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Y.B. Chekina [1], L. Aldabrenkyzy [2], M.M. Meirbekova [3]
[1,] Senior lecturer, [2, 3] Master of philology, Senior lecturer of al-Farabi Kazakh national University,
Almaty, Kazakhstan,
e-mail: vesna-elena@rambler.ru, aldabergenkuzu@mail.ru, meirbekova@mail.ru

INTERACTIVE FORMS OF TEACHING RUSSIAN LANGUAGE: STUDENT ACADEMIC AND RESEARCH CONFERENCE AND PRESENTATION OF SCIENTIFIC PROJECT

The Relevance of the work is the introduction into the educational process of such interactive forms of learning as a student conference and the presentation of the research project. When creating a training model, professional, general and special competences should be formed. These two forms of interactive learning are aimed at the formation of these competences. The aim of the work is to develop an interdisciplinary strategy for the formation of a system of skills and abilities of independent work of the student. The paper uses the methods of empirical and theoretical research. An important result is the development of professional creative thinking of students. This form of work develops not only academic skills, but also the internal motivation of the student to use interactive forms of learning. As a result of project activities, students must demonstrate the ability to justify the choice of research topics and its relevance; formulate the research topic; determine the goals and objectives of the study; work with various sources of information; analyze received information; to compile a Glossary and bibliography in accordance with the requirements for scientific work, as well as to draw up the results of the study in a traditional and creative form. In addition, students master the skills of public speaking at scientific events. Sufficient attention was paid to the formation of criteria for evaluation of the research project and speech at the student scientific conference.

Keywords: project method; research project; interactive forms of learning; linguistic, professional, behavioral competence.

Е.Б. Чекина [1], Л. Алдабергенқызы [2], М.М. Мейрбекова [3]
Әл-Фараби атындағы Қазақ ұлттық университетінің [1]аға оқытушысы, [2, 3] аға оқытушылары, филология магистрлері
Алматы қаласы, Қазақстан,
e-mail: vesna-elena@rambler.ru, aldabergenkuzu@mail.ru, meirbekova@mail.ru

ОРЫС ТІЛІН ҮЙРЕТУДЕГІ ИНТЕРАКТИВТІ ТҮРЛЕРІ: СТУДЕНТТІК ОҚУ-ҒЫЛЫМДЫҚ КОНФЕРЕНЦИЯСЫ МЕН ҒЫЛЫМИ ЖОБАНЫ ҚОРҒАУ

Жұмыс көкейкестігі болып оқу барысына студенттік конференцияны өткізу және зерттеу жобасын енгізу кіреді. Оқыту үлгісін жасағанда кәсіби, жалпы және арнайы құзырлықтарды қалыптастыру қажет. Интерактивті оқытудың бұл екі түрі аталмыш құзыреттерді қалыптастыруға бағытталған. Жұмыс мақсаты – студенттердің өзіндік жұмысын орындаудағы біліктілік жүйесін қалыптастырудың пәнаралық стратегиясын әзірлеу. Жұмыста эмпирикалық және теориялық зерттеу әдістері қолданылған. Студенттердің кәсіби шығармашылық санасын дамыту – жұмыстың маңызды нәтижесі. Жұмыстың мұндай түрі тек академикалық қана емес, сонымен қатар студенттердің интерактивті түрлерді қолданудағы ішкі уәждемесін дамытады. Жобалық әрекет нәтижесінде студенттер тақырып таңдау; көкейкестілікті анықтау; зерттеу тақырыбын

дайындау; зерттеудің мақсаты мен міндеттерін белгілеу; ақпараттың түрлі көздерімен жұмыс істеу; алынған ақпаратты талдамаға түсіру; глоссарий мен библиографиялық сілтемені, ғылыми жұмысқа қойылатын талаптарға сәйкес безендіру; сонымен қатар алынған нәтижелерді әдеттегі әрі ерекше түрде ұсыну қабілеттерін көрсетеді. Мұнымен бірге студенттер ғылыми ортада көпшілік алдында сөйлеу дағдыларын игереді. Зерттеу жобасын және студенттік ғылыми конференциясында сөйлеу дағдыларын бағалау критерийлерін анықтауға да аса назар аударылды. Жалпылама критерийлер қатарына келесідей талаптар енді: тақырып өзектілігі, проблематикаға қажетті ауқымда әрі тереңдікте ену, нәтижелерді көрсету мен дәйектеу, көпшілік алдында сөйлеу дағдылары: сөйлеудің тілі мен стилі, сөйлеудің еркін/еркін емес (мәтінге сүйену/сүйенбеу), оппоненттер сұрақтарына жауап бере алуы, жауаптарының қысқа да нұсқа болуы.

Түйін сөздер: жобалы әдіс; зерттеуші әдісі; оқытудың интерактивті оқыту түрлері; лингвистикалық, кәсіби, мінез-құлық құзіреттері.

Е.Б. Чекина [1], Л. Алдабергенкызы [2], М.М. Мейрбекова [3],
[1] старший преподаватель, [2, 3]старшие преподаватели, магистры филологии
Казахского национального университета им. аль-Фараби,
г. Алматы, Казахстан,
e-mail: vesna-elena@rambler.ru, aldabergenkuzu@mail.ru, meirbekova@mail.ru

ИНТЕРАКТИВНЫЕ ФОРМЫ ОБУЧЕНИЯ РУССКОМУ ЯЗЫКУ: СТУДЕНЧЕСКАЯ УЧЕБНО-НАУЧНАЯ КОНФЕРЕНЦИЯ И ЗАЩИТА НАУЧНОГО ПРОЕКТА

Актуальностью работы является внедрение в учебный процесс таких интерактивных форм обучения как проведение студенческой конференции и защита исследовательского проекта. При создании модели обучения должны быть сформированы профессиональные, общие и специальные компетенции. Эти две формы интерактивного обучения направлены на формирование данных компетенций. Целью работы является разработка междисциплинарной стратегии формирования системы умений и навыков самостоятельной работы студента. В работе использованы методы эмпирического и теоретического исследования. Важным результатом является развитие профессионального творческого мышления студентов. Такая форма работы развивает не только академические умения, но и внутреннюю мотивацию студента к использованию интерактивных форм обучения. В результате проектной деятельности студенты должны продемонстрировать умение обосновывать выбор темы исследования и ее актуальность; формулировать тему исследования; определять цели и задачи исследования; работать с различными источниками информации; анализировать полученную информацию; составлять глоссарий и библиографию в соответствии с требованиями, предъявляемыми к научной работе, а также оформлять результаты исследования в традиционной и креативной форме. Кроме того студенты овладевают навыками публичного выступления на научных мероприятиях. Достаточное внимание было уделено формированию критериев оценки исследовательского проекта и выступления на студенческой научной конференции. Общими критериями можно назвать следующие требования: актуальность темы, необходимая и достаточная глубина проникновения в проблематику, презентация результатов и их аргументированность, речевое оформление выступления: язык и стиль выступления, свободное/несвободное выступление (с опорой или без опоры на текст), умение отвечать на вопросы оппонентов, лаконичность и аргументированность ответов.

Ключевые слова: проектный метод; исследовательский проект; интерактивные формы обучения; лингвистическая, профессиональная, поведенческая компетенции.

Introduction

Global changes which is taking place in the economy, increasing the role of knowledge, the introduction of modern information technologies, put forward new requirements for training. A modern specialist should be able to apply the acquired knowledge in practice, be fluent in information technology in their professional field, have the skills to acquire knowledge, the necessary competencies, be prepared to work in a group, be able to adapt to emerging situations. These requirements are reflected in educational programs, methods and modern teaching technologies (Rogozhin, Elagina, 2017).

The specificity of modern teaching in higher education is designed to ensure the organization of activities aimed at the ability to conduct a dialogue, a culture of communication, active self-knowledge and self-expression. Therefore, during this period of importance is the implementation of the principles of learning, activating the intellectual and emotional activity of students: problematization, dialogization, individualization, as well as active and interactive forms of organization of learning the content of education.

The use of interactive learning, their becoming and development through practical activities on the way of joint use of group dynamics, social and behavioral skills in combination with the widespread use of management and simulation games (researchers of A. Verbitski, S. Kashlev, G. Mukhin, S. Stupina, etc.). Accordingly, the creation of the conceptual foundations of interactive learning is an objective necessity of today (Kashlev, 2000).

The use of active methods in the process of training, identification of technological processes, operations and methods of training organization and form the basis of active learning technology in higher education.

Signs of active learning:

1) knowledge acquisition and application are exploratory in nature;

2) learning process is presented as a chain of learning situations;

3) it is supposed the joint activity of the teacher and students to solve the problems of training;

4) inclusion of students in the situation of future professional activity.

One of the modern trends in the development of active learning is interactive learning. "The concept of "interaction" (from English - Interaction) appeared for the first time in sociology and social psychology. For the theory of symbolic interactionism (the founder-the American philosopher G. Mead) it is characteristic to consider the development and life of the individual, the creation of the "I" in situations of communication and interaction with other people" (Panina, Vavilova, 2008: 7).

Accordingly, in contrast to active methods, interactive focused on a wider interaction of students not only with the teacher, but also with each other and the dominance of student activity in the learning process. The teacher's place in interactive classes is reduced to the direction of students` activities to achieve learning goals (Stupina, 2009: 16).

Experiment

Student scientific conference as a form of interactive learning.

An important indicator of professional competence is the presence of professional experience. Accordingly, foreign language communicative competence is also characterized by the experience of professional communication in the target language. The experience of any, including communication activities, can be formed exclusively in the process and as a result of this activity. Therefore, in the organization of the educational process it is necessary to provide an opportunity for students to communicate in the target language. Moreover, the intensity and complexity of such communication should increase, approaching the characteristics of real professional communication. Student academic and research conference can be considered as a

situation of conditionally real professional communication or as a model of a situation of real communication.

The model of a situation of professional communication (simulation) is a form of the organization of educational activity assuming existence of roles and not assuming the set scenario (unlike role-playing games). It requires not only knowledge of professional material, but also entry into a given image, a holistic emotional immersion in the professional environment (Petukhova, 2013).

The organization and holding of student academic and research conference in the specialty in Russian in the audience, the language of instruction of which is the Kazakh, has several language and general didactic goals: the formation of skills and abilities of search, selection and analysis of information in Russian, compression of the text for the preparation of oral public communication and its presentation with multimedia support. Preparing students to participate in one of the situations of conditional professional communication – student conference – is a comprehensive solution of educational, academic and developmental tasks, based on a personality-oriented approach to learning.

Scientific and practical conferences are one of the most important types of students` independent work. They relate not only class activities, but also to educational activities, as students acquire knowledge on their own, by overcoming feasible difficulties. This knowledge is assimilated stronger than obtained in the finished form. After all, working independently, each student directly encounters educational and additional material, concentrating on it all the attention, mobilizing individual reserves of intellectual, emotional and volitional character. So, it cannot be neutral-passive (Krapivina, 2011).

The conference is held outside the training sessions on a special day. For oral presentation-the report is determined by the temporary and substantive regulation: performance of the student on a specific topic in the specialty is given 7-10 minutes on the basis of self-collected and structured information; the content should be justified the relevance of the problem, formulated the main topic and expressed the attitude of the speaker to the material, reasoned own opinion and conclusions.

To assess the performances and identifying the winners is formed by the students` jury. To maintain the objectivity of judging, the jury is formed only from senior students who have studied this course two or three years earlier. Each presentation is evaluated by the jury according to 5 criteria: compliance with the topic of the presentation and the conference theme; the degree of ownership of the material; interactivity (feedback from the audience); answers to questions after the presentation; creativity. The winner is determined by the total amount of points.

The message at the student conference should contain scientific materials and at the same time should be clear to the layman. In addition, it is desirable that the student in preparation for a speech at the conference in advance thought out what questions he can be asked on the topic of his speech and prepared to answer them. As necessary, the student meets with the teacher in extracurricular time and discusses with him the content, methods of design and presentation of the material.

Teacher's advice at this stage of preparation for the conference is to adjust the methods of search and presentation of the selected information, to determine the parameters of the message. In addition, the teacher`s recommendations on rhetoric and public speaking skills are important. Briefly, the recommendations can be formulated as follows: speech for speech must be prepared in advance; it is important to consider the content; it is necessary to assess their ability to submit material to the public; in preparing a speech to answer seven simple questions: What is the theme of your speech? What is the purpose of your speech? How to speak? For whom to speak? Where to speak? When to speak? How long to speak? Thoughtful, serious answers to these questions will help to speak successfully at any forum.

The student chooses the illustrative material for the multimedia presentation independently, but the teacher must control the correctness and adequacy of the slide texts.

After the conference for some time there is a feeling of success (and some participants – failure), evaluation of the results (successes and failures) and the identification of a group of experts (teachers of the department) problems of interest for future conferences. Conference materials and photos are posted on the website of the department, where students have the right of access, and they watch photos and the plot of the TV report and exchange views about the conference on forums and in their blogs. They express their attitude to each other's work, and, they write about practical conclusions and that they began to think about the problems of globalization, about the creation of a single information space, about the means and methods of equivalent information transfer.

As shows informal sociological poll of the students studying this course in different years, preparation and participation in a student`s scientific conference remains one of the brightest impressions of study at the first year.

The unity of knowledge and method of activity, providing activity and independence of the student, leads to the creation of a positive emotional background, which together leads to the creation of positive motivation. Equally important is the fact that innovative learning is provided by the non-use of individual methods of learning and is associated with the revision of the process of acquiring knowledge, the development of a new style of learning (Kanarskaya, 1997: 69).

Results and Discussion

Presentation of the scientific project as a form of interactive learning.

At the end of the 2017-18 academic year, a new course "Professional Russian language" was developed. Our task in determining the content of the course was to maintain continuity and coordination with the course "Russian language" in terms of the formation of basic competencies – linguistic, professional, communicative, behavioral, etc. – and modernization of approaches, methods, technologies and teaching methods (Chekina, Kapassova, 2013).

In the formation of the leading course was the project method, which is based on the development of cognitive, creative skills of students, the ability to independently design their knowledge, skills to navigate in the information space. The method of projects is entirely related to interactive teaching methods and always involves the solution of a problem involving, on the one hand, the use of a variety of methods, on the other-the integration of knowledge, skills from different fields of science and technology (Vorontsov, 2002).

Taking into account the specifics of our University, we have chosen as a basic research project. The method of projects is based on the concept of pragmatic pedagogy, which proclaimed "learning-by-doing" (Dewey, 2000). Our research project integrates two types of projects: informational and practice-oriented (natural science), according to E. Polat classification (Polat, 2000: 33-37).

The information project is initially aimed at collecting information about any object, phenomenon; familiarization of project participants with this information, its analysis and generalization of the facts intended for a wide audience. Such projects, as well as research, require a well-thought-out structure, the possibility of systematic adjustment in the course of work on the project. The structure of such a project can be defined as follows: the purpose of the project, the subject of information retrieval, sources of information (media, databases, including electronic, interviews, questionnaires, etc.).; methods of information processing (analysis, generalization, comparison with known facts, reasoned conclusions); the result of information retrieval (article, abstract, report, video, etc.; presentation (publication, including on the Internet, discussion in a teleconference).

Practice-oriented projects are distinguished by a clearly defined from the very beginning result of the project participants` activities, which is necessarily focused on the social interests of the participants themselves (a document created on the basis of the results of the study on ecology, biology, geography, agrochemistry, historical, literary and other nature; a program of action; recommendations and aimed at eliminating the identified inconsistencies in nature, society; a draft law; reference material; a dictionary of any special vocabulary, and so on).

Such a project requires a well-thought-out structure, even a scenario of all the activities of its participants with the definition of the function of each of them, clear results of joint activities and participation of each in the design of the final product. It is particularly important to organize the coordination work in terms of gradual discussions, adjustment of joint and individual efforts, organization of presentation of the results and possible ways of their implementation, as well as the organization of a systematic external evaluation of the project.

Due to the complexity of the tasks we have developed an indicative basis for the activities of students, although the research project involves a high degree of independence in its implementation. At the same time, it was necessary to consider the real conditions of the educational environment and the different starting level of preparedness of students in the language and special disciplines, which are taught in the Kazakh language. Of course, we relied on the experience of educational activities and knowledge gained by students in the study of the course “Russian language” (Kolesnikova, 2002).

Any concept is a product of activity, so it is impossible to teach it. However, it is possible to organize the learning process in such a way that the interiorization of activities will take place step by step and progressively. The mental function in the original material action becomes part of the mental process, being interiorized. The mental plane is not some empty vessel that can be filled with something. The internal plan is a continuous process that is in a state of formation. Each new mental action is based on experience, which is acquired through the interiorization of activities, and the transition "from outside to inside", according to Galperin, is the main mechanism for the formation of the mental plan. Galperin brought the main parameters of the action transformation: The level of performance; Measure of generalization; Completeness of operations; Measure of skill development. Execution levels can vary in complexity, depending on the tasks. The execution of a task can take place at three sublevels. These are the following actions: With material objects; With the help of speech, both oral and written; In the mind. The highest level of interiorization of activity is the ability to perform certain actions "in the mind" without using additional tools: a book, a calculator and so on (Galperin, 2000).

Outline work for the establishment of secondary text can be represented as follows: the structural scheme, secondary text > authentic secondary text > bibliographic description of the source text is compiled by algorithm of action > model-scheme secondary text> private secondary text.

Classes on the project were held in the mode of a weekly report of each student on the work done and discussion of its results. At each stage of the work, interim results were summed up, clarified, concretized and even changed the wording of the goal, objectives, themes or problems of the research.

This form of training allowed for genuine interactivity. The educational subject in the mode of interactivity of modern teaching should be designed not just as a certain system plus activities for its assimilation, but as a subject of student activity. Accordingly, the assimilation of knowledge will be carried out in the context of this activity, where knowledge will serve as an indicative basis of activity, means of its regulation, and activation of forms of organization of educational work of students – activation of the functions of recreation forms of assimilated content. Thus, the subject in interactive learning becomes dynamic, multiple, corresponding to the logic of the transition from teaching to professional activity.

As a result of the project activities, students demonstrated their skills:

1) justify the choice of the research topic and its relevance;
2) formulate the research topic;
3) distinguish between the topic and the problem of the study, object and subject of the study;
4) make a preliminary plan of the study;
5) work with sources of information: Internet resources, printed sources, catalogs, etc.
6) to carry out selection and compression of information;
7) analyze and compare information;
8) record information in abbreviated and expanded form;
9) describe information;
10) compile a Glossary and bibliography;
11) draw up the results of the research in traditional and creative form (multimedia presentation);
12) present the results of their research in oral and written form.

The project evaluation criteria were formed in accordance with the goals and objectives, the level of linguistic, communicative and professional competence. The following requirements were made for the final presentation: relevance of the research topic; correctness of the choice of research methods; necessary and sufficient depth of penetration into the problem; validity of the results; presentation of the results of the project and their argumentation; speech design: language and style of speech, free/non – free speech-based on the text/without reliance on the text; the ability to answer opponents` questions, conciseness and reasonableness of answers.

Conclusion

Considering the interactive forms of work as a component of the content of training and as a form of control (Chekina, 2016: 183-188), it can be concluded that it is intended not only to master each discipline, but also to develop the skills of independent work in General, in educational, scientific, professional activities, the ability to take responsibility, to solve problems independently, to find constructive solutions, the way out of the crisis, etc. The importance of the student scientific conference and research project as interactive forms of learning goes far beyond a single subject, and therefore requires interdisciplinary coordinated development of a strategy for the formation of a system of skills and abilities of independent work of future specialists.

In the conditions of joint activity, each student acquires the skills of social interaction, value orientations and attitudes inherent to the specialist for the development of professional creative thinking (Altaytsev&Naumov, 2002). At the same time, academic skills (cognitive, informational, developmental) are the result of theoretical training of the future specialist in the areas of subject, psychological, communication activities, and practical skills develop internal motivation to use interactive forms of learning.

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