

Nurshaikhova Zh.A.¹, Turbekova S.A.², Raimbekova A.A.³,

¹Doctor of Science professor Al-Farabi Kazakh National University, Kazakhstan, Almaty,

²Ass.prof., K. Satpaev KazNITU, Kazakhstan, Almaty,

³Docent Al-Farabi Kazakh National University, Kazakhstan, Almaty,

e-mail: sturbekova@mail.ru, raimbekova@yandex.kz

MONITORING OF COMPUTER EDUCATIONAL PLATFORMS AND EDUCATIONAL LITERATURE FOR DEVELOPMENT OF PRACTICAL ONLINE COURSE OF RUSSIAN AS FOREIGN

In the annotated article it is about opportunities of studying Russian on elementary and basic levels with use of computer technologies. Working of such plan demands carrying out monitoring of computer educational platforms with the purpose to study various approaches for development of own technique, demands selection of literature, the most suitable for use in work on the content material. Except listed, developers need to reveal topical issues on a problem which solution will allow an inofon to learn Russian, using the information platform, offered by authors. Development of a practical online course of Russian with use of opportunities of Internet aims in real time quickly and to train inofon in Russian. Assimilation of a system of linguistic concepts, stage-by-stage mastering all types of speech activity, mastering language skills and their application in communicative activity, – all this it is possible to receive in the training space of the Internet, which also provides system in assimilation of nonnative language. The course is developed by authors for students of the Kazakh groups. When using information technologies for independent studying of Russian computer approach becomes a source of new educational information, presentation of multimedia format, the exercise machine and the control device.

Key words: computer technologies, monitoring of educational platforms, online course, content material.

Нуршаихова Ж.Ә.¹, Турбекова С.А.², Раимбекова Ә.А.³

¹Әл-Фараби атындағы Қазақ ұлттық университетінің профессоры, ф. ғ. д., Қазақстан, Алматы қ.,

²К. Сәтбаев атындағы Қазақ ұлттық техникалық университетінің қауымд. проф., Қазақстан, Алматы қ.,

³Әл-Фараби атындағы Қазақ ұлттық университетінің доценті, Қазақстан, Алматы қ.,

e-mail: zhanara26n@mail.ru, sturbekova@mail.ru, raimbekova@yandex.kz

Орыс тілі практикалық онлайн-курсын әзірлеу үшін компьютерлік білім беру платформалары мен оқу әдебиеттерінің мониторингі

Мақалада орыс тілінің бастауыш және базалық деңгейін компьютерлік технологияларды қолдана отырып үйрену мүмкіндіктері туралы сөз болады. Осы сынды жұмыстар өз әдістемесін жасау үшін әртүрлі тәсілдерді зерттеу мен мазмұндық материалмен жұмыс істеуде қолдану үшін анағұрлым сәйкес келетін әдебиеттерді таңдап алу мақсатында компьютерлік білім беру платформалары мониторингін өткізуді талап етеді. Аталып өтілгендерден басқа аталмыш жұмысты әзірлеушілерге ұсынылып отырған ақпараттық алаңды қолдана отырып инофон өздігінен орыс тілін үйренуге мүмкіндік беретін осы мәселелерге байланысты өзекті мәселелерді анықтау қажет. Ғаламтор мүмкіндігін пайдалану арқылы орыс тілі практикалық онлайн-курсын әзірлеу қазіргі уақытта инофонға орыс тілін тез әрі тиімді үйретуге мақсат етеді. Лингвистикалық ұғымдар жүйесін меңгеру, сөйлеу әрекетінің барлық түрлерін кезеңдік үйрену, тілдік білімі мен дағдысын игеру және де оны коммуникативтік қызметте қолдану т.б. осы сындылардың бәрін өзге тілді меңгерудегі бірізділікті қамтамасыз ететін ғаламторлық оқыту кеңістігінде алуға мүмкіндік бар. Авторлар аталмыш курсты қазақ бөлімінде оқитын студенттер үшін жасап жатыр. Орыс тілін өз бетімен үйрену үшін ақпараттық технологияларды қолдануда компьютерлік тәсіл жаңа

оқу ақпаратының дереккөзі, мультимедиялық үлгісі, бақылау құралы және жаттығу құрылғысы болады.

Түйін сөздер: компьютерлік технологиялар, білім беру платформаларының мониторингі, онлайн-курс, контентті материал.

Нуршаихова Ж.А.¹, Турбекова С.А.², Раимбекова А.А.³

¹д.филол.н. профессор Казахского национального университета им. аль-Фараби, Казахстан, г. Алматы,

²асс. профессор Казахского национального исследовательского технического университета им. К. И. Сатпаева, Казахстан, г. Алматы,

³доцент Казахского национального университета им. аль-Фараби, Казахстан, г. Алматы,
e-mail: zhanara26n@mail.ru, sturbekova@mail.ru, raimbekova@yandex.kz

Мониторинг компьютерных образовательных платформ и учебной литературы для разработки практического онлайн-курса русского языка

В аннотируемой статье речь идет о возможностях изучения русского языка начального и базового уровней с использованием компьютерных технологий. Работа такого плана требует проведения мониторинга компьютерных образовательных платформ с целью изучить различные подходы для разработки собственной методики, требует подбора литературы, наиболее подходящей для использования в работе над контентным материалом. Кроме перечисленного, разработчикам необходимо выявить актуальные вопросы по проблеме, решение которых позволит инофону самостоятельно изучать русский язык, используя предлагаемую авторами информационную площадку. Разработка практического онлайн-курса русского языка с использованием возможностей интернета имеет целью в реальном времени быстро и эффективно обучить инофонов русскому языку. Усвоение системы лингвистических понятий, поэтапное овладение всеми видами речевой деятельности, овладение языковыми умениями и навыками и их применение в коммуникативной деятельности, – все это возможно получить в обучающем пространстве интернета, который также обеспечивает системность в усвоении неродного языка. Курс разрабатывается авторами для студентов казахских отделений. При использовании информационных технологий для самостоятельного изучения русского языка компьютерный формат становится источником новой учебной информации, наглядностью мультимедийного формата, тренажером и средством контроля.

Ключевые слова: компьютерные технологии, мониторинг образовательных платформ, онлайн-курс, контентный материал.

Introduction

The functional and communicative language space and problems of training in languages are in the field of researches and scientists. Active assimilation of language demands expansion of this space. Use of computer technologies at all stages of process of training: an explanation of new material, fixing of knowledge, repetition and control of the gained knowledge, forecasting of results stimulate this process.

If we talk about using of technical innovations in education, it is clear that the latest technical means which can be used in training mean. We try to connect the work – training in languages – with computer technologies in connection with their evident speed and powerful reserves of memory. It will allow realizing many options of environments for training, to build various schemes of the dialogue modes and individual techniques in teaching (Berzina, 2016: Elektron resurs).

To start working such scale as development of technology for independent studying of languages in

the information environment, it is necessary to carry out monitoring of computer educational platforms with the purpose to consider various approaches when developing techniques. Besides it is necessary to select the literature which is most suitable our interests and relating to problems of studying of languages, in particular, to RAF cluster (Russian as foreign); to reveal topical issues on the problem which solution will allow to foreigner learn independently Russian of A1-A2 levels, using the information platform offered by us.

Development of practical online course of Russian on initial and basic levels with using of opportunities of the Internet aims in real time train in Russian quickly and effectively. The emphasis in the developed course is placed on practical orientation of studying Russian by students of Kazakh groups which do not have sufficient preparation.

Gist

We carried out monitoring of several educational platforms from which in this digest we analyze

two of them on contrast: one is the best; the second is the worst (of course, in our opinion). For the analysis we chose Lingualeo and Livemocha.

1. Analysis of educational resources

1.1. Lingualeo

Lingualeo (Abdulnasyrov, 2010: Elektron resurs) is the educational platform for practical learning of foreign language built on game mechanics. It is the interesting fascinating online service training to English independently. The online service for studying of languages is based 1.03.10 by Aynur Abdulnasyrov (Russia, Moscow).

Structure:

1. Registration
2. For determination of knowledge level a user writes the story about him. Then service will pick up it to the personal program.

3. The first steps on the website:

- Test for knowledge of grammar and words
- Definition of the purpose of training

4. Further on the platform the level of knowledge of language is defined by the user and the individual program for the revealed level is offered:

On the platform of 7 levels of proficiency of languages according to the European standards:

- 1) Beginner is zero level A1;
- 2) Elementary is elementary A1 level;
- 3) Pre-Intermediate is the lowest average level, prethreshold A2 level;
- 4) Intermediate is threshold, average level of B1;
- 5) Upper-Intermediate is advanced B2 level;
- 6) Advanced is level of professional possession C1;
- 7) Proficiency is possession at the level of C2 (native speaker).

5. 6 main pages: Tasks, Jungle, Courses, Dictionary, Grammar, Trainings.

6. After registration and passing of the entrance test the user will come to the Task page. On it the following types of works are offered the page:

- A training of the words added to the dictionary
- Addition of new words
- The text on reading
- Video (with subtitling), it is possible to open the full text from video
- Training of the grammatical rule.

7. Leo's page and bonuses which on the website are called Quenelles:

Leo is the hero of training platform (young lion) and the virtual teacher who determines the level of performance of tasks. If all tasks are performed, the hero «is fed» with quenelles, the user receives all possible bonuses, Leo allows to pass to the following picture to receive the next portion of knowledge.

The Page Jungle

There are independent choice of texts, video or audio materials on genre, a source, and subject. The most interesting collections are in TED Talks and EngVid.

2. Dictionary page

On this page glossaries from which it is possible to choose new words are offered and to train them in Tasks or Trainings.

3. Page Grammar

The training can be begun, having chosen the rule which needs to be studied. For example, there are Past Simple, Present Continuous, Modal Verbs, etc. Essence: the Russian offer which needs to be translated into English is given, using that grammatical rule which is required for practice. Besides, there is a button «show the rule».

4. Training page

On this page the user can be trained in learning of the words added by him to the dictionary. Ways of offered training are various. The interactive trainings based on the checked techniques give the chance to master grammar, reading, and audition and to expand the lexicon of the trainee.

5. Lingualeo Premium page (earlier this page was called the Gold status) gives great opportunities for studying of language. Premium the account – paid.

Lingualeo Premium allows taking the following courses: grammatical courses; video courses; irregular verbs; training for studying of new words; grammar for beginners; English for tourists; English from scratch, etc.

It is possible to get access to the magazine of training and to monitor the progress.

Here it is possible to train words by means of audition and a crossword puzzle.

Contents

Technique of training in Lingualeo is «seven secrets of foreign language learning»: understanding of the purpose of training, pleasure from regular trainings, work with «live» language, imitation native speakers, bringing abilities to automatism due to use of visual, acoustical and motor memory.

Lingualeo suggests learning language on materials interesting to the user: audio books and songs, videos or texts.

In process the user can independently choose unknown words for exercises or use thematic selections. There are trainings of grammar and pronunciation, a game, the personal dictionary with associations and the magazine in which training progress is noted.

Interface

Elements of Lingualeo system service are interconnected, set of means and methods of supply of material for studying, control of knowledge are quite justified and available to understanding of the trainee.

Availability

The Lingualeo system is available on the computer, on the Smartphone (iOS, Android) and is free to the Lingualeo Premium level. It is possible to be engaged in any place and at any time.

Control of results

During the work with the program, it is necessary to be registered. After registration it is offered to pass an entrance test which will show knowledge level. Then daily the program offers an individual tape of tasks which will make studying of language effective, considering test results, the purposes of an inofon and his interests.

After each block of tasks Lingualeo suggests passing a test on the studied material. The test defines knowledge, and then Lingualeo corrects the further program.

Speech skills

On Lingualeo the grammar, listening, reading and a lexicon effectively train in a fascinating form.

Additional

The program provides access to 250,000 free original audio books and songs, videos and texts. All materials contain subtitling which can be used by one click.

Positive

Lingualeo suggests measuring training progress, keeps track of qualitative and quantitative progress of user in a real time.

Recommendations

To accelerate studying of Lingualeo language suggests using the maximum of opportunities for training, for this purpose it is necessary to subscribe for Lingualeo Premium (Gold level). Advantages of Premium of the account:

- +22 basic grammatical courses;
- +9 fascinating video courses;
- +5 Premium-trainings for studying of words;
- + Unlimited number of words on studying.

Notes

The online service of Lingualeo is made beautifully; there are many different materials from videos, audio and texts prior to interactive games. It is possible to save up a lexicon in simple playful way.

In an original course there are two options of use: paid and free. On free content a part of exercises and courses are not available.

In the practical online course of Russian created by us resource content of Leo could be used for inofon seizing elementary A1 and/or basic A2 language level. Besides, if to combine Leo's resource with real communication of inofon with native speakers as it was in Livemocha, then it will be possible to achieve noticeable results in language training.

In the real look the resource can be recommended for elementary education and for the fixing undergone.

1.2. Livemocha

Livemocha (Nadkarni, 2007: Elektron resurs) is popular social network for learning foreign languages.

Author of the program is Shirish Nadkarni. Service worked from 24.09.07. up to 2013. The social network was acquired by Rosetta Stone, but 22.04.16 to all registered users the letter that service stopped the work came. Livemocha offered lessons and exercises of 27 languages. The number of the offered services (there are free / paid) and the supported languages constantly increased.

Livemocha was the first language web service which connected the posted online training materials to global Internet community learning languages. Livemocha used the technique of «community» at which learning language at joint communication develops desirable skills of language proficiency. The huge part at the same time was assigned to mutual aid at which native speakers worked as consultants.

For access to lessons of courses it was necessary to use the counters charged for check of exercises by other users and for other activity as the teacher. Also it was possible to get a paid subscription (gold key).

To each person who supported Livemocha languages there were offered courses of 4 levels. Each level consisted of sections and lessons with reading and audition exercises, written and oral exercises. For each executed exercise points were added that allowed the pupil to monitor the progress. There was a system of achievements, such as «The teacher of week; month», «Student of week; month», in various languages, determined by activity.

In written exercises it was required to answer simple questions or to write the short essay on subject of the studied lesson; in oral or to read the ready text, or to argue on the set subject. Then exercises were estimated by users from among native speakers which could not only put down marks from 1 to 5, but also to leave the detailed comment. For comments points were also added.

Besides, for language practice it was possible to use text, voice or video a chat.

At the moment, after the analysis of service in 8 years (the first time I tried to learn English in this network in 2010), it seemed to me boring. Most likely, it is connected with change of the program, with changes in approach to creation of service.

Also at first there is a registration, it is necessary to choose language of studying and to call the native language. I was registered 2 times as the studying English / Russian languages. Both in the first and in the second option there were large number of mistakes in Russian: in teaching language and in studying language.

Then the window opened. In it there were 5 cards: To learn, to Write, to Hear, to Speak, the Chat with students. Already the name of cards guards with the confusion: verbs in imperfective aspect, perfective aspect, in an imperative and in an infinitive are used.

TO LEARN

There is a set of lexicon by cards.

Words and phrases in the native language are the translation. Set of lexicon unclear. About relevance and logic in material supply the speech does not go any more.

TO WRITE

From to LEARN lexicon it is necessary to enter in empty lines. At the end the page with new lexicon and on the right windows in which it is written CORRECTLY or INCORRECTLY is given.

TO LISTEN

The same lexicon from the subject HELLO: at the left above on native, below – in the learned language. On the right there is a soundtrack. It is given (it is supposed that correct) sound reproduction of words.

TO SPEAK

The card is given. There was the studied word or a phrase on native and in the learned language. On the right a soundtrack with record of this word or phrase/phrase. Below the microphone, having pressed which, it is possible to pronounce the studied words. The result «correctly/incorrectly» – is not shown.

Are offered to studying of 10 subjects:

Day 1. Hello.

Day 2. Hello 2. Dialogue 2.

Day 3. Time and place.

Day 4. Hours and numbers

Day 5. Essential and clothes

Day 6. Purchase and money.

Day 7. Travel and transport.

Day 8. Travel and transport 2.

Day 9. Travel and transport 3.

Day 10. Main page and hotel.

Day 11. Main page and hotel 2.

Day 12. Food and restaurant.

Day 13. Objects and technologies.

Day 14. Hurrah and emergency.

Day 15. Hurrah and emergency 2.

At the end of each section it is written: Congratulations! You have already learned words.

Right at the end: The course is complete!

Thus, a certain set of lexicon which is statically used within 4 types of speech activity forgets.

It is very boringly in respect of studying of language.

The interface is completely not fulfilled. Not on all types of speech activity the correct answer is shown. It is written that there are so many words are wrong. It is not written why it is wrong how it is correct and I do not recommend it.

2 Analysis of literature

Except the analysed educational platforms, we carried out monitoring of literature on problems of studying of languages in RAF format from those who presumably would like to use in the further work. We included some of them in this digest.

2.1. Russian lessons (Ekshembeyeva, 1996)

Ekshembeyeva L., Nurshaikhova Zh., Stepanova E., Torokhty L. Russian lessons: elementary course for foreign students. – Almaty: Жери zhargy, 1996. – 272 pages.

In 1995 the Fund Soros Kazakhstan together with the Ministry of Education of RK within the Updating of Arts Education Program held the competition of textbooks and educational and methodical grants in humanitarian disciplines for all types of RK educational institutions. The called textbook is the handwork which was among winners of the Competition.

Being the experimental manual, the book underwent several years of approbation in various educational institutions of the country and now did not lose the relevance for the account logically accurately and originally built structure of supply of lexical and grammatical material.

The textbook Lessons of Russian is calculated on knowledge acquisition on Russian of A1, A2 levels for the inofon beginning to learn Russian from elementary and/or basic levels.

Textbook tasks: 1) to teach using the functional system of language in the communicative purposes; 2) to develop ability to the choice and implementation of the program of speech communication.

The original author's technology consists in the following: a communicative task (intension) is its

functional and grammatical expression, algorithmic modeling of phrases, and creation of dialogues on the set situations, assessment of the situation (creation of monological statement). This technology allows combining reasonably a language training and communication without prevalence of the first.

The textbook consists of 24 lessons united in blocks of the principle of communicative task and ways of its decision. Each lesson comes to the end with lexical and grammatical generalization, each block has training exercises. The speech block finishing the textbook sets as the purpose development of ability by means of installation and support to solve 5 main types of speech tasks: message, explanation, approval, condemnation, belief.

However it is necessary to consider that in the textbook of insufficiently practical material, new lexical filling of training exercises is required, text and dialogue material is insufficient, it is necessary to strengthen structural and algorithmic supply of material, having included developed subsequently (2003, 2013) by one of authors virtual integrated to the stem of Russian sentence with use of computer animation in format 3D MAX.

2.2. *Anatomy of Russian sentence (Nurshaikhova, 2018)*

Nurshaikhova, Zh.A. *Anatomy of Russian sentence: manual, the 2nd prod.*, – Almaty: «Qazaq university», 2018. – 190 pages.

The manual «Anatomy of Russian sentence» shows structural approach to Russian sentence and gives the chance to update deep essence of acquired language through the concrete analysis of elements of superficial structure.

The purpose of grant consists in helping to see a uniform system of grammatical knowledge, sufficient for assimilation of Russian as foreign. In work the author's technology of creation the training system as the second language based on process of designing of virtual integrated stemma is offered. After long-term approbation the first edition of the book «The second language: algorithmic assimilation of grammatical knowledge» (2003) was expanded, complemented with the principles of drawing up the controlling tests and the grammar tests which are based on an explication of virtual structure of the Russian sentence developed by author.

The existing theories and the directions in the field of structural linguistics and also semiotics-information interpretation of language as means of communication between people and the content of communicative processes offer the versions of the

description and analysis of language. However these theories were not fully used in the applied purposes in quality of the basis for acquisition of nonnative language.

The idea of an open number of generative grammars stated by N. Chomsky in «Bases of the theory of syntax» (1972): «For what there are theories of the generating grammars if not to use them for generation of grammatical systems when training in new grammar?», – contains prerequisites for creation of grammar of language for online users wishing to master the second language.

Theoretical basis of a grant is the author's theory of algorithmic syntax which was published in monographs by Zh.A. Nurshaikhova «Algorithmic syntax» (Almaty: Qazaq university, 2002), «Structural syntax: a look from pragmatics» (Munich: Lambert Academic Publishing, 2013), etc.

In work the system of training in the second language based on process of designing of virtual integrated stemma is offered.

The grant can be used in the applied field of linguistics, in particular, by preparation of programs, textbooks, manuals; when developing educational services for learning Russian as the second. However it is necessary to add that the grant is theorized and demands strengthening of content practical filling.

2.3. *Let's go! Russian for adults (Chernyshov, 2009a)*

Chernyshov S.I. *Let's go! Russian for adults. Initial course.* – the 7th prod. – SPb.: Zlatoust, 2009. – 280 p.

The textbook – 1 is intended for beginners learning Russian.

Task is the accelerated training in different aspects of language and types of speech activity in a foreign audience. It caused close combination of grammatical and colloquial courses and was reflected in language material of exercises and tests. Texts are picked up by author in such a way that foreigner can reach discussions of various subjects level. Grammatical work extends so that visually to convince students of real need for the fulfilled skills at real-life communication.

The author pays special attention to dialogues in a question-answer form as by tradition we train to answer questions on the text, and in reality it should ask more often questions in an oral form.

On these types of exercises it would be desirable to pay special attention at creation of online and educational service, considering S.I. Chernyshev's opinion in our subsequent work.

The giving and the choice of lexical material connected with changes in the qualitative list of

trainees are interesting. In our developments it will be necessary to consider also this factor as not only students, but also people from different social spheres will use an online service. It will also be necessary to reduce words from an educational thematic row such as «a hostel, a test, a notebook, examination ...» and to fill up with words from other theme groups: participation in conferences, work in office, rest in clubs, theaters, and the museums. Besides, texts and exercises of analyzed textbook acquaint learning Russian and with elements of cultural and community context of real life from TV programs to visit of the nearest supermarket.

2.4 Let's go! Russian for adults (Chernyshov, 2009)

Chernyshov S.I., Chernyshova A.V. Let's go! Russian for adults. Basic course. The 2nd prod. – SPb.: Zlatoust, 2009. – 168 pages.

The textbook-2 is intended for continuing to learn Russian at basic level of A2.

Textbook task is fast development of different aspects of language and types of speech activity, acquisition and development of skills of free use of grammatical forms and designs studied at the initial stage, expansion of lexicon and complication of nature of solvable communicative tasks.

In the textbook various forms of work with texts are used, and in texts materials of modern press are generally used and devoted to subjects which often are the subject of discussion in real life.

Communication tasks also reach new level: besides achievement of purely practical purposes in everyday situations, the textbook prepares for discussion of more general and abstract questions, for expression of own point of view and assessment, for participation in a discussion.

Also as well as in the first textbook, the text is a basis for various types of tasks which flow in the speech with use of new words and in free discussion of offered subjects on material of text and from personal experience participants of a discussion.

In the analyzed course there are many interesting moments which it would be desirable to use online when developing technologies of independent training of users.

2.5 The casket (Barenzeva, 2014)

Barenzeva M.N. The casket: A book on reading for the foreigners beginning to learn Russian (elementary level) / M.N. Barenzeva, I.I. Zhaboklinskaya, I.V. Kurlova, A.Yu. Petanova, O. E Chubarova. – M.: Russian. Courses. 2014. – 144 pages.

In the book it is collected about hundred small texts on volume with exercises. Texts are authentic,

entertaining and simple. Authors suggest starting reading the book from the first days of studying of Russian. Various short stories in the thematic and genre relation at the choice of the teacher can be used for fixing of the studied grammatical forms and for development of the speech.

The structure of the book corresponds to the program of elementary level; new grammatical forms are entered into text material gradually and consistently.

2.6. The casket (Chubarova, 2014)

Casket: A book on reading for the foreigners beginning to learn Russian (basic level)/ Chubarova O.E. – M.: Russian. Courses. 2014. – 224 pages.

In the book there are more than hundred texts with exercises for the foreigners learning Russian at basic level. The grant differs in a thematic and genre variety. Texts were written especially for this book and also the adapted newspaper, journal articles, fairy tales of different people, jokes are submitted. Lexical and grammatical filling of texts becomes complicated gradually according to material of textbooks of basic level.

Both books we suggest to use as materials to fill content of an online service.

2.7 Ethnocultural communication in monologues and dialogues (Nurshaikhova, 2012)

Nurshaikhova Zh.A., Valeeva U.K. Ethno cultural communication in monologues and dialogues. – Almaty: Qazak University, 2012. – 262 p.

The book «Ethno cultural Communication in Monologues and Dialogues» is based on the principles of heuristic training as which authors understand designing by pupils of senses, the purposes and the content of education.

Proceeding from the theory of heuristic training of A.V. of Hutorskiy, it was offered to students to build a trajectory of education in the studied subject, having created at the same time the personal purposes of occupations, the program of training, ways of development of studied subjects, forms of representation and assessment of educational results. Personal experience of student became a component of its education, and the content of education was created in the course of student activity. An example of use of heuristic training in author's practice was work on manuals «People of the World» and «Ethno cultural Communication in Monologues and Dialogues».

At the beginning of the 2000th years due to the lack of training materials on which it was possible to work with group of advanced level of training B2 authors dependently appeared in

a heuristic educational situation, in a situation of making active ignorance which purpose was creation by students of the personal educational product. All ideas interesting students, problems, hypotheses, versions and texts were used in the called manuals.

Students from South Korea and Argentina (2004-2005), from the USA, Turkey, Turkmenistan and the People's Republic of China (2011-2012) were participants of heuristic educational training.

It is necessary to specify that work was carried out in 2 steps. Result of the pilot project in which the group of 2004-2005 of training worked was the manual «People of the World» (2007). Then the book was approved within 5 years at faculty. The second stage of work on a grant deepened it thematically, expanded grammatical. Other group of 2011-2012 of training which, in the course of approbation offered the wishes and additions made by me to the book participated in heuristic training.

In connection with significant changes in volume of a grant, its contents, especially it concerned its grammatical part, on semantic and formal signs the book was transformed and received the new name «Ethno cultural Communication in Monologues and Dialogues».

4 cycles entered the first block «Monologues and Dialogues». Each cycle contains monologues and dialogues with the tasks by all types of speech activity contributing to the development in an inofon of ability of free and effective communication with native speakers of Russian, ability to make summaries, to write papers of various type and the essay on the set subject.

In the second block the structure was completely changed. The volume of grammatical material was expanded, 2 new cycles are entered: a cycle of texts for independent work which results check knowledge of students of the program of a course, and the cycle intended for self-checking of communicative competence of an inofon.

The manual purpose is development of monological and dialogical oral and written language with use of the texts bringing communicative and linguocultural competence of an inofon to the forefront.

The threshold advanced level of proficiency in language is B2 assumes deeper acquaintance not only to grammar, but also to the culture of native speakers of Russian. As in Kazakhstan native speakers of Russian are representatives of many people, in the texts developing cross-cultural competence of foreign students and acquainting them with traditions of these people are submitted to studying.

The book «Ethno cultural Communication in Monologues and Dialogues» can quite apply for use of its materials: texts, dialogues, photos are in work on an online product when developing technologies for independent studying of languages in an information field.

Inference

Assimilation of the system of linguistic concepts, stage-by-stage mastering all types of speech activity, mastering language skills and their application in communicative activity, all this it is possible to receive in the training space of the Internet which also provides system in assimilation of nonnative language.

When using information technologies for independent studying of languages the computerization can become a source of new educational information, presentation of multimedia format, the exercise machine and the control device. Besides, the educational information websites become the personal training space of the student which he can use in any time, convenient for himself with the necessary number of viewings of material for detailed understanding and assimilation.

Non decreasing interest in information technological novelties is not least attracted by the fact that teaching languages (Kazakh, Russian, and English) are really demanded in the territory of Kazakhstan. The aspiration of the state to use of common information space strengthens a role and value of trilingual practice in the country. These languages become the necessary instrument of communication, the tool for receiving a profession, for knowledge acquisition about the country gaining political and economic weight in the world.

Литература

- Абдулнасыров А. Lingualeo [Электронный ресурс]. –<https://lingualeo.com/ru>
 Баринцева, М.Н. Шкатулочка: Пособие по чтению для иностранцев, начинающих изучать русский язык (элементарный уровень) / М.Н. Баринцова, И.И. Жабоклинская, И.В. Курлова, А.Ю. Петанова, О.Э Чубарова. – М.: Русский язык. Курсы. 2014. – 144 с.

- Берзина Л.В. Инновационные образовательные процессы [Электронный ресурс]. – <http://aneks.spb.ru/>
- Екшембеева, Л., Нуршаихова, Ж., Степанова, Е., Торохтий, Л. Уроки русского языка: начальный курс для иностранных учащихся. – Алматы: Жеті жарғы, 1996. – 272 с.
- Надкарни Ширин. Livemocha [Электронный ресурс]. – <http://learnlanguagetools.com/livemocha/>
- Нуршаихова, Ж.А. Анатомия русского предложения: учебное пособие, 2-е изд, дополн. – Алматы: «Қазақ университеті», 2018. – 190 с.
- Нуршаихова, Ж.А., Валеева, У.К. Этнокультурная коммуникация в монологах и диалогах. – Алматы: Қазақ университеті, 2012. – 262 с.
- Хуторской А.В. Дидактическая эвристика: Теория и технология креативного обучения. – М.: Изд-во МГУ, 2003. – 416 с.
- Чернышов, С.И. Поехали! Русский язык для взрослых. Начальный курс. – 7-е изд. – СПб.: Златоуст, 2009. – 280 с.
- Чернышов, С.И., Чернышова, А.В. Поехали!-2. Русский язык для взрослых. Базовый курс. – 2-е изд. – СПб.: Златоуст, 2009. – 168 с.
- Шкатулка: Пособие по чтению для иностранцев, начинающих изучать русский язык (базовый уровень) / (общ. ред. Чубарова О.Э) – М.: Русский язык. Курсы. 2014. – 224 с.

References

- Abdulnasyrov Aynur Lingualeo (2010) [Elektronnyy resurs]. – <https://lingualeo.com/ru>
- Barintseva M.N. (2014). Casket: A reading guide for foreigners starting to learn Russian (elementary level)/ Barinceva, I.I. Zhaboklinskaya, I.V. Kurlova, A.Yu. Petanova, O.E Chubarova. – М.: Russian language. Courses.– 144 p.
- Berzina L.V. (2016) Innovative educational processes [Elektronnyy resurs]. – <http://aneks.spb.ru/>
- Chernyshov S.I. (2009) Go! Russian language for adults. Initial course.– 7-e izd. – SPb.: Zlatoust. – 280 p.
- Chernyshov S.I., Chernyshova A.V. (2009) Go! Russian language for adults. Basic course. – 2-e izd. – SPb.: Zlatoust. – 168 p.
- Ekshembeyeva. L., Nurshaikhova. Zh., Stepanova. E., Torokhtiy. L. (1996) Russian language lessons: an initial course for foreign students. – Almaty: Zheti zhargy. – 272 p.
- Khutorskoy A.V. (2003) Didactic heuristics: Theory and technology of creative learning: Russian language lessons: an initial course for foreign students.. – М.: Izd-vo MGU, – 416 p.
- Nurshaikhova Zh. A. (2018) Anatomy of the Russian sentence: study guide. 2nd ed. add. – Almaty: «Qazaq universiteti». – 190 p.
- Nurshaikhova Zh.A., Valeyeva U.K. (2012) Ethnocultural communication in monologues and dialogues. – Almaty: Qazaq universiteti. – 262 p.
- Shirish Nadkarni (2007) Livemocha [Elektronnyy resurs]. – <http://learnlanguagetools.com/livemocha/>
- Chubarova O.Э. (2014) Casket: A reading guide for foreigners starting to learn Russian (basic level) – Moscow: Russian language. Courses. – 224 p.