

II. THEORY AND PRACTICE OF USING INSTRUCTIONAL TECHNOLOGIES



HEURISTIC APPROACH TO THE LANGUAGE TRAINING FOR FOREIGN STUDENTS

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Summary. The article discusses the heuristic approach to the language training for foreign students in the context of modern Belarusian higher education. The author defines the prerequisites and goals of the heuristic approach usage and its importance for learning languages. The author shows that heuristic teaching methods usage significantly increases the effectiveness of students' learning the Russian language, and develops student's independence and creativity.

Keywords: pedagogy; heuristic approach; language training; Russian language.

Nowadays we live in the conditions of constantly increasing flow of information that permeates all areas of human life. In education it becomes necessary to develop a personality capable of self-development and self-improvement, lifelong education, who can apply knowledge to analyze events and solve problems. The teacher should correctly “tune” the students, develop their emotional-value attitude to the reality and form the ability to navigate the information flow. For this, it is necessary to make the educational process, so as to develop students' mental and creative activity. The ideal result of teaching on such conditions is to achieve the level of cognitive activity development, when students are able to identify a problem themselves, find solutions to it and monitor and evaluate the results of their work.

Teaching Russian as a foreign language is an essential element in the system of foreign specialists training in educational institutions of the Republic of Belarus. The program for the subject “Russian as a foreign language” declares that foreign students should <...> learn Russian as a means of intercultural, interpersonal and professional interaction in the socio-cultural, official-business, professional and everyday areas of communication in unlimited range of communicative situations and topics of communication [4]. This goal is consistent with the concept of the quality of education, which in modern conditions, when foreign specialists training is of political, economic and social importance for Belarus and serves to implement one of the strategic objectives of higher education – export of educational services.

In the context of teaching foreign students the Russian language to achieve the goal is complicated due to the fact that the process of adapting for-

eign students to their new learning and life conditions is often complicated because of a number of educational difficulties. All foreign language learners pass the initial stage of training. The beginning of any discipline studying is a key stage, because cognitive interest, the basic concepts of the subject and the terminology are formed at this time. Difficulties in teaching Russian as a foreign language are also associated with an overloaded curriculum, an insufficient number of hours devoted to learning the Russian language, which, due to lack of time, entails filling” students with the maximum of grammatical models suitable for using them in various communicative situations. In such a situation the leading position belongs to the teacher, who “brings” the student to an already well-known result, which does not contribute to the disclosure of his personal qualities. Such an education has a reproductive character and is monologous [2, 3].

During teaching foreign students the Russian language there is a danger of "loss" a student's personal identity. The life experience of each person is unique and, therefore, we react differently to the outside world. By offering ready-made models at the lesson we deprive students of such a reaction possibility. There is such an “introduction” of externally given cultural content into the student's inner world. This allows us to detect a contradiction between the specifics of the existing multicultural educational environment and reproductive methods of mastering new knowledge.

Modern pedagogy allows us to use many different teaching methods. In the context of teaching foreign students a contradiction appears. It is a contradiction between the realization of necessity to orient the educational process towards the development of students' ability to independent knowledge, creative and heuristic activity, which allows us to talk about the relevance of heuristic teaching methods. Heuristic teaching cannot replace traditional teaching methods, but its skillful usage contributes to the effective development of a student's creative abilities. Heuristic teaching involves the rejection of specific prepared knowledge, as well as its reproduction. Education is based on an independent search for information, which in modern life and scientific and technological progress quickly becomes outdated [1]. The prototype of heuristic learning is the method of questions and reasoning of the ancient Greek philosopher Socrates, who led his students to true judgment through dialogue, encouraged reasoning, and came up with thoughts. Heuristic learning aims at constructing a student's own meaning, goals, the content of education and the process of its organization, diagnosis and awareness. A student's personal experience becomes a component of his education, and the content of education is created in the process of a student's activity [6].

Heuristic teaching doesn't mean, that a teacher's personal experience is transmitted to students, a student creates his own experience and products. The function of a teacher is to help a student to formulate and create his own sense, goals and content of education, the process of organizing his knowledge, diagnosis and awareness of the work he has done [5]. Neither a student, nor a teacher may know the result of a student's creative activity in advance. There is no obvi-

ous right solution for which the teacher should be prepared. The final goal of heuristic learning is not to obtain specific knowledge, but the creative self-realization of the student. Heuristic learning is based on certain principles, among which the student's personal goal-setting, the choice of an individual educational path, meta-subject fundamentals of the educational content, learning productivity, the primary character of the student's educational output, situational learning, educational reflection.

The most important element of heuristic learning is the heuristic educational situation, which allows to evaluate the development of the student's personal qualities, his creative achievements in the studied subject. Heuristic training implies the absence of a rigid, objective organization of the training material content, it is quite diverse and intersubject, assumes the existence of open tasks, which often do not have a unique solution. Mastering the content of educational material occurs in the process of joint activities of teachers and students. The teacher takes an open personal position, represents freedom to students, in the center of his attention is the personal student's experience.

The Russian language as a discipline has specific rules, sequences and patterns, requires a search for a personal meaning for the student. The content and specifics of heuristic learning allows students who study foreign languages to show creativity while completing assignments, to give the learner their own meaning. Heuristic training helps the student to feel like a significant participant in the educational process, to be as involved in it as possible.

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