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Linguodidactic potential of modeling educational material in the preparation of teachers of the Russian language for teaching to foreigners

Teaching foreign languages, including Russian as a foreign language, faces new requirements and challenges in the 21st century. A foreign language course should be practice-oriented, prepare for future work and communication in society, be studied in combination with other subjects. This can only be achieved by integrating new teaching methods into the educational process with the help of innovative teaching aids. Our study is based on the key ideas of the communicative, student-centered and competence-based approaches to teaching Russian as a foreign language and is aimed at their implementation in the educational process based on the project method. The requirements for learning outcomes for Russian as a Foreign Language, prescribe the need for students to master communicative competence at a certain level in order to develop the ability to work in a team, create new products, search for and analyze information, creatively approach solving a number of problems. Thus, there is a need to introduce new teaching methods into the educational process that ensure the formation of complex skills that contribute to the development of the linguistic and social personality of each foreign student, based on his individual needs. The formation of such an integrated approach to teaching foreign languages, including Russian as a foreign language, makes it necessary to study the linguodidactic potential of the project method as an effective method of teaching and monitoring the level of formation of communicative competence, as well as a means of developing search, creative, practical skills and abilities of a foreign student. In turn, following the requirements described above determines the expediency of creating programs and teaching aids that ensure the integration of the project method into the educational process.

Keywords: linguodidactic potential, Russian language, linguodidactics, problems, effectiveness, result, Internet resources, website, messengers, teacher, trainees.

Introduction

The theoretical concept of linguodidactic potential in the Russian language, namely linguodidactic potential, is a concept used to describe the ability of a language to serve for the transmission of information. It reflects the ability of the language to provide access to various types of information, as well as to various styles and structures of expression.

O.V. Mikhaleva, describing the concept of the term, explained as follows: “*Linguodidactics is the theory of language teaching, the integration of linguistics and didactics*”. “*Linguodidactics is a theoretical part of the language teaching methodology, which arose as a result of the integration of linguistics and methodology*” [1; 11-12].

In the Russian language, the linguodidactic potential is due to the variety of grammatical structures, as well as vocabulary. The Russian language has a rich system of grammatical categories that allow you to create a variety of constructions and express different ideas. Also, the Russian language has a large vocabulary that allows you to express various ideas and concepts. In general, the Russian language has a high linguodidactic potential, which allows students to express their thoughts and ideas using language.

Experimental. In most dictionaries and encyclopedias, and especially in the new dictionary of methodological terms and concepts (theory and practice of language teaching), the following concepts of linguodidactic potential are described – there are various ways and possibilities of using authentic materials in the language being studied (texts, films, musical works, web pages, etc.) in the process of teaching and learning a foreign language [2].

The foreign experience of the linguodidactic potential in the educational material of universities is based on the idea that language “ability” is crucial for the successful achievement of the set educational tasks by students. Consequently, language competencies are involved in the development or, in other words, are reproduced in the text materials used by the trainees.

During the study and analysis, I have revealed the following that a number of specific measures should be taken to increase the linguodidactic potential.

First, educational materials should be prepared in such a way that they provide students with the opportunity to develop their language skills.

Secondly, educational materials should contain information that helps students improve their language skills.

Thirdly, educational materials should contain information that helps students improve their language skills.

Thus, using foreign experience, educational materials used at universities can make language teaching more effective for teachers and improve the linguistic and didactic potential of students.

The problems of the linguodidactic potential of educational material in the preparation of teachers of the Russian language for teaching foreigners is one of the most pressing problems faced by modern teachers. The main tasks facing the teacher are:

1. Determination of the linguodidactic potential of the educational material.
2. Development of educational tools focused on the development of linguodidactic potential.
3. Formation of students' ability to connect language, literature, culture, history, economics, society, science, philosophy and religion.
4. The development of the qualities of the learner to link linguodidactic, socio-cultural, communicative, dramatic and ideological perceptions.
5. Development of trainees to compare, analyze, comprehend, interpret and compose sentences.
6. Formularies students have the opportunity to work with information, apply it in practice.
7. Motivate students to create their own learning materials.
8. To form students' abilities to show initiative, activity, independence and develop adaptation to new learning tools.

Solving these problems will allow teachers of the Russian language to prepare better specialists who will be able to apply their knowledge and skills in various spheres of society.

The linguodidactic potential of the educational material has a crucial role in the training of language teachers, it is a system of knowledge, skills, abilities, goals, principles, methods and means that can be used for effective teaching of the Russian language. It can also cover various linguistic, psychological, social, philosophical, cultural, historical, emotional, developmental, critical, entertaining and developmental moments of learning.

One of the main goals of linguodidactics is the development of the qualities of the student. To achieve this goal, you need:

1. Conduct an up-to-date analysis of linguistic, psychological, social, philosophical, cultural, historical, emotional, entertaining and developmental teaching methods;
2. Develop learning skills: monologue, dialogue, pronunciation, speech comprehension, spelling, grammar, vocabulary, reading and writing;
3. Conduct research and analysis of educational materials to determine their linguistic and didactic value;
4. Development and implementation of educational programs that are based on the linguodidactic potential of educational materials;
5. Organization of the conditions necessary for the assimilation of linguistic, psychological, social, philosophical, cultural, historical trends;
6. Organization of practical classes aimed at the development of linguistic, psychological, social, philosophical, cultural, historical and other directions;
7. Organization of independent work aimed at the assimilation of educational material;
8. Organization of additional events (contests, performances, creative activities, quizzes, etc.) aimed at the development of language practice;
9. Organization of skillful feedback;
10. Organization of motivational work;
11. Organization of additional individual work.

Linguodidactic potential is a teaching method that is used to improve the speech skills of the learner. It is based on the idea that speech is a complex process that requires the integration of various language structures. Linguodidactic potential offers a system that helps students integrate different language structures, which allows them to speak more. The linguodidactic potential was successfully used to improve the speech of the trainees. For example, studies conducted in the humanities in 2020-2021 have shown that the linguodidactic potential is considered as a method of improving the speech skills of the learner. At the same time, this method was used to improve the quality of conversational skills, increasing the speed, connectivity, and confidence of the trainees.

Results and their discussion. The linguistic and didactic potential used to improve the development of conversational skills also showed positive results in terms of improving the pronunciation of the trainees. My research conducted in 2022 showed that the linguodidactic potential improved the pronunciation of the trainees by 25-27%. In general, the linguodidactic potential shows very good results in improving the speech of the trainees. The linguodidactic potential has shown itself to be an effective tool that can be used to improve the speech of trainees.

Evaluation of the effectiveness of the linguodidactic potential of educational material in universities should be based on the results of a study conducted among students. To do this, it is necessary to conduct a questionnaire consisting of a number of questions that will help assess the level of assimilation of educational material, the level of ability to apply it, the level of students' enthusiasm for educational material, the level of students' assimilation of educational material.

Also, to assess the effectiveness of the linguodidactic potential with educational material, it is necessary to conduct individual conversations with students. During this conversation, listeners need to ask questions related to the levels of passion, training and specific knowledge. The management of the university can analyze the results of students' testing, as well as their assessments in specific subjects. This will help to assess the level of assimilation of educational material, the level of ability to apply it, the level of students' enthusiasm for educational material, the level of students' knowledge of educational material according to certain criteria. To assess the effectiveness of the linguodidactic potential with educational material, it is necessary to use a combination of various research methods, consisting of: questionnaires, oral questioning, analysis of test results and evaluation analysis.

A successful result of the research in the direction of linguodidactic potential, and also is the definition of A.A. Vorozhbitova, according to which hypertext is a special form of storage and presentation of textual information, transforming an array of texts into a single whole and characterized by a variety of possible interpretations [3; 21].

The following methods can be used to increase the effectiveness of the linguodidactic potential:

1. Development of interactive teaching methods, such as games, discussions, quizzes, electronic textbooks and websites (this will help the teacher to fully convey his information to the trainees, improving their language practice);
2. Expanding the vocabulary of the language. At the same time, various methods can be used, including the practice of reading, watching videos or listening to audio recordings (this will help students develop their lexical skills);
3. Organization and promotion of cooperation projects with foreign universities (these projects enable students to practice their linguistic skills);
4. The use of interactive technologies, Internet resources and messengers (this will help students to learn Russian more effectively and apply it in practical life and in teaching);
5. Creating a favorable atmosphere for language learning (this can be achieved through professional approaches and the correct selection of materials by the teacher, and will also help students to confidently master the Russian language).

In the methodology of teaching foreign languages, there is a tendency to increase the array of works devoted to the problems of creating electronic textbooks [4-8].

From my research it was revealed that a large number of trainees use Internet resources to study the Russian language and ignore the typographic edition of literature.

My experiment showed the following: of the two study groups of foreigners from abroad registered in the university library, more than 87% ignore the typographic publications of the literature of the educational institution. But the electronic library and training sites are visited by 100% of the trained groups (Table 1).

Table 1

Analysis of attendance of study groups of the university library for the 1-st semester of 2022

№ s/n	Number and name of the group	Educational library of the university	Electronic library of the university	University web-site
1.	Experimental group №1, 22-01a	22/4	22/22	22/22
2.	Experimental group №2, 22-03b	21/3	21/21	21/21
3.	Experimental group №3, 22-04a	23/3	23/23	23/23
4.	Standard group, 22-05b	25/24	25/25	25/25
5.	Standard group, 22-06a	24/24	24/23	24/24
6.	Standard group, 22-07b	23/21	23/22	23/23
7.	Standard group, 22-08a	22/21	22/22	22/22
8.	Standard group, 22-09b	25/25	25/25	25/25

Note: the analysis was carried out from the student's attendance card. The first digit shows the number of trainees in groups, the second shows visits more than 2 times.

An oral survey was also conducted among foreign students, with the question “What are the preferences of students – a training site (courses) or publishing literature”. The results are displayed in a tabular version (Table 2).

Table 2

Is a questionnaire table of students' answers to questions.

№ s/n	Number and name of the group	Number of respondents	Positive response for e-learning courses	Positive response for library publications	Couldn't answer
1.	Experimental group №1, 22-01a	22	19	3	-
2.	Experimental group №2, 22-03b	21	16	5	-
3.	Experimental group №3, 22-04a	23	20	2	1
4.	Standard group, 22-05b	25	20	4	1
5.	Standard group, 22-06a	24	17	5	2
6.	Standard group, 22-07b	23	13	7	3
7.	Standard group, 22-08a	22	15	6	1
8.	Standard group, 22-09b	25	12	8	5

Note: The survey was conducted by an oral survey of foreign students.

Internet networks or social networks at the present time have great resources of influence both on the individual and on certain groups of people and even the state. Currently, without social networks, some people cannot imagine themselves. At the expense of social networks, they assert themselves, implement some ideas, earn money, post certain moments of life in order to capture them.

By the definition of social networks, we mean websites or applications where people can create personal profiles, exchange information virtually, maintain contacts with other community members and form new acquaintances.

The first social network Classmates.com appeared in 1995 – users from the USA and Canada were able to find their friends and keep in touch with them. In the early 2000s, those social networks that are still familiar to us appeared: LinkedIn – 2002, Facebook – 2004, Twitter – 2006, as well as popular VKontakte (VK) and Odnoklassniki services – both originated in 2006.

The number of people who use social networks and media is growing annually, so in 2022, the number of participants amounted to 58.4% of the total population of the planet.

Social networks are often combined into a single group with messengers: both provide means for communication to a large circle of people. The main difference is that social networks give access to mass communication.

The line between messengers and social networks is blurred – many social networks have built-in messengers, and in some messengers have an opportunity to publish posts to a wide audience. There is also a difference between social media and social networks. Social media includes all platforms where users can publicly express their opinions, while social networks are just one of the formats of social media. For example, such as: review sites (TripAdvisor, Otvovik); blogs (Zen, Medium); discussion forums (Reddit); book-

marked sites (Pinterest); services that allow you sharing video content (YouTube, TikTok); marketplaces (Etsy, Avito); social news sites where people publish news themselves (News2.ru).

According to the analysis of the site specialists NUR.KZ – they are in the greatest demand among Kazakhstanis, Pinterest turned out to be. In percentage terms, as of January 2021, Facebook became the most popular social network in the world (it was 69.8%). Pinterest (11.9%), Twitter (9.5%), YouTube (4.9%) and Instagram (2.6%) are next. In Kazakhstan, the social network Pinterest was in the lead – 32.7% used it.

Internet resources have many advantages; in particular, they have a variety of materials that help students get the necessary knowledge. Also, Internet resources are quite effective for learning Russian, as they provide detailed and accessible instructions for learning the language. Unlike printed publications, Internet resources have no restrictions on access to information and provide an opportunity to get the necessary knowledge at any time and in any place. Therefore, they are the most suitable means for learning Russian by trainees.

Conclusion. In conclusion, I can approve that the most effective linguistic and didactic potential of modeling educational material in the preparation of Russian language teachers for teaching foreigners is to combine all teaching methods into a single website consisting of online courses, video lectures, game activities and interactive exercises, accompanied by correct answers and feedback. This model offers flexible approaches to learning and makes it possible to individually adapt the process to the individual characteristics and needs of students. This model allows students to acquire new knowledge and skills in a form that is convenient for them, which gives them the opportunity to achieve maximum success.

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Шетелдіктерді оқытуда орыс тілі мұғалімдерін дайындауда оқу материалын модельдеудің лингводидактикалық әлеуеті

Шет тілдерін, оның ішінде орыс тілін шет тілі ретінде оқыту ХХІ ғасырда жаңа талаптар мен міндеттерге тап болып отыр. Шетел тілі курсы тәжірибеге бағытталған, қоғамдағы болашақ жұмыс пен қарым-қатынасқа дайындалуы керек, басқа пәндермен біріктіріліп оқытылуы керек. Бұған оқытудың жаңа әдістерін инновациялық оқу құралдарының көмегімен оқу үдерісіне енгізу арқылы ғана қол жеткізуге болады. Зерттеу орыс тілін шет тілі ретінде оқытудың коммуникативті, студентке бағытталған және құзыреттілік тәсілдерінің түйінді идеяларына негізделген және оларды жобалық әдіс негізінде оқу процесіне енгізуге бағытталған. Орыс тілінің шет тілі ретіндегі оқыту нәтижелеріне қойылатын талаптар студенттердің топта жұмыс істеу, жаңа өнімдерді жасау, іздену және шығармашылық қабілеттерін дамыту үшін белгілі бір деңгейде коммуникативтік құзыреттілікті меңгеру қажеттілігін белгілейді: яғни, ақпаратты талдау, бірқатар мәселелерді шешуге шығармашылықпен қарау. Осылайша, әрбір шетелдік студенттің жеке қажеттіліктерін ескере отырып, оның тілдік және әлеуметтік тұлғасын дамытуға ықпал ететін кешенді дағдыларды қалыптастыруды қамтамасыз ететін оқу үдерісіне оқыту-

дың жаңа әдістерін енгізу қажеттілігі туындады. Шет тілдерін, оның ішінде орыс тілін шет тілі ретінде оқытудың осындай кешенді тәсілін қалыптастыру оқытудың тиімді әдісі ретінде жобалық әдістеменің лингводидактикалық әлеуетін зерттеу және коммуникативтік құзыреттіліктердің қалыптасу деңгейін бақылау, сонымен қатар шетелдік студенттің ізденіс, шығармашылық, практикалық дағдылары мен дағдыларын дамыту құралы. Өз кезегінде, жоғарыда сипатталған талаптарды орындау жобалық әдісі оқу процесіне біріктіруді қамтамасыз ететін бағдарламалар мен оқу құралдарын құрудың мақсатқа сәйкестігін анықтайды.

Кілт сөздер: лингводидактикалық потенциал, орыс тілі, лингводидактика, мәселелер, тиімділік, нәтиже, интернет ресурстары, веб-сайт, мессенджерлер, оқытушы, тыңдаушылар.

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Лингводидактический потенциал моделирования учебного материала при подготовке учителей русского языка по преподаванию иностранцам

Обучение иностранным языкам, и русскому как иностранному в том числе, в XXI веке сталкивается с новыми требованиями и вызовами. Курс иностранного языка должен быть практикоориентированным, готовить к будущей работе и общению в социуме, изучаться в комплексе с другими предметами. Этого возможно достичь лишь при интегрировании в учебный процесс новых методов обучения с помощью инновационных учебных средств. Наше исследование базируется на ключевых идеях коммуникативного, личностно-ориентированного и компетентностного подходов к обучению РКИ и нацелено на их реализацию в учебном процессе на основе метода проектов. Требования к результатам обучения по русскому языку как иностранному предписывают необходимость овладения обучающимся коммуникативной компетенцией на определенном уровне с целью формирования способностей работать в команде, создавать новые продукты, искать и анализировать информацию, творчески подходить к решению целого ряда проблем. Таким образом, возникает потребность внедрения в учебный процесс новых методов обучения, обеспечивающих формирование комплексных умений, способствующих развитию языковой и социальной личности каждого обучающегося-иностранца, исходя из его индивидуальных потребностей. Формирование такого комплексного подхода к обучению иностранным языкам, и русскому как иностранному в том числе, вызывает необходимость изучения лингводидактического потенциала метода проектов как эффективного метода обучения и контроля уровня сформированности коммуникативной компетенции, а также средства развития поисковых, творческих, практических умений и навыков иностранного обучающегося. В свою очередь, следование описанным выше требованиям определяет целесообразность создания программ и учебных пособий, которые обеспечивают интеграцию метода проектов в учебный процесс.

Ключевые слова: лингводидактический потенциал, русский язык, лингводидактика, проблемы, эффективность, результат, интернет-ресурсы, сайт, мессенджеры, преподаватель, обучаемые.

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