

информационных технологий имеет огромную позитивную роль как средство повышения эффективности обучения и совершенствования методики преподавания языков.

УДК 81' 243:811.116.1
МРПТИ 14.35.09

Kublasheva Zh. S., Senior Lecturer, **the main author**, <https://orcid.org/0000-0002-6820-8591>
NJSC «West Kazakhstan Agrarian and Technical University named after Zhangir khan», Uralsk,
st. Zhangir khan 51, 090009, Kazakhstan, jkublasheva@mail.ru

METHODS OF LEVEL BASED TEACHING OF RUSSIAN LANGUAGE AS A NON-NATIVE LANGUAGE

ANNOTATION

The article notes that a multilevel approach to teaching Russian as a non-native language allows teachers to establish the learning process according to the competencies that a particular student speaking. Level based teaching of foreign languages has appeared in our domestic methodology and practice of teaching relatively recently in connection with new trends in teaching: a competence-based approach to teaching foreign languages, shifting the focus to individual study of a foreign language by students, the introduction of a point-rating system for evaluating the educational achievements of students. It is noted that the leading technology for teaching the Russian language in modern conditions is communicative learning, which develops all language skills – from speaking and writing to reading and listening. Grammar is mastered in the process of language communication. Active teaching methods are considered: the method of discussion, design, listening, role-playing games - which allows developing the creative abilities of students, developing their thinking and forming their skills necessary for a modern specialist.

The transition to multilevel education opens up new horizons in the methodology of teaching Russian as a non-native language, and improves the quality of education.

Key words: *Russian language, level education, competence, foreign language, communicative method, active methods.*

Introduction. Language education is an important component of the higher education system, it is formed on the basis of general cultural and professional competencies and contributes to the comprehensive and high-quality competitive training, highly qualified specialists.

The Russian language in our republic remains great importance – it is widely used in production, economics, science and technology, in the field of new technologies. The official status of the Russian language in Kazakhstan is defined as follows: “In state organizations and local self-government agency, the Russian language is officially used as the equal basis with the Kazakh language” [1, 2]. In addition, Kazakhstan is implementing a program of gradual introduction of trilingual education at all levels of education, since in the conditions of globalization and the openness of economy, the knowledge of Kazakh, Russian and English languages should become the key to the competitiveness of the future specialist [3]. Therefore, the practical course of Russian language is the obligatory subject for studying Kazakh language groups in Kazakhstan non-linguistic universities.

The level of Russian language teaching in a non-linguistic university is relevant in connection with new trends in teaching, such as: a competence-based approach to foreign language teaching, the changing accents to individual study of a foreign language by students, the introduction of point-rating system for evaluating students' academic achievements.

Level-based teaching of foreign languages in our regional teaching methodology and practice has appeared recently. Before that, methodologists and university teachers in their writings and in the learning process focused on the so-called average student [4].

The problems of level language teaching are considered in the works of a number of linguists [5, 6, 7, 8, 9], however, the issue requires further development of methodological unit of the level approach.

Materials and methods of research. The study was conducted on the basis of the study of

domestic and foreign scientific literature, the study of normative documents, pedagogical monitoring.

Research object – the methods used in the level technology of the Russian language teaching in higher school.

Since 2018-2019 academic year in accordance with the Language Education Concept of RK, with the Standard Curriculum of General Education disciplines cycle for organizations of higher and postgraduate education in Zhangir Khan West Kazakhstan Agrarian Technical University was introduced the level language training.

Results and their discussion. Level of language training is built in accordance with the level-based model of language learning according to the type of CEFR (Common European Framework of Reference) is a common European language competence: study, teaching, assessment, providing for the development of skills in four types of speech activity: listening, speaking, reading and writing [10]. Kazakhstan model of language teaching is not an analogue of CEFR, but takes this document as a basis and adapts its main ideas and provisions to the specific national conditions.

Currently, Russian-Kazakh bilingualism in Kazakhstan, historically prevailing in the Soviet period, it is replaced by Kazakh-Russian bilingualism or possession of only one Kazakh language, teaching Russian as a non-native language or as foreign language is becoming actually. From a methodological point of view, teaching Russian as a non-native and as a foreign language is equivalent, but differentiation of these concepts is necessary. This distinction is necessary, since the students are studying Russian language in a different language of environment.

It should be noted that the language situation and the natural language environment (family, communication with friends, etc.) in different regions of Kazakhstan are various, from here the different level of Russian proficiency among modern applicants. There are:

a) Bilinguals who grew up in a family where parents speak two languages (Kazakh and Russian);

b) Students whose parents are monolinguals; all family members speak only Kazakh. At the same time, outside the family, such students find themselves in a bilingual environment familiar to them, in which they are an active participant bilingual (this is typical for residents of megacities and cities);

d) Students for whom Russian speak as a foreign language in the family and in the environment (typical for residents of villages).

The level approach allows teachers to build the learning process according to the competencies in the process of Russian language learning that a specific student already speaks it.

The level of students' language competence is determined based on the results of the entrance diagnostic testing and an oral interview, and study groups of levels A1, A2, B1, B2, C1, C2 are created [11].

The combination of competencies for each level is different (A1, A2, B1, B2, C1, C2), they are described for each type of speech activity and in accordance with the above-mentioned international standards CEFR are determined by the program documents of the Republic of Kazakhstan. They are presented in the form of descriptors [12].

Level A1 (Beginner) is the lowest level of language proficiency, it assumes the use of Russian as a means of communication at the minimum permissible communicative level, in which students: take part in simple dialogues; can ask and answer simple personal questions about, who they are, where they live, about people they know, about what they have; they are able to start and make the simple conversation on a familiar or interesting topic; at the same time, the student relies on a limited set of memorized phrases related to a certain situation. At this level, much attention is paid to overcoming interference in the teaching of foreign language [13].

Level A2 (Elementary) students can use simple everyday polite forms of greeting and address; can ask to the partner how things are and respond to the answer received; can maintain an extremely brief conversation on everyday topics; ask and answer questions about what they do at work and in their free time; invite and respond to the invitation; discuss plans, what to do, where to go and arrange a meeting; make the offer and respond to the offer.

Level B1 (Pre-Intermediate). At this level, students can engage in dialogue and achieve communication goals in a number of different situations. For example, they understand the main content of the lengthy discussions taking place around them if they speak slowly and follow to the literary norm, they can express their opinions or ask to others in a friendly conversation; to express clearly and precisely the main idea of your statement; it is enough to use a large number of simple language tools fluently, to express the thought; to maintain the conversation or the discussion.

Level B2 (Intermediate). Students can effectively conduct a discussion: they can explain and defend their point of view, giving the necessary explanations and arguments, giving their own comments; express your point of view and urgent issue, giving arguments "for" and "against"; provide a justification for something; talk about the causes and consequences of certain events, build hypotheses; take an active part in discussions of familiar topics, etc. In addition, at this level, students can have a natural, relaxed conversation; understand in detail what they are being told in a literary language, even if it is noisy around; they can start a conversation, speak a conversation at the right moment, use substitute words (for example, "it's hard to say..."), to gain time and formulate an answer; they can participate in a dialogue with native speakers of the studied language without preparation and quite fluently; adapt to the change of direction, style, accents in conversation.

Level C1 is called "Professional Proficiency" level. Typical for this level is access to a wide range of language tools that allow communicating fluently and without training. Students can express their thoughts fluently and without preparation, almost without effort. They confidently possess a fairly extensive stock of lexical units that allow them to choose the right words depending on the situation, create clear, coherent oral speeches with the use of complex compositional models, connecting words and techniques.

Level C2 is called "Proficiency", does not imply the language competence of the student at the level of a native speaker. This level is designed to characterize the degree of accuracy and ease of the student in using language tools, which is inherent the most successful students. Students are able to express any details of meanings, using various techniques with a high degree of accuracy; they know a variety of idiomatic and colloquial expressions, if there are difficulties in using language tools, they are able to quickly and imperceptibly rephrase their utterance to others [12, p.30].

Level approach to teaching a language as a non-native / foreign language has a number of positive characteristics:

- 1) clear understanding of the ultimate goals for each of the language proficiency levels;
- 2) the possibility ensure of continuity training;
- 3) transparency and objectivity of students' knowledge assessment within each level;
- 4) the opportunity for the student to check and evaluate himself in accordance with the descriptors;
- 5) compliance with global trends in foreign language teaching [14].

In this regard, the level of Russian training discipline allows to pay attention to the peculiarities of learning Russian as a non-native language and to the principles and methods of teaching used in this process.

Level training is emphasized to the development of four types of speech activity skills (listening, speaking, reading, writing).

The leading idea of teaching Russian in modern conditions level approach, - strengthening the communicative orientation of the course - remains a priority. The study of Russian language is carried out on the material of reflecting history of texts, culture, economics, politics, which help students to comprehend and understand the surrounding reality, events and phenomena. In this regard, it is necessary to observe the integrated approach to the education, development and upbringing of students, as a result, in addition to mastering grammar, the skills and abilities of students in various fields of communication are developed and improved.

The leading linguodidactic principles in teaching of Russian language as a non-native language are communication and complexity.

Each lesson of Russian language is the integrated, complex, communicative, that is, a lesson of speech development. In the field of Russian language teaching as a non-native language, such lessons are called communicative.

The founder of communicative teaching technology of foreign languages is Professor E.I. Passov, the author of works "Fundamentals of communicative methods of foreign language communication teaching" and "The development of individuality Concepts in the dialogue of cultures".

Communicative learning develops all language skills - from speaking and writing to reading and listening. Grammar is mastered in the process of communicating in a language: the student first remembers words, expressions, language formulas and only then begins to understand what they are in the grammatical sense. The goal is to teach the student to speak Russian not only fluently, but also

correctly. The technology of communicative learning, therefore, can be understood as a set of ways and means of developing language skills, consistently implemented in the learning process. The basis of communicative learning is based on the ideas of communicative linguistics and psychological theory of activity, which were subsequently implemented in the communicative-activity approach to language teaching (today it is one of the leading approaches of teaching in Kazakhstan).

According to E.I. Passov, "Communication presupposes a speech orientation of the educational process, which consists not so much in the fact that a speech practical goal is pursued (in fact, all directions of the past and present set such a goal), as in the fact that the path to this goal is the very practical use of language. Practical speech orientation is not only a goal, but also as a means, where both are dialectically interdependent" [15].

The main goal of such training is not so formation of grammatical competence (the ability to competently build phrases and sentences, correctly use and coordinate tenses, knowledge of parts of speech and knowledge of how sentences of different types are arranged), as communicative [16]. Undoubtedly, grammatical competence is important, but the communicative approach focuses on the use of grammatical rules in real communication in Russian language. Communicative competence includes the ability to use language for various purposes and functions, to create, read and understand texts of various types and characters, to maintain a conversation with a limited lexical and grammatical base. The communicative approach, first of all, focuses not only the correctness of language structures, but on such parameters as awareness of possible options for the development of dialogues, the achievement of a common communicative goal, the development of the skill paraphrasing. During such training, the teacher does not give lectures and does not formulate rules using grammatical terms, but, as a rule acts as an assistant.

Audiovisual materials, various visual aids, and technical equipment occupy a large place in the modern lesson. Tables, pictures, films, computer presentations should organically maintain into the structure of the training session, to help introducing new material, to consolidate and control assimilation.

Active teaching methods also play an important role. For example, the method of discussion (dialogue, conversation) is one of the methods of teaching the Russian language as a non-native language. Students can ask and answer questions on regional, social, everyday topics, and are interested in the grammatical rules of Russian language. They should always discuss of some concepts, problems, topics, etc. Thus, there will be a better assimilation of the educational material.

Traditional scheme: teacher's explanation – students' notes - students' reproduction of the material submitted by the teacher's traditional methods (writing grammatical models, "direct" memorization of words and constructions, or even whole texts, performing a significant number of written exercises, etc.) - all this will not give such effectiveness for understanding and using the Russian language as a simple discussion, namely:

- Students' questions to the teacher on the topic of the lesson;
- Assimilation of new material (lexical, grammatical or phonetic) in the form of dialogues and monologues;
- The performance of written tasks should be accompanied by comments (for example: why this particular word fits in this sentence, why this particular grammatical form, and not another, etc.) and correction of errors [17].

It does not make sense to constantly checking written tasks, assignments (it is advisable to do this only during the final control of the knowledge level of foreign students). Most students will not understand mistakes. Commenting and explaining both the teacher and the students, will be able to immediately identify weaknesses and strengths in their knowledge.

The project method. The project method helps to perform many tasks and achieve success in learning Russian language as a foreign language more effectively.

You should work with international students on such projects:

- video;
- city tour (script creation, video recording of the tour, self-dubbing of the video);
- interviews and questionnaires on various topics, which are arranged in the form of tables or PowerPoint presentations;

- project works related directly to the professional sphere of students' activities [18].

Thus, according to the idea of educational project technology, the role of teacher is to promote and create students critical thinking development.

The method of listening. In the methodology of foreign language teaching, listening was considered a passive type of speech activity. Only reason to the research of American scientists J. Asher and S. Krashen, whose ideas were formed the basis of popular modern methods of learning foreign languages (understanding - achievement - before reproduction // comprehension - before - production), listening has become an active type of speech activity.

The process of listening skill formation involves the following three programs:

1. Listening during the introduction of new material, when sound images of new language elements are formed especially intensively. In this program, much attention is paid not only to the understanding of what was heard, but also to the conscious perception of the phonetic and acoustic features of these language units.

2. Listening as the element of dialogical speech. This program is passing in terms of the formation of speaking skills in fact, it is conditioned by necessity – there is no communication without listening.

3. Listening as a special kind of exercises, that is, as the special program. It's about listening to the teacher's or speaker's speech, including both dialogues of different persons and monologue texts (stories, reading stories, etc.).

The basis of listeningact is the educational and speech situation [19]. The subject of this meaning - auding text, and the communicative task expresses the purpose of listening. This is the nodal component that defines of communication.

Thus, using the listening method, the teacher not only teaches students to perceive speech by ear, but also develops students' speech.

The role-playing method. Role-playing is an active method of teaching, the means of developing students' communicative abilities. Role-playing is closely related to the interests of students, it is a means of emotional interest of students, motivation of their educational activities.

The role-playing games are an active method of teaching practical language proficiency, helping to overcome language barriers of students, significantly increasing the volume of students speech practice. In other words, it is learning through discussion. Today there are many different types and forms of role-playing games in the classroom of Russian languages as a foreign language [20]. The role-playing method especially helps in the study of new lexical topics. So, for example, you can use the role-playing game "At the interview", where students take on the role: the employer and the worker.

Conclusion. Thus, the transition to level based teaching opens the new horizons in the methodology of Russian language teaching as a non-native language, allows them proving of education quality.

In practice, various technologies and methods are combined and used in the process of Russian languages teaching as a non-native language. Experience shows that there is no one ideal method for Russian language learning as a non-native language. The communicative approach in Russian language teaching is one of main approach as a second language, allows to develop all language skills - from oral to written speech, and reading to listening.

Active teaching methods also play an important role, allowing to awaken the students creativity, to develop their thinking skills are necessary for modern society.

REFERENCES

- 1 Constitution of the Republic of Kazakhstan : adopted at the republican referendum on August 30, 1995. Article 7. [Electronic resource] URL: https://adilet.zan.kz/rus/docs/K950001000_
- 2 On languages in the Republic of Kazakhstan : Law of the Republic of Kazakhstan dated July 11, 1997 N 151. Article 5. [Electronic resource]. URL: https://adilet.zan.kz/rus/docs/Z970000151_
- 3 Ahn, E. S. English language choices in Kazakhstan and Kyrgyzstan/E.S. Ahn, J.Smagulova // World Englishes. – 2022; 41:9–23. <https://doi.org/10.1111/weng.12552>
- 4 Rozhina, T. D. Level teaching of foreign languages at the university : current problems

/ T.D. Rozhina, O.S. Stepanova // Vocational education in Russia and abroad.. – 2018. – №3 (31). – P.132-141. URL: <https://cyberleninka.ru/>

5 Bosova, L. M. Level strategies for teaching a foreign language at a university [Electronic resource] / L. M. Bosova // Interactive science. – 2017. – № 7 (17). URL: https://interactive-science.media.ru/article/461933/discussion_platform

6 Ikonnikova, A. N. Level teaching of a foreign language as a tool for the modernization of language education at the university / A.N. Ikonnikova // Modern Pedagogical Education. – 2019. – №12. – P. 51-53. URL: <https://cyberleninka.ru>

7 Ikonnikova, A.N. Teaching and assessment of knowledge in English taking into account the requirements of international standards / A. N. Ikonnikova, M. B. Sidorova, K. I. Fedorova // Scientific electronic journal "Meridian". – 2017. – Issue No. 8 (11). – P. 1-6.

8 Sarsembayeva, A. A. Formation of multilingual competence of students in a technical university / A. A. Sarsembayeva, K. M. Nagymzhanova, L. S. Baimanova // Bulletin of KazNU. Philological series, [S.l.], v. 184, n. 4, dec. 2021. URL: <https://philart.kaznu.kz/index.php/1-FIL/article/view/3637>

9 Segizbaeva, N.K. Methods of level teaching of the Kyrgyz language for bachelor students : abstract of the dissertation for the degree of candidate of pedagogical sciences./N. K. Segizbaeva. –Bishkek. – 2020. – 27 p.

10 Fakhretdinova, G., Zinnatullina, L. M., Galeeva, F. T., Valeeva, E. (2022). The CEFR for languages: Research perspectives in foreign language teaching in engineering university. doi:10.1007/978-3-030-93907-6_24 Retrieved from www.scopus.com

11 Beishkhanova, S. A. On the issue of determining the level of language training of students in a technical university / S. A. Beishkhanova, N. A. Svich // TSPU Bulletin. – 2017. – № 12 (189). – P. 81-84

12 Guidelines for the level teaching of the Russian language in schools with a non-Russian language of instruction. – Astana: NAO named after I. Altynsarin, 2019. – 108 p.

13 Kabylova, A. Interference of cultures: Turkic and slavic languages (lexical level of kazakh and russian). / A. Kabylova, R. Aidana // Studies in Media and Communication, 2022. – №10 (1). – P. 52-62. doi:10.11114/smc.v10i1.5491

14 Manakhova, E. B. Level approach to teaching foreign languages at the university as part of professional training / E. B. Manakhova // Young scientist. – 2015. – №. 21. – P. 805-807.

15 Passov, E.I. The concept of communicative foreign language education (theory and its implementation) : methodical manual for Russianists. / E.I. Passov, L.V. Kibiyeva, E.Kollarova. – St. Petersburg: "Zlatoust, 2007. – 200 p.

16 Alzhanova, A., Chaklikova, A. (2021) Multilingual Education: Development of Professional Foreign Language Communicative Competence of Students in a Digital Environment. doi: 10.4018/ijwltt.294572 // International Journal of Web-Based Learning and Teaching Technologies. – Volume 17. – Issue 1. – P. 1-13

17 Dovgy, I. Methodology of the lesson of Russian as a foreign language. / I. Dovgy. – M.: IKAR. – 2015. – 226 p.

18 Fedotova, N.L. Methods of teaching Russian as a foreign language. / N.L.Fedotova. – M.: Zlatoust. – 2013. – 192 p.

19 Protsik, I. Language and culture in a philological university. Actual problems of studying and teaching. / I. Protsik. – M.: State Institute of the Russian Language named after A.S. Pushkin, Philomatic, 2006. – 288 p.

20 Byakovskaya, N. Role situational exercises in teaching foreign languages. / N. Byakovskaya. – M., 2014 –160 p.

ТҮЙІН

Орыс тілін ана тілі емес ретінде оқытудың деңгейлік тәсілі оқытушыларға оқу процесін білімалушының бұрыннан бар құзыреттіліктеріне сәйкес құруға мүмкіндік береді. Отандық білім беру тәжірибесінде шет тілдерін деңгейге бөліп оқыту жақында пайда болды, оған себеп болған оқытудағы келесі жаңа тенденциялар: шет тілдерін оқытудағы тәсілдердің білімалушылардың құзіреттілігіне негізделуі, шет тілін меңгеруде студенттердің назарын

өзіндік жұмысқа ауыстыру, білімалушылардың оқу жетістіктерін балдық-рейтингтік жүйесі бойынша бағалау.

Қазіргі жағдайда орыс тілін оқытудың жетекші технологиясы ретінде барлық тілдік дағдыларды дамытатын коммуникативті әдіс болып табылады. Ал грамматика сол тілде қарым-қатынас құру процесінде игеріледі. Мақалада қарастырылып отырғаноқыту белсенді әдістері: пікірталас әдісі, құрастыру, тыңдау, рөлдік ойындар – оқушылардың шығармашылық қабілеттерін, олардың ой-өрісін дамытуға және заманауи маманға қажетті дағдыларын қалыптастыруға мүмкіндік береді.

Деңгейлік оқытуға көшу орыс тілін ана емес тілі ретінде оқытудың жаңа көкжиектерін ашып, білім сапасын арттырады.

РЕЗЮМЕ

Уровневый подход к преподаванию русского языка как неродного позволяет педагогам выстраивать процесс обучения согласно компетенциям, которыми уже владеет конкретный обучающийся. Уровневое обучение иностранным языкам появилось в нашей отечественной методике и практике преподавания сравнительно недавнов связи с новыми тенденциями в преподавании: компетентностный подход к обучению иностранным языкам, перемещение акцента на самостоятельное изучение иностранного языка студентами, введение балльно-рейтинговой системы оценивания учебных достижений обучающихся.

Ведущей технологией обучения русскому языку в современных условиях является коммуникативное обучение, развивающее все языковые навыки. А грамматика осваивается в процессе общения на изучаемом языке. Рассмотрены активные методы обучения: метод обсуждения, проектирование, аудирование, ролевые игры – которые позволяют развивать творческие способности студентов, развивать их мышление и формировать у них умения, необходимые для современного специалиста.

Переход к уровневому обучению открывает новые горизонты в преподавании русского языка как неродного, позволяет повысить качество обучения.

УДК 378
МРНТИ 14.09.35

Муталова Дж. С., аға оқытушы, гуманитарлық ғылым магистрі, негізгі автор, <https://orcid.org/0000-0001-5614-938X>

«Жәңгір хан атындағы Батыс Қазақстан аграрлық-техникалық университеті» КеАҚ, Жәңгір хан көшесі, 51, Орал қ., 090009, Қазақстан Республикасы, mutalova.dzhanargul@mail.ru

Mutalova Dzh. S., Senior lecturer, Master of Humanitarian Sciences, the main author, <https://orcid.org/0000-0001-5614-938X>

NJSC «West Kazakhstan Agrarian and Technical University named after Zhangir khan», Uralsk, st. Zhangir khan 51, 090009, Kazakhstan, mutalova.dzhanargul@mail.ru

ЖӘҢГІР ХАН АТЫНДАҒЫ БАТЫС ҚАЗАҚСТАН АГРАРЛЫҚ - ТЕХНИКАЛЫҚ УНИВЕРСИТЕТІНІҢ ТАРИХЫ: ҚАЛЫПТАСУЫ ЖӘНЕ ҚАЗІРГІ ДАМУ БАҒЫТТАРЫ HISTORY OF ZHANGIR KHAN WEST KAZAKHSTAN AGRARIAN TECHNICAL UNIVERSITY: FORMATION AND CURRENT DEVELOPMENT DIRECTION

Аннотация

Мақалада Жәңгір хан атындағы Батыс Қазақстан аграрлық-техникалық университетінің құрылуы мен қалыптасуының негізгі кезеңдері және қазіргі даму бағыттары қарастырылады.

Қазақстан Республикасының үдемелі индустриялық-инновациялық дамуының 2010-2014 жылдарға арналған мемлекеттік бағдарламасы шеңберінде машина жасау, мұнай-газ секторы, азық-түлік өндірісі және ауыл шаруашылығы салаларын дамыту мақсатында аймақтық экономика үшін аграрлық-техникалық мамандарды сапалы даярлауға үлкен мән