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## An Algorithm for the Integration of Information and Communication Technologies in Teaching Languages for Special Purposes (the Example of Russian as a Foreign Language)

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### Abstract

This article is dedicated to the integration of information and communication technologies (ICT) in the process of teaching Russian as a foreign language for special purposes at an advanced stage of studying for students of non-linguistic disciplines. Based on many years of teaching experience in a virtual environment, the authors show forms of successful organization of the educational process provide tactics and a strategy for studying using presentations, video lectures and webinars, as well as teaching aids based on the electronic platform MOODLE. The developed algorithm of a mixed model of teaching enables good use of the potential of information and communication tools in the practice of teaching the Russian language for special purposes (economics and finance specializations).

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### 1. Introduction

Information technologies have radically changed the approach to teaching in terms of learning and digestion of

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knowledge and skills of students. There has been a mode delivery transformation of teachers' knowledge and skills. The rapid development of ICT and its wide use in the teaching of Russian not only expanded the competence of language teaching, but also led to the formation of a new trend: e-linguistics (or computer linguistics). The main purpose of e-linguistics is to provide a theoretical and practical base for language teaching in the new conditions of the information society (Khromov, 2014). The electronic language teaching in our study converts the spontaneous process of informatization of theory and practice of teaching Russian into a scientific system managed by teachers and linguists.

Strategy and tactics, as well as the practice of integration of ICT in teaching Russian as a foreign language (RAFL) at an advanced stage has been actively discussed in the modern methodological literature over the past 15 years (Bogomolov, Dunaeva, Nikolenko, Azimov, Garcov, Tryapelnikov, Khromov, and others), but at the same time the teaching the Russian language for special purposes to students of non-linguistic specialties is being neglected; the accumulated experience is still little recorded in the academic and methodological literature.

Teaching RAFL at the present stage requires a significant increase in the amount of independent work of students. This requires a reconsideration of approaches to methodologically support students' work. Today, the teacher and the student have an equal opportunity for the organization of the educational process with the use of electronic media. At first it is necessary to determine the understanding of virtual learning environments, as there are various approaches to this problem in the academic and methodological literature.

We accept A. N Bogomolov's definition as a basic working approach: "The virtual learning environment is a unified information training field, which enables the full realization of a complex of innovative individual-centered learning technologies aimed at remote pedagogical contact, providing a high degree of student's autonomy in choosing the trajectory of learning, self-control of the chosen path of learning and that encourages self-evaluation of educational achievement "(Bogomolov, 2013, p. 32).

In non-philological practice, Russian language proficiency for a foreign student is a necessary communication tool for future professional communication. In order to solve various communication tasks in teaching and professional spheres of socializing, a student should possess the following professional competences:

- analyze and interpret professionally-oriented information contained in authentic texts and documents;
- realize the collection, analysis and processing of data which are necessary for solving professional tasks;
- organize the activity of a small group created for the realization of a certain educational project;
- use modern technical means and information technologies etc. for solving communicative tasks (Skorikova & Orlov, 2013).

The most important aspect of teaching the Russian language for special purposes to a foreign student in Russian higher education is the development of language-communicative competence in the chosen specialty and preparation for independent professional activity in Russian. (Levicheva, 2012, p.107).

It is obvious that the process of teaching RAFL, focused on the learning by students of the above competencies, is impossible without the use of modern IT tools. The use of these tools, among other things, leads the learning process in one line with the current level of technological development of society, as well as allows us to synchronize the study of RAFL with teaching professional disciplines. In this regard, we consider it expedient to speak not only about the use of ICT in teaching Russian as a foreign language, and more specifically the integration of ICT in teaching foreign students the language of their specialty (as in the case of a specialization in economics).

## **2. The algorithm of using ICT in the process of teaching the Russian language for special purposes**

These are the following tasks for a teacher at classes of the Russian language for special purposes at an advanced stage of learning (level B2):

- formation of language and speech writing components of professional communication (teaching scientific text's compression, the ability to find supportive keywords in a scientific text, the ability to write theses, title slides, the ability to organize material);

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