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DISTANCE LEARNING OF FOREIGN STUDENTS IN THE KAZAKH AND RUSSIAN LANGUAGES.

The article deals with the problems of distance learning of a language, all types of speech activity: speaking, listening, writing, reading. Methods and techniques of distance learning are analyzed, recommendations are given that help to overcome psychological and linguistic difficulties at teaching two languages in an online format. Attention is focused not only on the linguistic form of the statement, but also on the content. The system of exercises suggested in the article, helps students learn, develops their communication skills and abilities. Common methods and techniques are combined with the capabilities of the online format.

The activity of the teacher should be aimed not only at teaching the technique of speaking, listening, writing, reading, but also at a careful selection of literature containing interesting and informative information. Training is a complex and multi-purpose process. The activity of the teacher should be aimed at maximizing the learning process. Taking into account these points allows the teacher to competently organize the audience, adjust the pace, alternative forms of work, which means to activate the activities of students. The communicative principle, which has become the basis of most didactic concepts and has been successfully implemented at almost all stages of education, has significantly strengthened the methodology of communication and linguistics, increased interest in teaching the parameters of the communicative process. The article offers various methodological recommendations that correspond to different stages of training. The article suggests forms of work that will activate the activities of students, their assimilation of Kazakh and Russian languages.

Key words: distance learning, speaking, reading, writing, listening, psychological difficulties, perspectives.

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Дистанционное обучение иностранных студентов казахскому и русскому языкам

В статье рассматриваются проблемы дистанционного обучения языку, всем видам речевой деятельности: говорению, аудированию, письму, чтению. Анализируются методы и приемы дистанционного обучения, даются рекомендации, которые помогают преодолеть психологическую и лингвистическую сложность при обучении двум языкам в онлайн формате. Акцентируется внимание не только на языковой форме высказывания, но и на содержательной. Система упражнений, предложенная в статье, помогает обучению студентов, развивает их коммуникативные навыки и умения. Общие методы и приемы сочетаются с возможностями онлайн формата.

Деятельность преподавателя должна быть направлена не только на обучение технике говорение, аудирование, письмо, чтения, но и на тщательный подбор литературы, содержащей интересную и познавательную информацию. Обучение – сложный и многоцелевой процесс. Деятельность преподавателя должна быть направлена на максимизацию процесса обучения. Учет этих моментов позволяет преподавателю грамотно организовать аудиторию, корректировать темпы, альтернативные формы работы, что означает активизировать деятельность учащихся. Коммуникативный принцип, ставший основой большинства дидактических концепций и успешно реализованный практически на всех этапах образования, в значительной степени укрепил методологию связей и лингвистику, повышенный интерес к преподаванию параметров коммуникативного процесса. В статье предлагаются различные методические рекомендации, которые соответствуют различным этапам обучения. В статье предлагаются формы работы, которые будут активизировать деятельность учащихся, их усвоение казахского и русского языков.

Ключевые слова: дистанционное обучение, говорение, чтение, письмо, аудирование, психологические трудности, перспективы.

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Шетел студенттерін қазақ және орыс тілдеріне қашықтықтан оқыту

Мақалада тілді қашықтықтан оқыту, сөйлеу әрекетінің барлық түрлері: сөйлеу, тыңдау, жазу, оқу мәселелері қарастырылады. Қашықтықтан оқытудың әдістері мен тәсілдері талданады, онлайн форматта екі тілді оқытуда психологиялық және лингвистикалық қиындықты жеңуге көмектесетін ұсынымдар беріледі.

Мақалада ұсынылған жаттығулар жүйесі студенттерді оқытуға көмектеседі, олардың қарым-қатынас дағдылары мен қабілеттерін дамытады. Жалпы әдістер мен әдістер онлайн форматының мүмкіндіктерімен үйлеседі. Оқытушының қызметі сөйлеу, тыңдау, жазу, оқу техникасын үйретуге ғана емес, сонымен қатар қызықты және танымдық ақпараты бар әдебиеттерді мұқият таңдауға бағытталуы керек. Оқыту-күрделі және көп мақсатты үдеріс. Оқытушының қызметі оқу үдерісін барынша арттыруға бағытталуы керек. Осы тармақтарды ескере отырып, оқытушыға аудиторияны сауатты ұйымдастыруға, қарқынын, балама жұмыс түрлерін реттеуге мүмкіндік береді, бұл шетелдік студенттердің белсенділігін арттыра түседі. Көптеген дидактикалық тұжырымдамалардың негізіне айналған және білім берудің барлық кезеңдерінде сәтті жүзеге асырылған коммуникативті принцип байланыс әдіснамасы мен лингвистиканы, коммуникативті процестің параметрлерін оқытуға деген қызығушылықты едәуір нығайтты. Мақалада оқытудың әртүрлі кезеңдеріне сәйкес келетін әртүрлі нұсқаулықтар ұсынылған. Мақалада шетелдік студенттердің іс-әрекетін, олардың қазақ және орыс тілдерін меңгеруін белсендіретін жұмыс түрлері ұсынылады.

Түйінді сөздер: қашықтықтан оқыту, сөйлеу, оқу, жазу, тыңдау, психологиялық қиындықтар, перспективалар.

Introduction

Foreign students of the Chair of Language and General Education of al-Farabi Kazakh National University study the Kazakh and Russian languages. The Kazakh language in Kazakhstan is the state language, the Russian language is the language of interethnic communication. Russian is an international language. Foreign students study these languages for a specific purpose: they want to receive high-quality higher education in these languages in Kazakhstan.

Since March 2019, the faculty of pre-university education of Al-Farabi KazNU has transferred to online education due to the global pandemic. Distance learning and online learning are parts of the educational process, but they differ. Distance learning assumes that there is a distance between a teacher and students. They are in different locations. But, using ZOOM and Skype platforms, they connect on the lesson.

Online learning assumes that students use the Internet and electronic devices to learn and receive information. In all other aspects, distance learning and online learning are similar - learning takes place outside the classroom. Online learning is a continuation of distance learning. Distance learning is the interaction of a teacher and students at a distance.

Materials and methods

When teaching the Kazakh and Russian languages to foreign students, communication is the main criterion of the educational process (Крючкова 2012). Classroom lessons and computer-assisted online lessons are different, of course.

The direct contact of the teacher with the students in the classroom facilitates the teaching process, as a favorable psycho-emotional environment is created. When foreign students come to Kazakhstan, they find themselves in a language environment, where the studied language can be heard not only during the lesson in the classroom, but also during breaks or after lessons at the dean's office, in the buffet, in the store, in the clinic, in the dormitory, on the street - everywhere. Real speech situations contribute to the rapid acquisition of languages (Синепупова 2012).

Distance learning takes place in online format. Students see the teacher only on their computer screens. The teacher needs to make contact with each student during the lesson and help the students to make contact with each other.

One of the type of method is to organizing good quality of educational process is «E-learning». E-Learning – is considered as distance learning, which supports international standards and meets all modern requirements principles to organizing

educational process. E-learning: an instructional program delivered online or through the Internet. Includes tutorials delivered on campus, workshops, short courses, and worksite-based instruction by Valerie (Ruhe, Bruno D. Zumbo, 2009)

Literature review

Sometimes students are in different cities during the lesson. This creates additional emotional stress. Overcoming this tension, united the group, involving all students in communication, create the conditions, necessary for mastering the studied language (Garifullin 2019). The teacher should look for common points of contact in a group of students, unite them, taking into account that everyone is a bearer of his/her native language and his/her native culture.

The problem of distance learning is the control and testing of the acquired knowledge. If in the classroom a teacher can come to any student every minute, look at his notebook and correct mistakes, then in distance learning control of writing is not an instant process. Students who write in notebooks are forced to take a photo of their work and send it to the teacher via a computer to the mail. The teacher must constantly be in remote communication with students, correct mistakes, write comments, support students morally, noting their successes (Shatalova 2018).

As we know distance Learning (DL) is a high – tech product of the scientific and technological revolution, which makes extensive use of tools and forms of learning based on computer and telecommunications technologies, marketing approaches to the provision of services in education. Today, distance learning is considered as computer and internet learning technologies. Modern technologies are a link between students and teachers, thousands of kilometers apart. Training is conducted in the corporate network, on the Internet, via e-mail and using other modern means of communication (Michael et al 2015:15).

The success of students in learning languages depends on their inner attitude, on their motivation to learn, on their efforts and individual abilities.

Distance informative and communicative technologies allow teachers to teach the Kazakh and Russian languages, taking into account “the person-oriented learning, individualization and differentiation” of the educational process.

Distance learning reveals all the difficulties of the educational process more clearly. Students, outside the classroom, should have good discipline, on-

line skills, fast paced skills, and good response during verbal communication.

At the initial stage of training, foreign students learn the sounds and letters of a new language, which differ significantly from their native language. During an online lesson, each student uses a textbook. The teacher pronounces sounds strictly and clearly, demonstrates the spelling of words using an interactive whiteboard on ZOOM and Skype platforms, teaches students to pronounce and write new words.

The teacher and students simultaneously participate in the educational process, being partners who have a common goal: the acquisition of the Kazakh or Russian language by students. Students should feel that each of them must make some effort to master all forms of verbal communication. Listening, speaking, reading and writing are inextricably linked, being parts of verbal communication. The formation of all these competencies should be fun and interesting.

The teacher should take into an account the age of the students, their needs and their capabilities. Distance learning exacerbates the psychological problems of students. The teacher should stimulate the educational activity of students. A qualitative result of the formation of students’ speech skills is possible only if the student realizes that he will have to work hard to achieve success.

Person-centered language teaching allows the teacher to work individually with each student, to use his best skills and capabilities.

Students, working in a group in an online format, are more slowly liberated and interact with the teacher and with other students. The teacher should build classes on communication, and not only introduce students to vocabulary and grammar. From the first lessons, foreign students study the peculiarities of another country and its culture. From simple to complex. From greetings and speech etiquette to understanding other culture and traditions (Kruchkova 2012).

Results and discussion

Teaching the Kazakh and Russian languages is aimed at intercultural communication. On online lessons, foreign students with undisguised interest perceive the teacher as a carrier of not only another language, but also a carrier of another culture. An online lesson is a window to another world for them. The formation of intercultural competence occurs from the first lessons, when the teacher talks about the language policy of Kazakhstan. The course

on trilingualism (Kazakh, Russian, English), proclaimed in Kazakhstan, expands the horizons for students. This is immediately felt by the students of the faculty. The basic textbook is “The Road to Russia”, which contains information about Russia, its history and culture. At the same time, the teacher, teaching students the Russian language, introduces them to the culture and achievements of Kazakhstan. Students study the Kazakh language using new textbooks and teaching aids, which have been developed by the teachers of the Kazakh department. These textbooks are aimed at intensive mastering of the Kazakh language.

The discipline “Country Studies” helps to form students’ ideas about the cultural characteristics and spiritual values of the people of the target language. Students will learn that more than 130 ethnic groups live in Kazakhstan, which keep their traditions and customs, their languages.

The difference in languages and cultures hinders a dialogue between representatives of different peoples. The principle of multilingualism, multiculturalism stimulates a dialogue, the realization that each person is not only a representative of his nation, but also a representative of world civilization.

Education in the modern world is not only the acquisition of scientific knowledge in a particular area, but also the awareness of the value of the entire world civilization and its achievements.

An educated person is a representative of his culture and his people, but at the same time a tolerant member of the entire world community, recognizing a different worldview as an equal.

The Kazakh or Russian language lesson is a platform where students from different countries can study at the same time. The teacher must skillfully develop the skills of social behavior of foreign students. Online lessons make this process difficult. In fact, only the Lesson is the place where intercultural competence is developed. Students from different countries, studying at the faculty of pre-university education, have a different worldview.

Chinese students usually have a poor knowledge of English and world history. They are atheists and have an idea of Russian literature and Russian history (they know the names of Pushkin, Tolstoy, Chekhov).

They know little about the history and achievements of modern Kazakhstan. Of course, Kazakhs from China know the Kazakh language and the history of Kazakhstan well.

Afghan students are fluent in spoken English. They are believing Muslims who attend the mosque

and do namaz regularly. They don’t know Russia and Kazakhstan well, but they know the history of the Middle East countries well. Turkish students have a good secondary education, they know spoken English, they know world history well. They are believing Muslims.

Falling into one group, students get acquainted with the basics of intercultural communication. The teacher, working in such a group, should help students to perceive the spiritual and cultural values of the peoples of Kazakhstan correctly, draw the attention of students to the respect and tolerance of the peoples living in Kazakhstan, try to develop these qualities among foreign students.

The teacher must exclude unambiguous assessments of the perception of the world from atheism to radical Islam, teach the culture of behavior, enrich students with knowledge about Kazakhstan and Russia as two friendly countries, and encourage students’ interest in learning the Kazakh language.

Language education should be based on an intercultural paradigm.

Intercultural communication is successful when students realize that they are different from each other, represent different linguo-ethnocultures, but begin to strive for mutual understanding.

Online training, Internet resources allow foreign students to watch films about Kazakhstan, about Almaty, about Nur-Sultan, about al-Farabi Kazakh National University. Video materials help teachers expand the scope of distance learning and immerse students in the real life of Kazakhstan.

New impressions stimulate foreign students to speech activity, to discuss what they have seen, form intercultural communication in a group (Sadenova 2009:161-165). Distance learning focuses the perception of another language through a computer. Of course, the online format allows you to study at any time: during the lesson on schedule or after the lesson. For communication, there is no obstacle in the distance, although the students are in different cities.

But teaching languages is not only intercultural communication, but also the study of vocabulary, grammar, phonetics of the language.

This is a big and painstaking job. Therefore, the principles of language teaching remain traditional.

Teaching oral and written communication is carried out as interconnected. Students should be equally good at perceiving acoustic images of language (at speaking and listening) and visual images of language (at reading and writing).

In the online format, the speed of perception slows down while developing these skills.

During the online lesson, the teacher should use different ways of presenting the material, paying more attention to reading, speaking and listening. Written assignments can be given for independent work while students are doing homework.

The online presentation of grammar material has showed good results.

Teachers create tables with numerous examples. Students remember grammar material well when they see a table on the screen, examples of using the new grammar. They have the opportunity to see this during and after the lesson.

In oral speech, teachers use speech situations, involving all students of a group in dialogues. In oral communication, students must not only say something (sometimes it is only “yes” or “no”), but also understand their interlocutor. Therefore, great attention should be paid to listening.

At the beginning of training, it is difficult for students to understand the intonational component of statements, to distinguish what it is: a question, a narrative, a request or an exclamation.

The teacher must show acting skills so that students begin to understand him. The ability to imitate and good hearing allow students to catch the information component in the intonation of the interlocutor, develop a linguistic guess. Sometimes the teacher needs to repeat his statement several times so that all students understand him/her. Sometimes stronger students can help weaker ones and translate the statement into their native language, making it easier for weaker students to comprehend. At the initial stage, the teacher must regulate the speed of speech: from slow to fast. During classes, the student uses short-term memory. He can immediately repeat what he has learned, but then forget. Long-term memory is formed gradually. First, students memorize new words, then whole phrases. If they understand what the interlocutor has said, they have a desire to react to it, answer something or ask.

Online learning opportunities allow teachers to send students discs with recordings of sounds, new words, texts. Each student has the opportunity to listen to the recordings many times. This allows students to study independently after lessons/classes.

The computer does functions as a language laboratory. Distance learning allows the teacher to be in direct contact with students through a computer screen (Baeva 2017). You can not only hear the sounding speech, but also see the facial expressions, gestures of the speaker. The teacher can repeat the information many times, divide it into parts, if he sees a misunderstanding of the students.

When a student listens to the audio text outside of the lesson, he has no contact with the teacher. This complicates the perception, because there is no feedback and help from the teacher. But a student, working with an audio text, must have a written version of this text. This allows the student to check what he/she heard by reading the text.

The student can check the understanding of the text: work with this text, listen to the text in parts, read these parts, look at new words in the dictionary.

All work on the formation of the competence of listening and speaking should be carried out from simple to complex: from participation in dialogues based on the interlocutor (this can be a teacher or another student), his intonation, facial expressions, gestures - to understanding a large text (in the future - lectures).

Now, many universities are using hybrid learning: students attend seminars in the classroom, and they listen to lectures online. Foreigners, studying the Kazakh and Russian languages must use all methods of training.

The main goals in the formation of students' listening competences are:

1. Understanding of the teacher, group students and other possible interlocutors.
2. Comprehension of educational texts based on clarity (students must understand the information, contained in the textbook texts by ear).
3. Retaining the received information in memory.
4. Ability to highlight the main thing and remember.

Listening training is closely related to speaking and reading. Students begin to listen, speak and read immediately at the beginning of their studies. Writing reinforces the gained knowledge, develops the language, allows you to complicate it.

Oral communication skills are supported by the skills of written communication, obtaining information and transmitting it.

At the initial stage, students can read words, then write them. Then they can listen to the words and immediately write them down.

Distance learning allows you to conduct dictations that help memorize words and information from the ear and consolidate knowledge in writing.

From vocabulary dictation is to text presentation. At an advanced stage, the student should receive various tasks when working with audio text. If the teacher reads the text at the lesson, he can ask the student questions to check understanding, he can ask the student to summarize the information he

has heard, formulate questions on the text for the teacher.

The student should be able to say briefly: what is the text about?

Speaking at distance learning format is formed in the process of communication. From the first lessons, the teacher should ask students about their affairs, about the weather, about the family. Such questions bring communication closer to real life.

Computer communication mobilizes a student. An interesting topic of conversation liberates students and allows them to participate in dialogues actively. The teacher can briefly tell about his family, about the university, about his city.

The teacher prepares students for free communication: for discussion, for participation in conferences and olympiads. All this can be done online.

At the students' scientific conference in April 2020 and 2021, students made interesting presentations, asked and answered questions.

The online platform has brought communication closer to communication in real life.

At the conference, students demonstrated their skills in speaking and listening, reading and writing.

They showed the degree of their preparedness. During the presentation of the reports, video and photo materials were used. Olympiads in the Kazakh and Russian languages were held in the same online format. Everything went well.

Online training can be carried out not only during quarantine due to a pandemic. Many students now prefer not to visit libraries, but to use Internet resources that allow you to get any information, read any article, book, magazine, watch video materials.

Speaking is possible with distance learning on ZOOM or SKYPE platforms. Speaking allows foreign students to carry out oral communication, to form mutual understanding and interaction with bearers of another culture.

Joint speech activity during the lesson helps students correct grammatical errors in speech, expand the use of the vocabulary of the studied language.

Working in dialogues with students is different in the classroom and online.

During a distance lesson, students are far from the teacher and from each other. Often technical problems disrupt connection. This creates additional psychological problems. The teacher should be able to relieve psychological stress. To work in dialogues, you need to skillfully select pairs, take into account psychological compatibility and mutual understanding. Students should not be allowed to ridicule each other's mistakes and shortcomings.

In case of technical problems, you need to patiently eliminate these problems (sometimes during classes the image or sound disappears, connection is disrupted, sometimes students forget to turn on the microphone or video connection).

If students find it difficult to work with a dialogue, the teacher can connect to the dialogue, help to understand or say what is needed.

The teacher should encourage active students and stimulate passive students.

The elements of the game, used to develop students' speaking and listening skills, create a relaxed atmosphere on the lesson, contribute to better language acquisition.

Role-playing games should form the following skills in the process of communication:

1. Understand and play a role in the game (a buyer – a seller, a doctor – a patient, a passer-by on the street – a student, a secretary of the dean's office – a student, etc.).
2. Understand the role and words of a partner.
3. Use the necessary speech and etiquette words.
4. Be able to formulate a problem, ask questions and answer questions.

In distance learning, a teacher must pay great attention to reading and writing.

Foreign students should read well, understand what is read, write, use more complex phrases for written speech. The technique of reading and writing is formed in foreign students already at the initial stage of training. During the distance lesson, students must read aloud, articulate and intonate correctly. The teacher can send students disks with records of texts. During the doing the homework a student can read a text and at the same time check his/her own ability, listening to the text on the disk with the correct articulation and intonation. It develops the technique of reading.

Students should understand the main content of texts, find the main information (Gal'skova 2008).

Search reading is when a student reads news, advertisements on the Internet, magazines and newspapers, stories and textbooks.

Students need to learn to predict the content of the text by title and keywords.

In the informative reading, a student can understand (as psychologists consider) only 70 percent of what is read. The informative reading does not set the task of full translation and meaning of each phrase. It is sufficient of fast reading with support on familiar words, so that you understand what is going on.

The instructive reading implies a complete one hundred percent understanding of a text. Texts for

the instructive reading usually contain important and necessary information and have value for the educational process. Students need to prepare for further study at the university in different faculties in the Russian and Kazakh languages (Ignatova 2013: 121-123).

Pre-text tasks, when a student repeats and translates the required vocabulary (using this vocabulary for answers to the teacher's questions) facilitate the process of reading and comprehension of the read (Zemskaya 2011).

Teaching writing allows to use the skills acquired at reading. Students in written speech publish read or heard information, show their attitude to this or that topic, use new words and phrases. Teacher should be in contact with a student during the lesson and outside the lesson, check carefully the written assignments of students, correct mistakes and comment on the correction (Zemskaya 2006).

Teaching writing is based on the principle of simple- to complex, from the skill to write a small message, congratulations- to write an abstract, an article, a report to a scientific conference.

Student from the first days of training should learn to make textbook notes, make plans, theses in written form for further oral message.

Only a harmonious combination of all types of speech activity in the study of the Kazakh and Russian languages gives good results (Floridi 1999).

Conclusion. Distance learning of the Kazakh and Russian languages to the foreign students has shown good results in recent times. Language training is an essential part of modern education. The Kazakh and Russian languages are tools for intercultural communication between different countries, form tolerance and mutual understanding, allow to obtain higher education, enrich the knowledge and achievements of Kazakhstan and Russia.

In the future, distance learning will conduct not only at the moment of quarantine for some problems, but also in the usual educational mode, and will contribute to the formation of a professionally-oriented direction.

Classes, meetings, discussions, conferences, webinars, olympiads and other activities are held now and will be held further in online formats.

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