

USING OF NETWORK TECHNOLOGY AS A BASIS FOR FOREIGN STUDENTS GRAMMAR COMPETENCE FORMATION WHILE TRAINING THEM RUSSIAN AS A FOREIGN LANGUAGE BY MEANS OF THE MODULE APPROACH

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The 21st century is marked by a rapid development of new technologies which penetrate into all spheres of our life including education. The growing market of educational services and high requirements to their quality force us to new scientific researches. They are aimed at studying, creation and using new approaches and innovative technologies while training Russian on the whole and its Grammar aspect, in particular.

Being a material basis of a language, Grammar aspect has always been in the focus of teaching students any foreign language. Training foreign students Russian Grammar standards is one of the up-to-date problems in modern theory and practice of teaching Russian as a Foreign Language.

It should be noted that traditional methods and approaches are still predominant in the system of training foreign students the Russian Language but Informatics Technologies are not given much attention to.

One of the most prospective approaches in methods of training Russian Grammar standards may be called a Module Approach realized by means of Network Technologies.

The main characteristics of the Module Approach are as follows:

- 1) Division of the studying Grammar material into completed Sub modules for convenience;
- 2) Possibility of permanent improving of a Module without changing of its whole structure;
- 3) Individualization of the process of training within the Module due to the set of methodical instruments;
- 4) Independence of a cognitive activity of a student;
- 5) Achievement of the aim of training within the Module due to student's comprehension of a practical importance and prospective of his/her activity.

Using of Network Technology as a basis for a foreign students grammar competence formation while training them Russian as a Foreign Language by means of the Module Approach promotes convenient interaction between a student and a tutor; creates conditions for interactive education and automatic estimation of results so that the process of studying becomes more qualitative and enthusiastic.

While making the experiment with foreign students we could research the Module Approach to

training those Russian Grammar standards in Integrated Educational Environment which is based on Program Cover named "PEGAS". As a result we could come to the following conclusions.

1. The Module Approach to step-by-step training foreign students to Russian Grammar standards by means of Network Technology is grounded for the first time in Methods of Teaching Russian as a Foreign Language providing for the completeness and non-stop character of the training process; check up of knowledge mastering and their cognitive activity.

2. It is well developed the procedure of creation of lingua-methodical interactive model of training foreign students Russian Grammar standards by means of Network Technology. The elaborated model is inculcated in the educational process.

3. These are found and practically realized some methodical ways which develop student's independence in improving his/her skills and habits in Russian speech. The methodical way of imitated educational dialogue between a student and a tutor is recognized as the main one.

4. On the basis of abovementioned data it is elaborated and checked up the model of how to manage the independent cognitive student's activity in the training process by means of Network Technology.

5. The process of training Russian Grammar standards within the Modules is organized on the three main principles: individualization, differentiation, interaction. The students firstly interpret the studying Grammar material and then systematize it independently while solving communicative and mental tasks.

To sum up, the elaborated lingua-methodical interactive model of training foreign students Russian Grammar standards is intended for independent foreign language learning. Every module has three blocks – theoretical, training and checking up blocks and different interactive elements – Activity book, Recourses, Tests, Glossary and Questionnaire.

The main results of the given research are inculcated as in Belgorod Higher Educational Establishments and abroad.

The materials of the present research may be used in the process of creation of electronic student's books, teaching and methodical complexes in Russian for the foreign students. It may be also used for the purpose of working out lecture courses in computing linguadidactic and then using the materials for those improving their qualification in Methods of Teaching Russian as a Foreign Language.

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