity, approximate to parameters of true speech acts;
- a unit of learning, presented in an exercise, must correspond to a unit of speech communication (speech act);
- exercises must be built in correspondence with stages of formation of speech mechanism, which underlies formation of communicative competence (Arzumanova 2014).

Computer exercises on teaching vocabulary have the following peculiarities: graphic visual supports in the form of pictures allow avoiding mistakes, limiting the range of the studied vocabulary; tasks with animation, video series, use of game moments allow varying the course of training activity, introducing entertaining elements; audio series allows understanding peculiarities of word pronunciation; availability of electronic dictionaries allows obtaining quickly a complete dictionary entry with explanation and translation of any word under study; constant consideration of correct and incorrect answers, time spent on doing an exercise is given; exercises can be done in any sequence, taking into account learner's interest.

Special attention must be paid to significance of the interconnected training of different types of speech activity. Identification of general and differentiating mechanisms for different types of speech activity allows determining the most favourable conditions for their formation, recommending different forms of work, which are used for simultaneous development of two and more types of speech activity (Rozanova 2017). Thus, for example, the regularity of unity of perception and understanding of speech transaction is common for the process of reading and listening. When working with computer programmes, the parallel functioning of reading and writing can occur most often.

Didactic possibilities of computer technologies are realised when organising the training of different aspects of speech activity. The most important of them are the following ones:

- systematic accumulation of training information, its changing, editing and storing in the Internet;
- opportunity of intensive communication of learners and a teacher, learners with each other, as well as with partners from other countries;
- enabling a teacher to manage the training process operatively;
- organisation of automatic control of the course and results of doing exercises.

Use of different visual components approximates computer training materials to natural texts of language environment.

Interactive interrelation of learner with programmes contributes to formation of vocabulary skills, which serves as a necessary stage for formation of communicative competence.

Important characteristics of training aids are authenticity, problematical character, discussion nature, motivation of speech interaction (Berdichevskii, Giniatullin, Lysakova and Passov 2011).

Thus, the described training materials allow conducting training on the basis of audiovisual information, model speech situations, manage the training process by creating problem situations, provide conditions and ways of solution of training tasks, keep statistical calculation of training information, vary the methods of semantization and training of vocabulary material, allow including learners in the process of speech communication.

The group that studied using computer training materials demonstrated better results in all final test tasks than the control group did. Surveys, questionnaires showed that such materials provoke greater interest in students of nonphilological profile, motivate independent training of the Russian language.

4. Discussion

At the moment, the large number of types and kinds of computer programmes is presented. The variety of types and kinds of training programmes is connected with the fact that training a language includes a multitude of aspects, levels and profiles of preparation; therefore, the number of criteria and bases for classification is quite vast. In particular, E.A. Vlasov, T.Iu. Iudina, O.G. Avramenko, A.V. Shilov subdivide training programmes into levels of competence: language, speech and communicative, which in turn are divided into "drills" (note 1), "tutors" (Vlasov, Iudina, Avramenko and Shilov 1990).). E.G. Azimov writes about four basic groups of programmes: training, communicative software tools, test systems and multimedia systems (Azimov 1996). There are other classifications as well.

Methodologists divide computer programmes into three groups:

- "programmes devoted to learning certain parts of the language system (the main task of such programmes – introduction and activation of language forms and structures);
- programmes aimed at training different types of speech activity;
- control programmes, providing control over the level of formed speech and language skills" (Azimov and Shchukin 2009).

Having analysed scientific and methodological literature on the claimed topic, the authors believe that when creating the programme, a teacher must take into account all existing classifications implying division of computer programmes: 1) depending on functional purpose; 2) by structural and programme organisation; 3) by ability to adapt; 4) by methodological purpose; 5) by the degree of interactivity and multimedia.

Depending on functional purpose, there are five types of training programmes: training, tutorial, programmes of problem training, imitational and modelling, game programmes. Thus, training programmes are intended for consolidating abilities and skills after learning new material. Tutorial programmes are programmes aimed at mastering new concepts in the form of dialogue. Programmes of problem training induce learners to do tasks until the right answer is found, i.e. by trial and error. Game programmes represent a game, in which it is necessary to carry out certain tasks set before learners. Imitating and modelling programmes represent models of different situations, in which a learner may find oneself.

Each of these types of programmes has its own purpose and the RFL teacher must define what one wants to obtain as a result of the work with a programme (Sysoev 2010).

Modern training programmes are also classified based on the principle of progression of learner by the programme, i.e. by the manner of structural and programme organisation. From this position, three types of programmes can be identified: linear, branched (inner-directed) and mixed (combined and inner-directed).

The model of the training process, used for linear programmes, is based at its heart on the theory of behaviourism. The theory of linear programmes was developed by B.F. Skinner. The main thing in the programme is gradual training, step-by-step, which is realised by inducing a learner to react accordingly. The principle of arrangement of material: presentation of short segment of new material – proposition to give an answer – comparison by learners of their own answer with the standard one. If the answer is correct, the material is considered to be learnt.

The linear programme is considered to be made up correctly if it is polished to such a degree that mistakes are rare and must not be taken into consideration at all. The main characteristics of linear programmes are: short steps, excessive verbosity and prompts, easy questions.

Thus, during computer-based training, it is expedient to use linear programmes only as training or testing ones. The most widely spread task is filling in gaps in a context.

In the *branched* programme, as compared to the linear one, presentation of explanations, return of learner to the previous act or performing tasks in the predetermined sequence are provided. This type of the programme represents a methodology of preparation of writing material, which satisfies a number of pedagogical goals. The principle of building the methodology is: the choice by learners of one of several given ready answers can be used to prepare them for perception of new material.

The principle of material arrangement is the following: a small part of material for acquisition – a question is put – it is proposed to choose an answer from a number of proposed ones in order to check – after each proposed answer, the number of the page is put – a learner chooses the correct answer and goes over to that page the number of which is indicated opposite the chosen answer – if the choice is made correctly, the next portion of new material will appear on this page – if the answer is incorrect, then on the indicated page the learner will find the material explaining the cause of the mistake – the learner returns to the initial page and tries to choose an answer again – until the correct answer is given, the learner will be unable to go over to new material (Kriuchkova 2009).

The following provisions are basic in the methodology of branched programmes: inclusion of questions and alternative answers to an ordinary text; use of these answers for checking the mastery of material; presentation of additional information in case of necessity.

When comparing linear and branched programmes, the latter occupy a prominent place by a number of characteristics:

- individualization of the learning rate owing to the fact that a segment of training material is presented depending on the answer of learner to the previous question; in linear programmes the learner reads quicker but everybody must read similar material;
- differentiating approach to training (for strong and weak learners).

The last type is *mixed* programmes. Mixed programmes are programmes including features of linear and branched programmes and thus providing greater effectiveness and flexibility of training. In such programmes, in the authors' opinion, it is possible to adjust material most successfully to individual capabilities of learners.

By the capability to adjust to peculiarities of learners, there are adaptive, partially adaptive and non-adaptive programmes.

An *adaptive* programme implies a programme that allows changing the ways of rendering training material depending on the change of internal and external conditions of training (a degree and rate of acquisition of previous material, etc.). This programme takes into account a level of knowledge, abilities and skills of learners to the fullest degree. The

authors think that the use of adaptive programmes is expedient at all stages of learning RFL. The *partially adaptive* programme is of adaptive nature not in its entire course, but only at certain stages and is quite difficult for learning. The *non-adaptive* programme proposes the same sequence of learning material to learners. In essence, they are all linear programmes described above.

According to A.D. Gartsov, one of the criteria of classification of training programmes must be consideration of correlation of interactivity and multimediansess (Gartsov 2013).

Interactivity is the interaction of learner with computer, "by which each request of the user causes an immediate response of the computer; message exchange between the user and the computer system in the online mode" (Azimov and Shchukin 2009).

Multimediansess is the ability of computer to be engaged in a dialogue with learners, using different types of information – auditory, visual one. In this case, graphics, sound and video series are presented on the monitor screen. By means of computer technologies MULTIMEDIA, it is possible to model a real lesson in the Russian language for foreigners. Undoubtedly, creation of similar training programmes will increase the efficiency of the training process considerably.

By the methodological function, it is possible to identify several types of computer programmes: grammar, vocabulary, linguistic-cultural, communicative, phonetic programmes and programmes aimed at training such types of speech activity as reading and writing.

Having considered the types and kinds of training programmes, let us note that many computer programmes of training RFL existing nowadays are, as a rule, simple programmes. As of today, the most optimal types of programmes adjusted to individual peculiarities of learners are represented by combined adjusted communicatively oriented programmes. In particular, this can be a multilevel training programme on reading, in which there are quite a large number of exercises. When working with a text, it is possible to choose different modes: reading, reading and listening, listening and viewing illustrations; reading, listening and viewing illustrations; practicing pronunciation of separate words and phrases. In the authors' opinion, similar programmes allow changing ways of rendering training material depending on changes of internal and external conditions of training (a degree and rate of acquisition of previous material, etc.) thus increasing training effectiveness.

5. Conclusion

The task of teaching vocabulary of foreign language to future specialists at the stage of pre-university preparation using modern computer technologies is one of the most important aspects of improving the process of teaching RFL.

Independent work of students in a computer classroom using professionally oriented training materials and techniques of working with these materials, recommended by the authors, provides more effective mastery of abilities to percept and process information as compared to traditional techniques and forms of vocabulary acquisition. The most important results of the research can be formulated as follows:

- Use of different types of programmes when training vocabulary, conditions and methodological techniques of using programmes of different types, informative and formal characteristics of programmes of different types have been described and substantiated.
- Conditions and methodological techniques of using programmes of different types have been described.
- Different models of using the Internet and computer programmes increase the motivation of learners significantly and, eventually, the effectiveness of teaching RFL vocabulary at the initial stage of training.
- Specific teaching techniques of using computer technologies in teaching vocabulary have been described.
- During the experimental training, effectiveness of the developed methodology at the lessons on teaching vocabulary to students-nonphilologists at the stage of pre-university preparation has been verified.

Computer training technologies, first of all multimedia and the Internet, give grounds for creation and provision of interactivity of training, for modelling special training environment, etc., which allows rethinking the ways of communicative competence formation when teaching RFL. Necessity to enhance substantially the quality of the formed communicative competence of foreign students requires application of new teaching techniques for improving the training process.

Based on the Internet resources, special syllabi, electronic dictionaries, a system of tasks and exercises, setting a task of complex, interrelated development of all types of speech activity, is organised.

The authors see the further prospects of this research in the experimental verification of effectiveness of using computer programmes and Internet resources in teaching RFL, in creation of new training materials on their basis for those who study RFL.

Note

Note 1. The type of training exercises aimed at consolidation of the introduced grammar and vocabulary material and automation of its use. They belong to the number of mechanical exercises. When doing exercises, the purposeful practicing of language phenomenon by its repeated reproduction for the purpose of memorizing and formation of skill is anticipated. Drills can be considered as an organisational form of doing language exercises, anticipating execution of the above-mentioned speech act.

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