

# LINGVODIDACTICAL INNOVATIONS IN TEACHING METHODS OF RUSSIAN AS FOREIGN

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For the last decades the world has cardinally changed habitual system of coordinates. Globalization processes in society affected not only the external aspects of life and the political situation, but also the basic values, attitudes and habits of people.

TV, computer, mobile phones, Internet, mass tourism and possibility of correspondence and synchronous conversation in the form of a chat via Internet became an integral part of life between new generations of students. There is the general Americanization of thinking of modern youth.

Transformation of the thinking manner and behavior of people can't but be reflected in methods of training languages. The prompt metamorphoses happening to society, influenced not only on its state, but also were an effective impulse for emergence of various approaches in training Russian as foreign.

The rapid transition from analog technologies to digital, the growing social requirement of moving the consumers and labor resources to the network world, the formation of a Web lifestyle, work, education radically changes pedagogical processes, linguistics, teaching methods of Russian As Foreign, demands a new methodology in creation of the innovative learning environments in training languages.

One of the global characteristics of the twenty-first century is the statement as the dominating innovative way of development. The pressure of modern information processes outlined significant semantic shifts in teaching methods of RAF, which must be flexible and take into account all the factors affecting the success of training.

Specifics of teaching Russian as foreign is in training skills and abilities during mastering process; learning to kinds of speech activity - listening, speaking, reading,

writing - requires the use of multimedia and interactive services unlike training disciplines of other subjects.

The pedagogical community has come to a new interpretation of the role of the teacher: teacher can't carry out a role of the simple translator of knowledge and skills. Teacher has to help pupils in the course of training.

The successful teaching is possible if each teacher will rely on the following basic principles.

Firstly, students need to have strong motivational base which leads to fast and good results.

Secondly, language learning should be “studentcentric” because it is necessary to consider individual features of pupils who differ from each other not only by varying perceptions of different senses, but also the fact that the process of knowing they have is different. .

Thirdly, it is necessary to modernize radically technological basis of training in Russian. New technologies can give a new impulse.

Fourthly, language learning plays an important role by ease and naturalness communication between teacher and students.

Fifthly, the prerequisite for successful communication in Russian is the dosage, coverage and presentation of the grammatical material which should to be focused on practice.

In quickly changing conditions of informational society the modern realities demand from teachers to update lingvodidaktical innovative potential, to implement in practice the most effective training methods and technologies and creatively develop the accumulated theoretical and practical experience of teaching the subject.

In this regard, there is a need to understand the goals and objectives of modern lingvodidaktical innovatics considering scientific and methodical, organizational and pedagogical potential of the entire education system during the previous years and eras and make a brief summary.

Lingvodidaktical innovation is defined as any pedagogical innovation based on the latest scientific, technical and technological advances to meet the actual needs of linguistics.

Lately innovative trends in teaching methods of RAF include the use of such technologies as project activities, interactive and contextual training [1].

As project activity is understood innovative, creative activity which is directed on transformation of reality and is based on dialogue of participants during educational process. The main feature of project technology is that the trainee is in the center of the process of training and the accent is displaced from training to studying. The project technique is focused on application and acquisition of the new actual knowledge by self-organization and self-education of students.

Polat E.S. considers a project technique as set of searching and creative methods, representing didactic means to enhance the cognition, development and creativity while the formation of certain personal qualities of students is in the process of creating a specific product [2].

As the main the project technique puts forward the following purposes:

- 1) self-expression and self-improvement of pupils, increase of motivation of training, formation of cognitive interest;
- 2) realization in practice of the acquired skills, speech development, ability to present competently and with deep arguments the studied material, to conduct debatable polemic;
- 3) demonstration of the level of culture, education, social maturity.

The types of projects include role playing, research, creative works (essays, translations, scripts, etc.), multimedia presentations.

Many modern methodological innovations are connected with application of interactive methods of training. Interactive training is primarily dialog training, during which is making the interaction between teacher and student, steeped in communication. Language is acquired during natural communication, organizer and participant is a teacher. Emotional relationships in the classroom and humorous tone of teacher communicating with students promote natural learning. Thus the ultimate

goal and the main content of educational process remains, but broadcasting forms are modified in dialogue forms which are based on mutual understanding and interaction.

The idea of contextual training is also connected with modern requirements of the society to the being trained personality who during the process of education has to turn from object of pedagogical manipulations into the subject of own self-development. In this regard by the beginning of the XXI century in the technique of teaching RAF was created 'formed culture concept' focusing the teacher on training of the students in cross-cultural communication. The teacher has to develop the students' understanding of the language as a reflection of national and universal social and cultural reality. Thus, the formation of intercultural competence in the educational process is carried out through intercultural education.

A characteristic features of lingvodidaktical innovations at the present stage it is necessary to consider as their close interrelation with the last scientific technical and technological achievements of intellectual activity of the person, which refers to the complex variety of information and communication technologies.

One more innovative trend of our time is existence of various models of training in the language, constructed on computer technologies obtaining expeditious information from every spot on the globe and access to world information resources, accumulation and storage of information, its recovery and recycling, and also an exchange of it with the widest range of partners in communication.

Use of modern technical means promotes learning efficiency to language in the most various conditions and at all its levels. Presentation of new lexicon by means of electronic dictionaries, online dictionaries, smart phones, and demonstration of videos by means of laptops, tablets, record on a tape of dialog reading by students, micro texts, verses and correction of their pronunciation also possess a certain methodical novelty.

It is necessary to refer natural moving of process of training to a web page format as essential innovatics of language training. Training game always was considered as the strongest didactic incentive in pedagogical process. Therefore its emergence in electronic form has special value owing to the specifics. Innovative

qualities of electronic means allow to make interactive training game and now it is an obligatory component of each lesson during training in different aspects of speech activity of Russian.

All of these trends of innovative teaching methods of RAF are presented in the professional activity of teachers of the language chair and general education training of foreigners in the al-Farabi Kazakh national university, where the trained foreign student acts as the active subject of learning activity.

## References

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