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THE INNOVATIVE IMPORTANCE OF LINGUAL-METHODIC SIMULATORS

ИННОВАЦИОННАЯ ВАЖНОСТЬ ЛИНГВО-МЕТОДИЧЕСКИХ ТРЕНАЖЁРОВ

Abstract

The article describes the key points for the transition from traditional teaching into the modern electronic format and the impact of the Internet on the formation of a new vision of education and lifestyle. The author introduces e-educational tools like the actual and innovative lingua-didactics in Teaching Russian as a Foreign Language. Under the influence of electronic innovation, digital and telecommunication technologies form the new information society with new laws of life and new requirements for professional competence. The main features of modern society are multilingual, cross-cultural, and tolerance. Also, the author discussed the audiovisual method which arose from the needs optimally rapid language acquisition based on the creation of authentic background of language learning, which is absorbing spoken language. The key point of this technique is to create a teaching and learning tools, taking into account the semantics of the national language picture of the world, which finds its expression in the segment (lexical, morphological, syntactic and morphological) and super-segment (phonetics and intonation) linguistic levels. The new generation of e-learning tools is the **lingua-methodic simulators**, which help to automate the lexical and morph- syntactic abilities for the development of various skills: communication, speech, grammar, etc.

Keywords: informatization of language education, telecommunication technologies, e-pedagogy, audiovisual method, natural language environment, *audio dubbing*, lingua-methodic simulators.

Introduction. The last quarter of the twentieth and early twenty-first centuries is characterized as a point of change in the development of civilization. This is due to the unprecedented leap of scientific and technological progress of mankind's transition to new forms of information-based electronic, digital and telecommunication technologies.

Theory. Global society is undergoing significant changes in terms of getting information. Traditional media vehicles - newspapers, radio and television are moving to broadcast in digital format. There is a powerful process of integration in all spheres of our life, which is associated with Internet technology, not only by means of media, but also mobile communication, transportation, architecture, and even household appliances.

Gradually, many electronic devices have changed our way of life and transformed the workplace of each expert, including the teacher. The productivity of electronic devices is many times the performance of their analog predecessors.

Data and methods. Today, we no longer say "post office" naturally, instead we use «e-mail». The new generation does not understand the hike in post offices that would order the phone calls, send a telegram, fax, money order, pay for utilities and other payments to make a purchase. Why is it? There are more effective and inexpensive tools - email, online banking, the instant exchange of information (ICQ, Skype, etc.).

Today, with the rapid technologization of life, jobs and job training of teachers and students the situation has escalated to such an extent that we can talk about a new style of life, work, leisure, and education - including a language.

Changes in life style are most clearly reflected in language. The most commonly used are often the following words and their derivatives "electronic" and "technology": e-library, e-book, e-money, electronic tickets, online store, digital camera, e-document management, e-government, e-commerce, e-health, electronic technology, digital technology, communications technology, educational technology, e-pedagogy, electronic lexicography, e-lingual-didactics etc. "The Internet creates a new universal space for information sharing, collaboration, and commerce. It provides a new medium that takes the immediacy and spontaneity of technologies such as the TV and the phone and combines them with the depth and breadth inherent in paper communications. In addition, the ability to find information and match people with common interests is completely new." [6]

The development of the Internet and network technologies will be an important factor in the globalization. Under the influence of electronic innovation, digital and telecommunication technologies form the new information society with new laws of life and new requirements for professional competence. The main features of modern society are multilingual, cross-cultural, and tolerance.

The present stage of informatization of language education is aimed at redefining the content and methods of teaching foreign languages in the new information and educational environment of the online world.

For modern linguistics it is important to study the language environment, which is a specific objective given of a specific historical period.

E-pedagogy is a scientific field, which is based on a fundamental knowledge of classical pedagogy and innovative methodologies and techniques are designed to realize the educational and training processes in the electronic environment.

Audiovisual method arose from the needs optimally rapid language acquisition based on the creation of authentic background of language learning, which is absorbing spoken language.

The novelty and relevance of the audiovisual method is not only that Methodists and teachers have awarded of the importance of the visual and auditory clarity, but mostly they have to take responsibility for the reliability of the visual and auditory range and essentially abandon the selective use of visual and aural clarity. Only a synthesis of visual and auditory perception can ensure the successful assimilation of foreign language.

In this regard, I. A. Orekhova identifies as the first objective attribute of the natural language environment –*an authentic visual imagery*, and as the second – *an authentic natural audio - dubbing*.

The author substantiates the need for the concept of disengagement *auditory* presentation and the *natural audio-dubbing*. Under the auditory visibility is understood as a complex audio material used in the period of learning a foreign language. The *natural audio-dubbing* - is more extensive and effective substance. If the scope of auditory visibility is a classroom, then audio dubbing language environment affects the subject everywhere from the first to the last minute of his stay in the language environment.

We refer to the *audio dubbing* the spoken language of native speakers: audio messages in transport, radio and television programs, films, performances. The natural audio-world surrounds a foreigner, who came to the country of the studied language. In other words, all non-native speakers' communicative actions occur in and on national-specific sound background. Educators are primarily interested in learning audio and visuals potential of the language environment. As you know, the subject learns his mother tongue, while the perception of visual and auditory images.

The practice shows that this way of learning language is extremely effective. In the linguistic environment, learning materials can be assimilated in the same way. That is, the process of learning a foreign language is correlated with the accumulated experience in the process of learning their mother tongue. There is no doubt that, in its pure form to repeat the process of learning a foreign language by native scheme is very difficult. [9]

The rapid metamorphosis of educational environment creates new conditions for interpersonal communication; new forms of organization; management and presentation of teaching material and learning tools acquire new lingua-methodic properties, scientific and methodical study of which is in the initial state.

The changed global scientific and technical realities, the development of language in a new

environment have caused not only the formation of electronic disciplines, but also the development of language teaching methodology. For example, one of the innovative techniques was ethnically oriented methods.

The key point of this technique is to create a teaching and learning tools, taking into account the semantics of the national language picture of the world, which finds its expression in the segment (lexical, morphological, syntactic and morphological) and super-segment (phonetics and intonation) linguistic levels.

We should note a decisive role of the Internet, which in today's global society continues to increase, thus increasing and intellectual level of the user, its growing needs for scientific and educational life of the Internet.

Advanced users, we include a new generation of teachers and students, are increasingly using dictionaries and translators for intercultural communication in the network for distance learning, search information on the Internet, learn foreign languages, and etc. The emergence of numerous multilingual dictionaries, translators provide instant translation of words, phrases, and even web-sites, is truly an epochal leap in electronic lexicography and in the methods of teaching foreign languages.

The new generation of e-learning tools is natural tools for teaching modern foreign language, which is able to free teachers from the routine work and help to organize the educational process more effectively than traditional teaching methods. **The lingua-methodic simulators** are able to sharpen speech and grammar competences, for example, when developing case endings, verb conjugation, vocabulary study, the formation of articulation base of the studied language, and much more. The development of lingua-didactic simulators has led to the fact that we can talk not only about how to use them to automate the lexical and morph- syntactic abilities, but also for the development of various skills: communication, speech, grammar, etc.

Research and Methodological vector of pedagogy, didactics, and linguistics has shifted to the scope the study of innovative properties of the Web page - basic format search, transmission, storage, processing, protection and management of professional- oriented array of pedagogical content. Reforming pedagogy and didactics are considered by researchers in the educational aspect of the creation of modern technologies, which provide a transition from the formal - disciplinary to the problem- active, heuristic type of training.

Active development and dissemination of information and communication technologies marked the beginning of change in the system properties of *the learning environment*. In modern literature, the definition of the learning environment into the information age is changing. In various scientific papers, new terms those define the information **environment for learning**.

Informational and educational environment (A.A. Ahanyan), information and subject environment (Robert IV , TN Shalkin) , didactic information and subject environment (V.M. Monks) , a virtual learning environment (ZH.N. Zaitseva, A.A. Kalmyks , V.P. Kulagin , A.N. Bogomolov), information and training environment (E.S. Plat , A.A. Andreev , D. Smolin , N.A.

Moyseenko) integrated teaching learning environment (O.P. Kryukov), multimedia interactive learning environments (O.I. Rudenko-Morgun , G.E. Kedrova, Bovtenko M.A.) , teaching an integrated informational environment (L.A. Dunaeva), information and educational environment (A.D. Gartsov), etc.

But, despite the difference in the terminology of many researchers, they all have a common definition, which was formed by academic I.V. Robert: "Information environment includes a plurality of objects and the relationships between them, the tools and technologies for the collection, storage, transmission, processing, production, and dissemination of knowledge itself, as well as organizational and legal structures that support information processes. Society, creating an information environment it operates, changes, improves it. » [11]

Informational environment, which is proposed by Internet resources, integrates a number of components: video, audio, multimedia, text books, electronic learning games (in the target language), lexical and grammatical e-simulates, etc. They become an effective lingua-methodic tool for teaching language because visibility (including sound), from the point of view of lingua-psychology, is a powerful factor in the mastery of foreign languages, in the particular case, Russian. So, the creation of audio-visual method was very effective and in timely.

Conclusion. We can conclude that the integration of learning information of different nature within a single representation format, which is a web page. The lingua-methodic is a powerful factor in the development and study, which is a top priority of e-linguistics and language teaching theory.

The creation and active implementation of lingua-didactic simulators into practice of teaching Russian as a foreign language, will promote the development of new methods of learning the language in electronic format, and will be an impetus and motivation of studying Russian language in the global society.

The subject of this research is lingua-methodic simulators. They provide an opportunity to sharpen grammatical and lexical competence without participation of the teacher. Students will be able to use audio-visual games to practice their grammar or vocabulary skills. The author dedicated her work to the creation and description of the utility of lingua-methodic simulators.

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