О КОНЦЕПЦИИ ДИСТАНЦИОННОГО КУРСА ПОВЫШЕНИЯ КВАЛИФИКАЦИИ «МЕТОДИКА ПРЕПОДАВАНИЯ РУССКОГО ЯЗЫКА КАК ИНОСТРАННОГО (РКИ): ТРАДИЦИИ И ИННОВАЦИИ»

Аннотация

В статье обосновывается подход к построению дистанционного курса «Методика преподавания русского языка как иностранного (РКИ): традиции и инновации» для повышения квалификации преподавателей русского языка как иностранного. Благодаря многолетнему опыту подготовки преподавателей РКИ и обучения иностранцев русскому языку определены темы, которые, с одной стороны, являются базовыми, а с другой стороны, вызывают определенные трудности в процессе преподавания русского языка как иностранного. Цель курса «Методика преподавания русского языка как иностранного (РКИ): традиции и инновации» — ознакомить преподавателей-русистов с традиционными методами обучения РКИ и новейшими исследованиями проблем преподавания РКИ. Предлагаются авторские учебные материалы, разработанные специально для слушателей дистанционного курса. Полученные знания слушатели курса могут непосредственно использовать в своей практике.

Ключевые слова: дистанционный курс, русский язык как иностранный, повышение квалификации, авторские учебные материалы.

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Subject of study.

The remote course "Methods of teaching Russian as a second language (RSL): traditions and innovations" is developed specially for teachers of Russian as a Second Language who want to improve their skills. The main goal of this course is to introduce teachers of Russian to traditional conceptions of RSL learning and the latest studies of problems at teaching RSL. Participants can immediately use the knowledge acquired from this course in their teaching practice. The years of experience of RSL teachers at St. Petersburg State University and who teach Russian to foreigners helped to identify the themes that on the one hand are basic, and on the other hand, they cause certain
difficulties for RSL teachers. Study materials. During the course, participants receive information about the following pedagogical functions of RSL teacher (according to V. Molchanovskiy) [1]:

1. Communication-teaching (the ability to achieve practical goals of training and knowledge about the communicative, speech and language content of the subject of study — "Russian as a second language").

2. Information-retranslating (the ability to perceive, select, transform, and transmit information intended for the student digestion).

3. Motivation-challenging (the ability to focus on the student as an active subject of the educational process and to select the situation determined curricular activities).

4. Instrument-adapting (the ability to use the appropriate means for study).

5. Self-realization and self-development functions (the ability of self-understanding, the ability to understand the activities of the learning process, to manage and put in perspective the professional actions, the ability of professional self-education, self-learning and self-education).

The development of the teacher’s personality and his/her professional qualities are complicated by the limited timeframe under the conditions of remote education. This supposes the greater amount of individual work of students and the optimal organization of learning process which should help to build primary forms of RSL teacher competencies as much as possible. Taking this into account, the remote course provides the work with scientific texts relating to this section (mandatory and optional). After reading the text, students perform control tasks and exercises. This approach results in a true practical orientation of this course that necessitates the need for representation of the learning process as the activities related to the solution of professional and pedagogical objectives that serve as units of teaching. According to modern methodists, the