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DISTANCE FORMS OF PHILOLOGICAL LEARNING IN PFUR AND AL-FARABI KAZNU: COOPERATION EXPERIENCE AND ITS PROSPECTS

The article deals with the interaction of partner universities in the development and implementation of network language education and formation of students' Russian-speaking communicative competence and its individual components in the global educational environment.

The authors describe the experience of using the information and communication Russian-language environment in the field of philological education of PFUR (Russia, Moscow) and Al-Farabi Kazakh National University (Kazakhstan, Almaty), providing enrichment of professional and pedagogical competence of future teachers of Russian language and literature.

As part of the joint collaboration, the pilot project developed a curriculum that included both specialized disciplines and courses within the philological specialties and a psychological and pedagogical block, which prepares graduates for professional activities as teachers and educators of Russian language and literature. The project also analyzes and implements other forms of interaction (faculty exchange programs, in-service training, internships for PhD students) that contribute to maintaining the competitiveness of language education and the teaching community. The long experience of international cooperation between Al-Farabi Kazakh National University and PFUR in teacher training shows that joint educational projects are a mutually beneficial form of interaction that contributes to improving the quality of philological education, intensive development of scientific, methodological and cultural relations between Kazakhstan and Russia.

Key words: academic mobility, double degree, joint educational program, inclusive learning, network learning and cooperation, partner university.

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Ресей Халықтар Достығы Университетіндегі және Әл-Фараби атындағы Қазақ ұлттық университетіндегі филологиялық білім берудің қашықтық формалары: ынтымақтастық тәжірибесі және болашағы

Мақалада тілдік білім беру желісін дамыту, енгізу және әлемдік білім беру ортасында жұмыс істеу жағдайындағы студенттердің орыс тілді коммуникативтік құзыреттілікті қалыптастыру мен оның жекелеген құрауыштарының жоғары оқу орындарындағы өзара іс-қимылы талқыланды.

Авторлар орыс тілі мен әдебиетінің болашақ мұғалімдерінің кәсіби-педагогикалық құзыреттілігін байытуды қамтамасыз ететін РХДУ (Ресей, Мәскеу) және Әл-Фараби атындағы ҚазҰУ (Қазақстан, Алматы қ.) филологиялық білім беру саласындағы ақпараттық-коммуникациялық ортаны пайдалану тәжірибесін сипаттайды.

Бірлескен ынтымақтастық шеңберінде пилоттық жоба аясында филология мамандықтар мен психология-педагогикалық блок шеңберінде бейінді пәндерден тұратын оқу бағдарламасы әзірленді, ол түлектерді орыс тілі мен әдебиетінің ұстаздары мен оқытушылары ретінде кәсіби қызметке дайындайды. Жоба сондай-ақ тілдік білім берудің және педагогикалық қоғамдастықтың бәсекеге қабілеттілігін қолдауға ықпал ететін өзара іс-қимылдың басқа да нысандарын (ПОҚ алмасу бағдарламалары, оқыту, PhD тағылымдамадан өту) талдайды және іске асырады.

Әл-Фараби атындағы ҚазҰУ мен РХДУ арасындағы педагогикалық кадрларды даярлаудағы халықаралық ынтымақтастықтың ұзақ мерзімді тәжірибесі бірлескен білім беру жобалары Қазақстан мен Ресей Федерациясы арасындағы ғылыми-әдістемелік және мәдени байланыстарды

қарқынды дамытуға ықпал ететін өзара тиімді ынтымақтастық нысаны болып табылатынын көрсетеді.

Түйін сөздер: академиялық ұтқырлық, қос диплом, бірлескен білім беру бағдарламасы, оқыту, желілік оқыту және ынтымақтастық, университеттік әріптес.

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Дистанционные формы филологического образования в РУДН и КазНУ им. аль-Фараби: опыт сотрудничества и перспективы

В статье рассматриваются вопросы взаимодействия вузов-партнеров в разработке и реализации сетевого языкового образования и формирования у студентов русскоязычной коммуникативной компетенции и ее отдельных компонентов в условиях работы в глобальной образовательной среде.

Авторы описывают опыт использования информационно-коммуникационной русскоязычной языковой среды в сфере филологического образования РУДН (Россия, Москва) и КазНУ им. аль-Фараби (Казахстан, Алматы), обеспечивающий обогащение профессионально-педагогической компетенции будущих учителей русского языка и литературы.

В рамках совместного сотрудничества пилотным проектом разрабатывался учебный план, который включал в себя как профильные дисциплины в рамках филологических специальностей, так и психолого-педагогический блок, который готовит выпускников к профессиональной деятельности в качестве преподавателей и педагогов русского языка и литературы. Также в рамках проекта анализируются и внедряются другие формы взаимодействия (программы обмена ППС, включенное обучение, стажировки докторантов PhD), способствующие поддержанию конкурентоспособности языкового образования и педагогического сообщества.

Многолетний опыт международного сотрудничества КазНУ им. аль-Фараби и РУДН в подготовке педагогических кадров показывает, что совместные образовательные проекты являются взаимовыгодной формой взаимодействия, способствующей повышению качества филологического образования, интенсивному развитию научно-методических и культурных связей между Казахстаном и РФ.

Ключевые слова: академическая мобильность, двойной диплом, совместная образовательная программа, включенное обучение, сетевое обучение и сотрудничество, вуз-партнер.

Introduction

The urgent task of the modern stage of development of higher professional education is to introduce a new model of «worldview and instrumental-didactic organization of higher professional education», which is aimed at developing the individuality of a future teacher, increasing the role of self-education in professional development and provides a change in the nature of the future teacher's activities. It stipulates the transition to updating the strategy of training specialists, providing the formation of the student's subjective position in knowledge and communication (growth of knowledge base, change in their specification, translation and interiorization) on the basis of intensive use of traditional and innovative methods of teaching

Joint programs, their analysis and development are important directions for the development of international cooperation between universities around the world.

The object of consideration is the modern trends of globalization in the field of international cooperation of universities, such as export of educational services and academic mobility between universities. Such trends can be identified in the pluralization and formation of the so-called «small» educational spaces, which emerge within the network cooperation of HEIs. New integration mechanisms of cooperation mostly consist in the development and implementation of various joint programs, creation of network directions and even universities, as well as holding various joint events, which are of an educational service nature.

The introduction of distance forms of philological education at PFUR (Russia, Moscow) and Al-Farabi Kazakh National University (Kazakhstan, Almaty) ensures the implementation of the principles of e-learning methodology (integration, openness, mobility, interactivity) and are most effective in teaching language and types of speech activity due to the optimal functioning mode of two levels

of information processing: logical and figurative. The involvement of distance learning technologies allows for the organic introduction of the «speaker's personality» and demonstrates the whole range of speech, language, communicative, ethno-cultural competences, which opens access to the information thesaurus, expands the verbal and non-verbal fund. It is safe to say that this active introduction of distance forms into the educational system is radically changing the approach to the educational process in many countries of the world.

An important feature of remote knowledge sharing and collaboration is the construction of a specially organized information and educational space, which focuses on the professional and personal development of students, the formation and development of a fundamentally new information culture of future teachers of Russian language and literature – knowledge of innovative approaches to the organization of the educational process, as well as the ability, and skills to implement them.

Material and methods

We agree that the conditions of modern reality make it important for future teachers to master the information educational space (information and communication technologies, interactive teaching tools) as part of the modern international polyculture.

The introduction of methods and formats (contact and non-contact) work with students makes it possible to expand the number of students and to involve in the educational environment those people who cannot attend lectures in traditional education (working students, gifted children, people with disabilities, young women on maternity leave, etc.):

➢ the use of asynchronous communication tools: a) blogs, which are used to organize self-reflection; b) discussions – to discuss cases; c) to organize group projects – e-mail, electronic portfolio (e-portfolio), exchange of audio, video and text files;

➢ The means of synchronous communication (screen sharing skills), which include the ability to demonstrate and conduct an online presentation, colloquium, seminar, etc. [2].

One of the undeniable advantages of such education is its continuity, as the student has the opportunity to receive education at a convenient time, with personal self-organization. In addition, one of the advantages of using distant technologies for studying Russian language and literature is its flexibility. There appears an opportunity to make programs to intensify the learning process, to present the material taking into account the individual abilities of students. One of the advantages of using modern information and communication technologies is that the student can repeat the review, get an explanation of the topic of the lesson and move on to more complex material
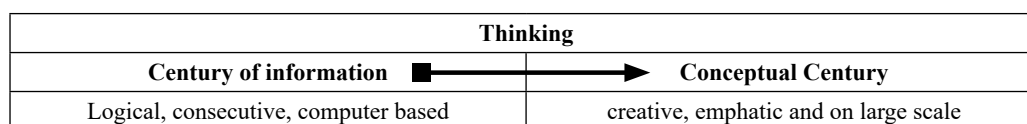
Thinking	
Century of information ■————▶	**Conceptual Century**
Logical, consecutive, computer based	creative, emphatic and on large scale

Figure 1 – Thinking of students is undergoing changes,
the transition from logical thinking to creative. Thus, there is a transition
to updating the strategy of training specialists

In the course of such training students, in our opinion, form the ability to independently search for information, adequate understanding and correct interpretation. Moreover, such a process of independent acquisition of knowledge carries an active cognitive activity and removes the limitations of obtaining information contained exclusively in educational materials. This contributes to the disclosure of internal reserves of students and reveals the activity of cooperation both between students and between the teacher and the student.

The distance education system developed by Peoples' Friendship University of Russia (PFUR) on the basis of Moodle worked on the « inverted classroom» system and made it possible to switch to distance education during the pandemic in 2020 without affecting learning. The University TUIS (Telecommunication Teaching and Information System) system provides all kinds of educational work for students in a distance learning format using the electronic educational resources developed by the teachers in the electronic information and educa-

tional environment of the University. Leading teachers provide students with access to the content of the discipline through the Internet and organize interaction with students using built-in communication tools, as well as e-mail, social networks and messengers. Thus, the organization of contact work of students and teaching staff is organized in the electronic information and educational environment of PFUR as a part of: The University University Electronic Library System, MSOffice365 corporate system applications, EIS portal, PFUR official web-site.

The system provides formats for video lectures, full access to the electronic library and the teacher can provide a link to an electronic resource of books, articles or other materials that are freely available. Also on the platform there are pages within which it is possible to organize materials for the preparation of the lecture (except the lecture itself) and questions for self-checking – the test, which serve to control knowledge. To each lecture it is possible to attach a compiled list of questions for self-check, and students answer them, based on the materials

of the lecture, studying textbooks and additional materials. These questions are discussed later in the seminar, which allows to control the students' work if the answers are made orally or in notebooks. It is possible to create a special block in which students can attach their answers and, thus, there is also a written control of readiness for discussion for the seminar. The TUIS system allows to configure the tests so that students can access them only at certain times, they can be «visible» only to certain students (at the request of the teacher), and the permission to take these tests can be a one-time (that is, one attempt) or with multiple attempts. Moreover, the system itself shuffles not only the questions, but also the answer choices, which eliminates the form of hints and sets up for thoughtful work. Thus, the system is corporate, that is, except for the teacher and students attached to this course, no one can see the course materials, which ensures observance of copyright of the teacher (if it is about lectures and materials) and the student (if it is about completed creative works).
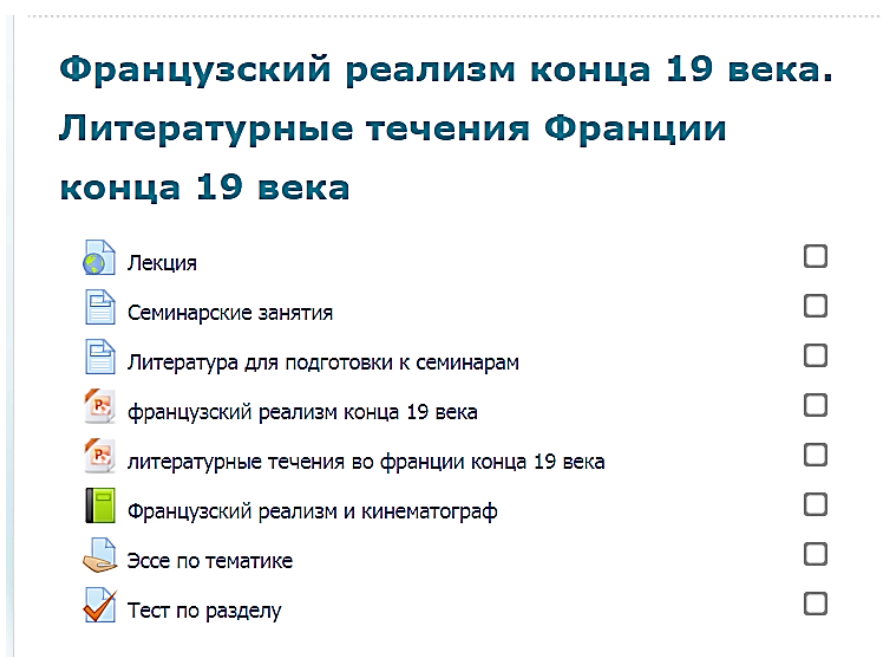

Французский реализм конца 19 века. Литературные течения Франции конца 19 века

- Лекция
- Семинарские занятия
- Литература для подготовки к семинарам
- французский реализм конца 19 века
- литературные течения во франции конца 19 века
- Французский реализм и кинематограф
- Эссе по тематике
- Тест по разделу

Figure 2 – An example of a developed course for distance teaching
on PFUR official web-site

As an example, we can demonstrate the content of one of the sections of the course. As you can see in the figure, the section can include the entire volume of material on a given topic for distance learning e.g., a hyperlink to a lecture by the instructor of this course, or to any other lecture or

scientific broadcast. Also, the section may include both mandatory materials (seminar topics and literature to prepare for seminars) and additional materials, such as presentations on the topic or interesting findings of the course instructor himself. In our case this is a connection of literature and cin-

ematography, where various artistic and historical films on the subject of the section with references to primary sources are described. The outcome of the study of the section can be an essay and / or a small test to evaluate the results of the work of students or other students.

The basis for the information and educational environment of Al-Farabi Kazakh National University is a local system «Univer», which allows you to change the paradigm of book-frontal learning to personality-oriented and provides remote access to subfolders, which contain lectures, presentations, tutorials, video and audio materials, exam questions, reading lists, instructions for practical and independent work, assignments, tests, control questions, information materials on the subject

The main direction of the implementation of electronic educational and methodical set of disciplines in distributed access is the use of effective ways of transferring knowledge at a distance; search for new methods and forms to stimulate interest in the content of the course, at the forefront is the activation of learning and cognitive activities of students, which are formed with modern digital

technologies, which in turn adapt the course to the individual characteristics and interests of individuals, structuring the knowledge of future teachers of Russian language and literature

The joint courses of PFUR and Al-Farabi Kazakh National University are aimed at developing students' skills such as:

1) to understand the mechanisms of using modern technologies in classes (integrative learning, method of problem tasks, simulation of pedagogical situations, master classes, case-method, professional portfolio, role-playing games, network projects, Web 2.0 technologies);

2) use in teaching a specially designed system of developing and creative tasks and tasks that promote conscious and active assimilation of knowledge on the subject), as well as a combination of different forms of work (frontal, paired, small group interaction, individual, distance).

Figure 1 shows the structure of the course, which is built on a close combination of theoretical and practical material and represents learning and language content derived from various sources and educational applications.

Курс «Инновационные технологии преподавания русского языка»	
Модуль 1. Применение мультимедийных средств обучения	Цель – формирование компетенции в области использования цифровых образовательных средств для решения учебных задач
Модуль 2. изучение учебного софта (программного обеспечения)	Цель – усвоение технологий создания ЭОР для решения практико-ориентированных задач
	Приложения и платформы LMS (расписание, оценивание, домашние задания): LearningApps; Thinglink; Kahoot; Bilimlend.kz; Mektep.edu.kz; Күнделік; I-mektep и др.
	Приложения и платформы для трансляций занятий: Zoom; Skype; Google hangouts; Proficonf; Daryn.online и др.
	Цифровые ресурсы: Coursera; Khanakademy; Moodle; Blended Learning; School-collection; E-learning Portal Kazakhstan и др.
Модуль 3. Конструирование электронного образовательного контента	Цель – приобретение опыта по конструированию электронных образовательных ресурсов и применению элементов асинхронного и синхронного обучения

Figure 3 – An example of the structure of the course, which is based on a close combination of theoretical and practical material and is educational and language content obtained from various sources and educational applications

The structure of the courses provides not only partial application of distance learning technologies in full-time education, but also any distance programs, including distance education as a separate form.

Results and Discussion

Experience and available experimental research strongly suggest that a significant portion (82%) of

the time students spend on social media (blogs, wikis) is devoted to reading and writing. As we know, writing is closely related to reading because they share the same graphic language system. When writing, there is coding or encoding of a thought with the help of graphic symbols, and when reading – decoding or decoding of a thought. Teachers are given the opportunity to guide students' interest in web tools (and mobile device skills) into a means of acquiring knowledge. Note that the psychophysical

basis of the productive (expressive) kind of speech activity (written speech) is the interaction of motor, visual and auditory and speech-motor analyzers, and the reliance on all analyzers in training gives a much better effect. The specificity of the subject «Russian language» is related to the fact that the leading component of the content of the training is not the study of science, as such, and the study of modes of activity – learning different types of activity: speaking, listening, reading, writing.

It is a system of exercises, in which for the explanation and understanding of complex concepts or phenomena visualization (pictures and photographs) is used, allowing to provide: a) acquisition of the analyzed vocabulary (increased attention to the semantic side, speech illustrativeness); b) consideration of the vocabulary from the orthological side (orthography, orthoepy, compatibility), which gives an opportunity to quickly master grammatical structures and communicative skills in an engaging way; c) communicability (introduction of basic vocabulary in short phrases and long sentences). A constantly

increasing and improving set of information search tools is at the student's disposal, and the didactic potential of the integrated interactive content allows constructing a personalized professionally oriented mobile space and focuses on forming receptive and productive types of foreign language speech activity (Figure 2): 1) maximum visualization of educational and language material (recording, editing and publishing video information in YouTube, embedding educational video information e. real-time explanations of educational and linguistic (literary) material, with possible feedback (commenting); interactive exercises (LearningApps.org; Mentimeter. com; Google Forms); 2) availability of auditory support of educational material (electronic textbooks, interactive crosswords, hypertext dictionaries,); 3) possibility of multiple performance of tasks (accumulation and structuring information in any format on a virtual cloud); 4) creation of augmented reality (virtual information to lexemes – Google Goggles; virtual tours of world museums – Googleearth, etc.) [5].
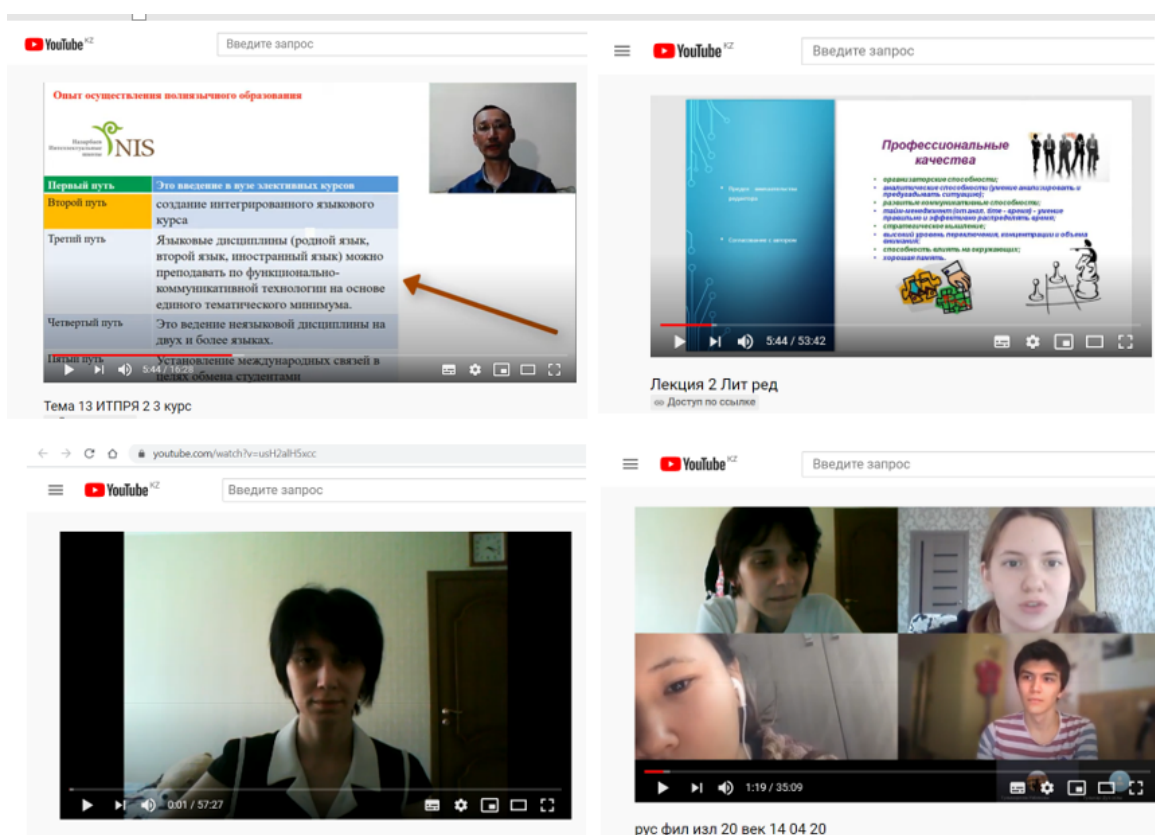

Figure 4 – Lectures and seminars can be recorded and uploaded on YouTube
in order to pass the material by the student independently or to consolidate the material

YouTube is available in Russia and Kazakhstan and is localized in Russian; it is integrated with Google services and accounts; it has a wide range of features, including features to add annotations and table of contents, and also supports different types of video accessibility: open access, access by link, restricted access.

Thus, the teacher can independently record lectures and post them on the service YouTube, moreover, to record possible and seminars for students who, for whatever reason, could not get in touch and they will have the opportunity to see the missed topic.

Since YouTube has a player window that can be placed on any site, students have the ability to view videos through any means of accessing the Internet. This ensures the popularity of the video hosting service, which has become a commonplace for the new generation. The portal capabilities can be included both in class and out-of-classroom activities. Teachers can record their own lectures and provide links to other relevant programs and lectures online, of which there are many on YouTube. With the right approach to this kind of work, it can increase both the effectiveness and the quality of teaching and learning. Recall that according to numerous studies in psychology and pedagogy, videos are considered one of the most effective tools for teaching and learning. Thus, YouTube allows for an audiovisual form of presenting material (e.g., presentation + explanation) and it increases the effectiveness of education by ensuring that students not only hear and understand the audio sequence, but also have the ability to visually adapt what they hear. In terms of teaching, video hosting allows for creative lesson planning, and increases students' motivation for a discipline.

Students access the assignments through a qr-code (or login and password). Up to 6 groups of concepts can be assigned to this task. Inside the working field all elements are arranged chaotically. You have to determine which group of concepts each element belongs to. If selected correctly, a part of the picture or video in the background opens.

Figure 5 – An example of using special programs to consolidate the material

A new thing that has emerged in the approach to applied and instrumental means of information and communication technologies in Russian language teaching in recent decades is that the focus on the development of communicative competence in the use of techniques and skills in distance learning is carried out in the following aspects: a) communicative learning strategy; b) functionality (primarily

speech illustrative) c) consideration of students' motivation and preferences; d) activation of information about

The functionality of Camtasia Studio allows you to capture an entire screen, as well as a separate window or area, it is possible to accompany the video (film from EB applications) with voice comments, music track, excerpts of tunes or songs, sounds. The PowerPoint plug-in has a toolbar for accompanying audio or overlaying your voice while editing the clip (all kinds of markers and labels on the clip margins and on the image, new popups, buttons, animations, changing the cursor size and sound volume, etc.),

The specific nature of the course «Literature» raises a number of questions about the fundamental possibility of teaching literature as a subject using distance learning forms of education. However, the system of distance learning in literature contains many types of e-learning tools, which certainly meet the specifics of the subject. We can talk about a fairly large number of materials in digital and multimedia format (fiction, critical, biographical and reference). Recorded lectures and materials by world-renowned scientists, contemporary scientists, scientific entertainment programs, etc. are generally available. And we can also talk about artistic and educational videos, digital illustrations and photographs on various topics.

In the context of integrating information technology into the education system for literature courses, it is advisable to allocate such types of electronic teaching tools as: text materials, audio texts, video lessons, video interviews and video excursions, electronic tests and quizzes. For this purpose, you can use the method of developing Internet projects on current topics, use Internet services to collect material and design visual material, the use of the service «WikiWall». This service is of interest because it allows a group of people to place and edit blocks of text, pictures and video on the page, which allows you to create a project activity.

A look back into the history of digital learning technologies shows that Web 1.0 was the beginning of the mass use of social learning services. Let us note the features of the software package Netscape: 1) the creation of Web sites with static Web pages, which were provided with hyperlinks to internal and external sources; 2) learning content (designed for reading), which did not contain interactive elements; 3) lack of functions for file sharing and feedback [1].

We agree with L. Pleukhova's opinion that Web 2.0 information technology, which is actively used

today, is only a learning tool, and training with the use of verbal and pictorial visualization of electronic educational resources, as well as machine-less, is determined by the same didactic principles. Let us note that they are filled with new content, where such principles as visibility, accessibility, systematic consistency and conscientiousness are revised and presented at the instrumental level: the content of new forms of learning (Microsoft Teams, Greenlight (BigBlueButton), Zoom conferences), new types of learning tasks (slide presentations, web projects, educational podcasts) is developed through the organization of interactive communication of the user with the site or with other users, sharing audio, video and text files.

In the logic of our study we define the formation of multimedia competence of a future teacher of Russian language and literature as a unity of motivational, cognitive, activity and personal components.

The development of digital technologies Web 2.0, (blog, wiki, social networks) is a new methodological system, which allows to consider the learner not as an object, but as a subject of learning: virtual learning (e-learning) became possible, and its combination with traditional forms gave a mixed type of learning (blended learning). Educational content is considered as a means of learning, where the learner passes into a new category because learning using effective ways of transferring knowledge at a distance is individual, independent, while it is carried out according to a common methodology implemented in the training program.

Conclusion

Thus, learning with the use of a professionally oriented network space (learning dialogue, simulation of learning situations) combines both the means, the tool of learning, and the subject – the teacher (online tutor). Changing the roles of the environment leads to a significant revision of the theory of learning. Designating applied and instrumental means of information and communication technologies as structured and well-organized learning content, and its structural unit as a lesson (an arsenal of optical presentation of educational and linguistic material using interactive exercises Learning Apps, online posters ThingLink, test shells Kahoot, Hot-Potatoes, etc.) we put forward one of the provisions of work in the educational networks of the Internet and the culture of communication in the distance learning process: teaching with the use of electronic educa-

tional resources in the field of philological education is an integral part of the system called «learning process», and the combination of traditional methods of teaching the Russian language and new ones will ensure a higher level of mastering the educational and language material.

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