

Psychological and Linguodidactic Foundations of Using Computer Technologies in Teaching Russian as a Foreign Language

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Abstract: Issues of didactic conditions for the organization of the learning process have been quite problematic for teachers since they are directly related to the quality of the presentation of the educational material and to the outcomes of training. At present, the use of visual aids in teaching partially helps to solve this problem. In this article, it is proposed to consider the psychological basis for using the principle of visibility in teaching languages for special purposes to foreign non-philology students. The authors attempt to justify the appropriateness and necessity of using computer technologies as linguodidactic tools for visualization of educational information in teaching Russian as a foreign language. Visibility in teaching plays a significant role in understanding the mental image that the learner creates in the process of perception, memorization, thinking and imagination. The use of visual aids in the learning process contributes to the development of cognitive skills. All this determines the scope for the search for new methodical techniques. The modern interactive multimedia visualization system of Russian grammar "VisuGramm", being developed by a group of scientists under the guidance of prof. F. Wenzel from 1993 to 2001 is given as an example. It has been tested at the Department of natural-science and technical Russian language at the University of Hanover and is successfully used in language teaching of international non-linguistic students in Derzhavin Tambov State University and Tambov State Technical University.