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**TECHNOLOGY OF PROBLEM STUDYING RUSSIAN LANGUAGE**

**IN A FOREIGN AUDIENCE**

***Резюме****. В данной статье рассматривается*

*использование технологии проблемного обучения*

*на уроках русского языка как иностранного. Приво-*

*дятся примеры организации учебных занятий, ко-*

*торые предполагают создание под руководством*

*преподавателя проблемных ситуаций и активную*

*самостоятельную деятельность учащихся по*

*их разрешению, в результате чего и происходит*

*творческое овладение профессиональными знани-*

*ями, навыками, умениями и развитие мыслитель-*

*ных способностей. В результате исследования*

*авторы статьи приходят к выводу, что данное*

*обучение основано на создании особого вида моти-*

*вации - проблемной, поэтому требует адекватно-*

*го конструирования дидактического содержания*

*материала, который должен быть представлен*

***Т.йін****. Ма.алада орыс тілін шет тіл ретін-*

*де о.ыту саба.тарында.ы м.селелік о.ытуды.*

*технологиясы .арастырылады. М.нда о.ытушы*

*басшылы.ымен о.у саба.тарын .йымдастыруда*

*м.селелелік жа.даяттарды. белсенді т.рде жа-*

*салуы ж.не оны о.ушыларды. шешу .рекеттері,*

*н.тижесінде саба.тарда.ы к.сіби біліктілікті,*

*машы.тауды, ойлауды ж.не оны дамытуды ме.-*

*геруі к.рінетін мысалдар келтіріледі.*

*Зерттеу н.тижесінде ма.ала авторлары*

*о.ытуды. б.л т.рі мотивацияны. ерекше т.рі*

*м.селелік о.ыту.а негізделгенін, сонды.тан о.у*

*материалын ..растыруда оны. м.селелік жа.да-*

*яттар тізбегінен т.ратын дидактикалы. мазм.-*

*ныны. болуы талап етілуі тиіс деген .орытын-*

***Summary****. This article discusses the use of problembased*

*learning technologies at lessons of Russian as*

*a foreign language. Examples of the organization of*

*training sessions that involve the creation of teacherled*

*problem situations, active and independent*

*activities of students to resolve them, with the result*

*that there are the creative mastery of professional*

*knowledge, skills, abilities and development of mental*

*abilities. The study authors conclude that this training*

*is based on the creation of a special kind of motivation*

*is a problem, therefore, requires an adequate design*

*of the didactic content of the material, which must be*

*presented as the series of problem situations.*

The future of education is in close connection

with the prospects of problem training. And purpose

of problem training is wide: assimilation not only

results of scientific knowledge, but also way of

process of obtaining these results; it includes also

formation of informative independence of the pupil

and development of his creative abilities (besides

mastering system of knowledge, abilities, skills and

formation of mentality).

Problem training is a modern level of development

of didactics and the advanced student teaching. The

characteristic sign of this training is called problem

and organization of educational process is based on

the principle of problematical characters and the

systematic solution of educational problems.

Now for achievement of the best results on

training of foreign language the various technologies

of training are used. Problem training is understood

as the organization of educational process assuming

creation on occupation of problem situations and the

organization of vigorous independent activity of pupils

for their permission. As the result of it communicative

competence is developed and cogitative and creative

abilities develop.

This training is based on creation of special type

of motivation which emergence requires a certain

designing of didactic content of material. The pupil are

given texts, having read which they have to solve the

certain problem, for example, to guess or texts which

assume ambiguous interpretation of their contents

that is a basis for the organization of discussion for

contents of the text after his reading.

The technology of problem training has gained

distribution as means of activity of creative

opportunities of pupils, both at the stage of introduction

of training material, and at stage of its fixing in the

course of speech practice. Working with the text can

be carried out in the following order:

1. fulfill words and phrases which will occur in the

text;

- to translate;

- to get acquainted with examples of use;

- to discuss in what situations use is possible;

- to make the examples or to invent story where it

is possible to use.

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2. Students listen to the text and answer the

questions to hold discussion on the basis of problematic

issues that can appear after listening of the text.

3. Then read and find out what information students

haven't apprehended at audition to consider the text

from the point of grammar view. And find examples of

new grammar studied at this lesson.

4. Then students make dialogues, using information

from the text to retell the text in couples each other.

5. Making a game.

Game: paper on which students have to write

retelling of the text is distributed. From time to time

students change sheets of papers with the friend. At

first they have to read, understand written, check and

correct errors, and then continue to write the story.

When work is finished, the teacher discusses the

mistakes made by them with students.

Besides next games can be used:

1. Game "Snowball" or collective story.

Students are faced by the task: to tell about

something or about someone. One student tells the

phrase. Following has to repeat it and add information.

Thus, students create the story.

2. Creation of the plot for a performance on the

basis of read text. There are creations of sketch by

forces of students group.

3. Game "a Pessimist and an Optimist".

Students are divided into two groups. In each group

the leader is elected. The first group is "optimists", and

the second is "pessimists". After working on the text

both groups receive the task - to answer questions:

"Why so it happened?" and "As well as why will be

then?" Discussion of the answer takes place in each

group. Leaders of each group read the answer of the

group.

For an example we will consider the text "Love at

first sight".

1. Students read and translate the words and phrases

before the text and pay attention to management

of verbs. Students represent situations in which it

is possible to use these verbs with this value. For

the verbs bearing emotional coloring (for example,

to become angry), the teacher can set a situation,

and students explain because of what someone, for

example, became angry. Or, working on the phrase to

tell nonsense, students discuss what ideas / thoughts

they can call nonsense.

2. Students listen to the text without supporting on

text material. Teacher can read the text or it is possible

to record down previously it on disk and to allow

listening to it. Students answer to the questions and

then make the discussion on the basis of problematic

issues: “There can be a love at first sight?” Give the

advice?" Here the game "Pessimist and Optimist" can

be held. At first the teacher finds out which of students

can't give the exact answer to the question, for example

whether "Can be love at first sight?" Then the teacher

suggests this student to listen to arguments of optimists

and the pessimist and to solve who, in his opinion, is

right. Other students are divided into two groups. In

each group the leader is elected. Groups prepare to

prove the case. Then the leader of each group shall

convince the student of the correctness. At the end of

discussion the chosen student announces the decision

and explains why he made such decision.

3. Students shall read the text independently.

Then teacher discusses the moments which weren't

understood by them during the listening. Further

to consider each offer from the point of view of its

design. For example, He asked me to give it its phone,

but I didn't give it because I well know her. (S + to

ask + whom + an infinitive) to ask students to find

examples of the new grammar studied at this lesson:

03. For example, He told that it very much liked by her

… At first I didn't believe it … She very much doesn't

love when strangers call her …, etc.

4. Students make dialogues, using information

from the text. For example, there is Eric's conversation

with Max by phone. They try to transmit mood of

talking through intonation, for example, intonation of

request or surprise, rage, disappointment.

5. Students can play sketch where Eric speaks with

Max about the love to the girl.

6. For fixing of grammatical and lexical material

the written work in the form of the game "Finish of the

story" is offered to students.

Team work is very important for development of

communicative competence. For example, when there

is a repetition of the passable grammatical material,

involvement of students to performance is possible

pass projects. Each student will have to be prepared

for performance before group on some grammatical

subject. If subject is difficult, then it is possible

that such task can be entrusted to two students for

collaboration. Of course, teacher is the head of every

mini project. Speaking to group the student, first, has to

tell, make correctly a polylogue with a group; secondly,

the others have an opportunity to ask him questions

about a subject. And for this purpose the student has to

think over the performance, be prepared for possible

questions. And, as a rule, the same questions interest

also him. Having discussed them with the teacher, the

student begins to use more surely knowledge in the

speech.

Making diaries, letters to the teacher or each other,

joint discussion of any unclear places of the Russian

grammar, the story of jokes and so on is the good

base for maintenance of motivation when studying

language.

During the studying of grammar it is possible to

offer use of verses and songs in which this or that

grammatical construction are presented by rather large

numbers of examples. For example, studying of the

Genitive case endings can be carried out on songs.

The endings of Genitive case can be fulfilled by

means of game. The group divides into couples. One

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of couple is given a card with the list of the words

designating the animated or inanimate objects. The

second student doesn't know what words are written

on card. He can only obtain information with what

area of life these words are connected. For example, all

this can be bought in grocery store. The second student

asks questions, remembering that he can be in shop.

For example, there is a wine? If this word isn't on a

card, then the student has to answer negatively: there

is no wine.

For an explanation and working off the Genitive

case of plural it is offered to use the following method:

- to give the chance to students to see all endings of

Genitive case of plural 02;

- to make the process of remembering exceptions

easier, it is possible to offer phrases in which these

exceptions are used.

These phrases cause associative communications

therefore exceptions are easily remembered.

2. it is worth to begin working with nouns of

feminine gender as the least difficult.

3. further it is important to give option when nouns

of feminine gender end on consonant + kA.

Often for foreigners it is difficult to see the

difference between plural of the Nominative case and

plural of the Genitive case therefore it is important to

draw the attention of students to changes of the endings

according to the situation.

Independent work of the student is one of the most

important stages of work on studying of language and

to mastering the speech. Success in many respects

depends on that, how well the student owns the studied

lexicon. The task of the teacher to offer students such

work types which successful accomplishment would

depend not only on knowledge of grammar, but also

lexicon. For this purpose, except accomplishment of

regular exercises from the textbook, the student shall

think out and describe small situations in which he

shall use the maximum quantity of new lexicon on

each lesson.

Also another game can be held: each student is

given the sheet of paper. The teacher asks a question

which everyone answers independently, but has to use

the studied material. Then students close the answer

and exchange papers. The second question, etc. is

given and every time the procedure repeats. At the end

everyone opens all text. Student has to read if there are

grammatical mistakes and then to correct them. At the

end – everyone aloud reads that has turned out.

At the initial stage it is very important to teach

students to hear correctly, to articulate correctly and

to read correctly and freely in Russian. But, if at the

very beginning of the studying student isn`t interested,

not to let to him that it is possible to know quicker that

he can speak, then it will slow down the progress. It is

important to make cards, at first only for vowels. And

then work on an articulation, development of skills of

audition, imitation. Further it is possible to begin an

introduction course of listening and speaking. For this

purpose it is possible to use various methods of work:

1) to show cards with vowels, to call them.

2) to ask questions. Further students answer to

them independently.

3) To give question WHAT? It is only for

understanding and imitation. At first the teacher asks

a question: "What is it?", and students answer: "It is a

letter A". Then roles change.

4) Following stage: question WHERE? And answer

is HERE.

5) Working with consonants. The principle as

with vowels repeats. At this stage students learn to

read syllables and monosyllables, at first with one

consonant, such as DA, NA, DO, RE, MI … then

with two consonants. When students find out how to

learn easily letters, to correlate to sounds, it is possible

to pledge disyllabic words at first with not changing

vowels.

All work shall be constructed from simple to

difficult that from the very first steps the student felt that

he has capabilities and progress. And it is noticeable

as people around, and him. Problem training can't be

equally effective in any conditions. Practice shows

that process of problem training generates various

levels of both intellectual difficulties of pupils, and

their informative activity and independence in case of

assimilation of new knowledge or use of former values

in a new