B.H. Kurmanova

Zhangir khan West Kazakhstan agrarian-technical university, Uralsk, Kazakhstan
(E-mail: kurmanovab@list.ru)

Interactive training in the russian language for students of non-language specialties

The article deals with one of the ways to modernize education on a competence basis, namely, through the use of interactive forms of teaching in teaching the Russian language. Examples of interactive teaching methods in the Russian language classes are presented: brainstorming, project, debate, presentations. The use of interactive teaching methods in the classroom helps motivate students to the learning process, arouse interest in the subject and increase cognitive and intellectual ability, as well as independence in actions. The relevance of the problem is due to a sharp decrease in the cognitive and motivational interest of students in the problems of a linguistic personality. Scientific and innovation theoretical significance: identified and compared various approaches to the analysis of the motivational foundations of students; the features of the application of interactive learning technology at the university are highlighted and described; A model for the development of motivation for teaching students through interactive teaching of language disciplines at the university was developed and put into practice.

Keywords: interactive methods, brainstorming, project, business games, multimedia, technology.

In a changing world, the education system should shape such new qualities of a graduate as initiative, mobility, flexibility, dynamism and constructiveness. A future professional should have a desire for self-education throughout his life, master new technologies and understand the possibilities of their use, be able to make independent decisions, adapt in the social and professional sphere. In these conditions, to achieve the most optimal result in the training of future specialists, the use of interactive training is of particular importance. It should promptly respond to changes in demand in the labor market and respond immediately to emerging needs.

Teaching the Russian language is one of the main elements of the system of professional training of specialists at all levels in Kazakhstan, including in higher educational institutions. In the modern world, not a single person can do without knowledge of the Russian language. Proficiency in Russian is necessary to be a competitive person in the labor market.

One of the forms of interactive learning is a learning game, which allows you to engage the largest number of students in the learning process and make learning interesting, exciting and fruitful.

My teaching practice at the West Kazakhstan Agrarian and Technical University showed that first-year students to a small degree have the skills of purposeful organization of independent work. Therefore, one of the main tasks of the teacher of the Russian language is to maintain interest in the subject, the desire to work day after day. In order for this interest not to disappear among students, the teacher should not only know his subject, but also look for new teaching methods that develop a cognitive interest in learning.

Applying intellectual games in the Russian language classes, the main goal is to create comfortable learning conditions in which the student feels his success, which makes the entire learning process productive. An important role is given to business games.

Interactive technologies can increase the quality of knowledge, as well as apply them in practice [1; 97]. Note that the most important condition for acquiring interactive teaching skills for the teacher; his personal experience of participating in a game, brainstorming, or discussion.

Interactive activities in the classroom of the Russian language involves the organization and development of communicative dialogues, which leads to mutual understanding, interaction, to joint solution of common tasks for each student. During dialogue, students learn to think critically, analyze information, make informed decisions, and participate in discussions. According to this aim, in these classes, individual, pair and group work is organized, research projects, role-playing games are being implemented, work is underway with documents, and creative tasks are used. So, I used such forms of interactive learning as brainstorming, «lesson-competition», «scholar» and others. What is valuable in them is that they allow the student not only to express their opinion, opinion and assessment, but also, having heard the arguments of the partner in the game, abandon their point of view or substantially change it.

«Interactive communication does not occur spontaneously, it requires serious efforts to organize certain conditions» [2; 17]. In the process of monitoring the assimilation of knowledge on the current topic, students can offer the intellectual game «Scrabble». Two students become its participants: one in the role of a student, the other in the role of a teacher. The «teacher» asks several control questions, to which the «student» gives written answers, making one mistake. When checking, the «teacher» must detect it. This task develops the student's attentiveness and deep lasting memorization of information.

«A joint project». Groups are working on different tasks on the same topic. After completion of work, each group presents their research, as a result of which all students get acquainted with the topic as a whole. «Brainstorm». To solve a problem, students are encouraged to find as many paths, ideas, suggestions as possible, each of which is fixed on a blackboard or piece of paper. After creating such a «bank of ideas», an analysis is carried out. The game is educational in nature (fosters a sense of collectivism), enhances motivation to study the topic, and the element of competition mobilizes the thought and energy of playing students, creates an atmosphere of emotional tension.

The game, as a method of active learning, is a way of activating the educational and cognitive activities of students, which encourage them to actively think and practice in the process of mastering the material during the game, when not only the teacher is active, but the students are also active.

The pedagogical essence of the game is to intensify the thinking of students, increase the independence of a future specialist, introduce a spirit of creativity in training, and prepare for professional practical activities. This method reveals the student's personal potential: each participant can diagnose their capabilities alone, as well as in joint activities with other participants. The students' activity is manifested vividly, is continuous and «makes» them be active. In the process of preparing and conducting a business game, each participant should have the opportunity for self-affirmation and self-development. The teacher should help the student become in the game what he wants to be, show him himself his best qualities that could be revealed in the course of communication.

In the traditional understanding of the learning process, the student simply assimilates the knowledge that is given to him, but in the process of conducting an interactive game, special training is organized in which various types of activity are activated in such a way that the student gradually opens up a new one. This technology is especially effective in teaching the Russian language, as the subject involves not only knowledge of the source material, but also its deep analysis. The essence of technology is to create in class the opportunity and conditions for the creative development of knowledge. The project method contributes to the development of cognitive skills, critical thinking, the ability to navigate independently in the information space. I use overview, creative, game, research types of projects. They allow you to form the creative skills of students.

Information via Internet resources, including the use of modern information technologies, presentations made by students themselves.

Teaching students the method of projects and their use of the project method using modern information technologies, work on the problem under study. Advising students, assisting them in making presentations, homework «Secrets of phraseology» using the latest information technologies. The preparatory phase includes the coordination of student workloads.

The content of the competition tasks for students depends on the tasks that the teacher is called to solve. Each version contains tasks for linguistic instinct and ingenuity. This makes participation in the competition attractive, combines the requirements of gaming and educational activities, interactive forms of training. Some of the tasks are done at the reproductive level, which allows most participants to experience success. However, a significant place is occupied by tasks of a reconstructive nature, for the implementation of which it is necessary to apply well-known methods of activity in a partially changed situation.

«Secrets of phraseology»

Competition 1. Greeting teams.

Demonstration of homework by teams in the form of research projects «Secrets of phraseology» using information technology.

Like any greeting, this contest involves the teams addressing each other, the fans, and the jury. All this, of course, should be fun, in a playful way. Since proverbs are also stable linguistic units, they draw closer on this basis to phraseological units. Therefore, it is completely legitimate, in my opinion, to take one of the proverbs as the name of the competition. Teams must show what meaning can be put into this proverb. The theme of the contest is «Secrets of phraseology», and therefore, in their speech, teams need to somehow beat the phraseologisms used, but this does not mean that absolutely all jokes should be built on their basis.

When assessing the performance of teams, it is necessary to take into account both the number of slides used, and their relevance, and relate to the general course of the performance. You can't just go on stage, present a project and start pouring idioms. Everything should sound in action.

Competition 2. Competition of captains

Captains are offered tasks to correct errors in the use of phraseological units. Two envelopes with tasks are being prepared, and the captains themselves choose an envelope. The examples in the envelopes are different.

Task 1. Correct sentences.

1. In fact, he is a cook without a minute, it remains to pass the exam. 2. The writer keeps pace with his time. 3. Visit you in these places where not only the human foot, but also the foot of the journalist has not yet set foot. 4. Not everywhere else, the local intelligentsia turned their faces to the centers of culture. 5. The teacher should know what the success of this work lies in, to notice in each pet only one inherent zest.

Answers (you can prepare slide answers for the audience and the jury): 1.... without five minutes a cook. 2.... keeps up to date. 3.... where no man has gone before. 4.... turned her face. 5.... to notice a highlight in each pet.

Task 2. Correct sentences.

1. It is necessary to give the most serious importance to the matter of increasing labor productivity in the factory. 2. A significant effect on the audience has the use of examples taken from life. 3. No need to lock yourself in, let's share our sore spots. 4. As they say, the farther into the forest, the more chips fly. 5. The next day the team was gone: it crumbled like a small bubble.

Answers (you can prepare slide answers for the audience and the jury): 1... pay attention. 2.... produces an effect. 3.... let's talk about sore. 4.... the farther into the forest, the more firewood. 5.... burst like a soap bubble (option: crumbled like a house of cards). Captains training time — 10 min. When correcting errors, captains must first read the wrong options, and then the corrected ones. For viewers and the jury there is a demonstration of answers on slides.

While the captains are preparing, a game is being played with the fans. For this game, you can choose one of the tasks below, if you are conducting an extra-curricular event and are not limited by time — both.

Recall phraseologisms with the words:

take — plainly, in blinkers, with bare hands, throat, sin on the soul, on the sides, on the throat, on the soul, starvation, boarding, on the arap, on a tug, on a pencil, on the front sight, on the gun, on, on yourself labor, looking at yourself, under fire, under the wing, into custody, example, failure, your, words back, into the mind, yourself in your arms, strength, word, from a place, a side, don't take much on yourself, drops in your mouth, neither give nor take.

play — cat and mouse, silence, hide and seek, the second violin, eyes, life and death, comedy, on the nerves, on the arm, the first violin, the role, in words, with fire.

The winner is the one who calls the last idiom — phraseologizm.

Over the past decades, business games have been widely introduced into production, social activities, economics, management theory, and education — this is confirmed by numerous scientific studies and literary publications. Among these works, we can distinguish those that are fundamental in the design and use of business games. First of all, these are the works of Yu.S. Arutyunov, V.N. Burkov, N.V. Borisov, and others. In the works of the latter, the main characteristics of the educational business game are highlighted, a detailed analysis of the problem of introducing educational business games into the learning process is given.

Unfortunately, there are not so many special studies related to the use of business games in teaching students. In my opinion, the most interesting studies of N.V. Borisova [3].

For the preparation of business games, all didactic methods can be used: explanatory, illustrative, reproductive, problematic presentation, partially search, research. Methodological requirements should also be observed:

1) the game should be a logical continuation and completion of a specific theoretical topic (section) of the academic discipline, a practical complement to the study of the discipline as a whole;

2) maximum proximity to real professional conditions;

3) creating an atmosphere of search and ease;

4) careful preparation of educational and methodological documentation;

5) clearly formulated tasks; conditions and rules of the game;

6) identification of possible solutions to this problem;

7) the availability of the necessary equipment.

Positive in the application of a business game: high motivation, emotional richness of the learning process, the formation of knowledge and skills, consolidation of knowledge in the discussion of the game. A business game helps to achieve educational, educational and developmental goals of a collective nature based on acquaintance with the real organization of work. Cognitive effectiveness is carried out during the game, by introducing students to the dialectical methods of researching a question (problem), organizing the work of the team, and the functions of their future professional activities by example [4]. Educational effectiveness lies in the fact that in the process of a business game, the consciousness of belonging of its participants to the team is formed, the degree of participation of each of them in the work, their relationship in solving common problems, collective discussion of issues that form criticality, restraint, respect for opinion are determined others, attentiveness to other participants in the game. Developing effectiveness is carried out during the game, with the development of logical thinking, the ability to search for answers to the questions posed, the development of speech, speech etiquette, and the ability to communicate in the process of discussion. The quality of knowledge in a playful way largely depends on the authority of the teacher. A teacher who does not have deep and stable contact with group members cannot conduct a business game at a high level. If the teacher does not inspire confidence among students with his knowledge, pedagogical skills, human qualities, the game will not have the planned result, or may even have the opposite result. Business games are based on the principles of teamwork, practical utility, democracy, transparency, competitiveness, maximum employment of each and unlimited prospects for creative activity within the framework of a business game. It should include everything new and progressive that appears in pedagogical theory and practice.

Examples of business games:

Station No. 1 «Security Department».

The game is started by company leaders. For them, insidious questions.

To the first president:

• What vowel do you write at the end of a noun?

Can there be various options? Why?

Make an offer. Explain your decision.

Thanks to the firms...

1. thanks to the company: We were able to get a loan thanks

intermediary firm.

2. thanks to the company: We say goodbye, thanks to the company for helping us

obtaining a loan.)

To the second leader:

• Which option do you think is preferable? Why?

Provide leave due to illness.

Provide leave due to illness.

(The pretext I SEE suggests something coming, and the pretext

CONSEQUENCE is something already happened, so the second sentence is correct.)

Third Leader:

• Can I wear a tuxedo for a business meeting?

Is it possible to keep defeat in dispute?

(A tuxedo can only be put on a meeting. To win a victory, to suffer a defeat are stable phrases. You can only win a victory, you can only suffer a defeat.)

Station number 2 «Scrabble».

CEOs come into play.

Task to the first general director:

• Demonstrate good business writing skills by inserting missing

letters in words:

adm... n... strat... I org... n... zats... I

s... leading... general a... t... b... graph

to... m... ersant pr... zid... mind

of... c... al in... c... wa

sq... l... f... kats... I t... l...

r... s... luc... I pr... fes... ia

r... sq... zita r... putatz... I

to... nkurenz... I c... c... reality

to... mp... those... tn to... l... kti..

m... n... storing m... c... nat

• Explain the lexical meaning of the words: alternative, image.

An alternative is the need to choose between two or more mutually exclusive possibilities.

Image — (eng. — image, image). Representation, opinion, image formed in society or purposefully created about any object (person, organization, product, etc.)

Assignment to the second CEO:

• Check how you can pronounce business style words correctly.

Accentuate the words correctly:

expert award

consensus loan taken

embargo goods sold

briefing find out the price of a product

alternative you're right

image marketing

incident manager

dividend devaluation

- Explain the lexical meaning of the words: marketing, manager.

Marketing — (eng. — market). Organization of production and marketing of products, based on the study of market needs for the product.

Manager / ne / — (eng. — manager). The hired head of the enterprise, company or unit.

Assignments to consultants:

- Explain the lexical meaning of words and make sentences with them.

1 consultant: devaluation, consensus.

Devaluation / de / — (German) A decrease in the official gold content of a national currency or a depreciation in relation to currencies of other countries.

Consensus / se / — (lat. — agreement). Consent, unanimous acceptance of anything.

2 consultants: embargo, briefing.

Embargo — (unchanged) (Spanish) The special imposition by the state of a ban (arrest) on the import of other countries or the export of gold or foreign currency, certain types of goods (for example, weapons).

Briefing — (eng. — briefing). Brief press conference.

Station number 3 «Referents».

Remember the structure of business papers and try correctly, keeping all the requirements, write:

1 referent: Application to the admission committee of the university, in which YOU

are going to do.

2 referent: Power of attorney for a bank loan for

building an orphanage.

3 referent: Business letter. (Correspondence between two organizations.)

Samples of business papers.

Power of attorney.

I AM, _____,

trust _____

get the salary due to me for _____ 20_ year.

signature number

Business letter.

Speech Standards:

We inform (to you that) that _____.

Please be advised that _____.

We inform you (that) _____.

The use of interactive games and computer technology in the classroom allows us to solve several problems at the same time: develops communication skills, helps to establish contacts between students, provides educational activities, instills independent work skills. In addition, it reduces the mental burden of students, makes it possible to change the forms of their activity, and switch their attention to the key issues of classes.

Thus, to increase the cognitive activity of students, the teacher is offered many different developed methods that he can use in his teaching activities. To implement the tasks of training specialists, active teach-

ing methods should be applied systematically and purposefully. When using group and collective forms of organization of work with students, it is necessary to take into account the individual characteristics of the study group and each student individually.

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Б.Х. Құрманова

Тілдік емес мамандықтардың студенттері үшін орыс тілі сабақтарында интерактивті оқыту

Мақалада құзіреттілік негізінде білім беруді жаңғыртудың тәсілдерінің бірі туралы сөз болады, атап айтқанда, орыс тілін оқытуда интерактивті оқыту формаларын пайдалану. Орыс тілі сабағында интерактивті әдістермен оқытудың мысалдары ұсынылған: миға шабуыл, жоба, пікірсайыстарды, презентацияларды жүргізу. Сабақта интерактивті оқыту әдістерін қолдану студенттерді оқу процесіне ынталандыруға көмектеседі, пәнге деген қызығушылығын оятады, танымдық және зияткерлік қабілеттерін, сонымен қатар іс-әрекеттегі дербестікті арттырады. Мәселенің өзектілігі студенттердің тілдік тұлға мәселелеріне деген танымдық және мотивациялық қызығушылығының күрт төмендеуіне байланысты. Авторлар студенттердің мотивациялық негіздерін талдаудағы әртүрлі тәсілдерді анықтап, салыстырды; жоо интерактивті оқыту технологиясын қолдану ерекшеліктері сипатталған, университетте тілдік пәндерді интерактивті оқыту арқылы студенттерді оқуға деген ынтаны дамыту моделі жасалған және тәжірибеге енгізілген.

Кілт сөздер: интерактивті әдіс, миға шабуыл, жоба жүргізу, іскерлік ойындар, мультимедиа технологиясы.

Б.Х. Курманова

Интерактивное обучение на занятиях русского языка для студентов неязыковых специальностей

В статье речь идет об одном из способов модернизации образования на компетентностной основе, а именно посредством использования в преподавании русского языка интерактивных форм обучения. Представлены примеры интерактивных методов обучения на занятиях русского языка: мозгового штурма, проекта, проведения дебатов, презентаций. Применение интерактивных методов обучения на занятиях помогает мотивировать обучающихся на процесс обучения, вызывает интерес к предмету и повышает познавательную и интеллектуальную способность, а также самостоятельность в действиях. Актуальность поставленной проблемы обусловлена резким снижением познавательного и мотивационного интереса обучающихся к проблемам языковой личности. Авторами выявлены и сопоставлены различные подходы к анализу мотивационных основ студентов; выделены и описаны особенности применения технологии интерактивного обучения в вузе, разработана и внедрена в практику модель развития мотивации учения студентов посредством интерактивного обучения языковым дисциплинам в вузе.

Ключевые слова: интерактивные методы, мозговой штурм, проект, проведение деловых игр, мультимедиа, технология.

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