Didactic potential of MOOCs in teaching Russian as a foreign language

Дидактический потенциал MOOCs в обучении русскому языку как иностранному

Written by:
Irina A. Dinevich[1]
https://orcid.org/0000-0003-1071-3437
Anna S. Ivanova[2]
https://orcid.org/0000-0002-5100-0305
Marina N. Kunovski[3]
https://orcid.org/0000-0002-5872-2052

Abstract

The article is devoted to the description of mass open online courses «Read. Listen. Speak» and «Verbs of motion in Russian language», intended for foreign students at the pre-university stage of training. The article presents an analysis of the lexical and grammatical content of presentation and video materials of the proposed training courses, presents a system of tasks from basic to advanced levels, and also offers practical recommendations on the use of various methodological techniques in teaching Russian as a foreign language to foreign students. The authors analyzed the forms of organization of the activities of all subjects of the distance learning process, revealed the didactic potential of mass open online courses as promising distance technologies in teaching Russian as a foreign language.

Keywords: foreign students, communicative competence, mass open online course, Russian as a foreign language.

Аннотация

Статья посвящена описанию массовых открытых онлайн-курсов «Читайте. Слушайте. Говорите» и «Глаголы движения в русском языке», предназначенных для иностранных слушателей на предвузовском этапе обучения. В статье представлен анализ лексического и грамматического наполнения презентационных и видеоматериалов предлагаемых учебных курсов, представлена система заданий от базового до продвинутого уровней, а также предложены практические рекомендации по использованию различных методических приемов в обучении русскому языку как иностранному иностранных учащихся. Авторы проанализировали формы организации деятельности всех субъектов дистанционного учебного процесса, раскрыли дидактический потенциал массовых открытых онлайн-курсов как перспективных дистанционных технологий в обучении русскому языку как иностранному.

Ключевые слова: иностранные учащиеся, коммуникативная компетенция, массовый открытый онлайн-курс, русский язык как иностранный.

---

[1] PhD, Assistant Professor, Assistant Professor of the Russian Language Department No.2, Russian Language Institute, Peoples' Friendship University of Russia (RUDN University), Moscow, Russian Federation. ☁ WoS Researcher ID: JDD-0917-2023
[2] PhD, Assistant Professor, Assistant Professor of the Russian Language Department No.2, Russian Language Institute, Peoples' Friendship University of Russia (RUDN University), Moscow, Russian Federation. ☁ WoS Researcher ID: JDD-1113-2023
[3] PhD, Assistant Professor, Head of the Russian Language Department No.2, Russian Language Institute, Peoples' Friendship University of Russia (RUDN University), Russian Federation. ☁ WoS Researcher ID: AAC-4740-2019

Introduction

Due to the change in the structure and content of higher professional education caused by transformations in the social, political and economic spheres of society, the approach to teaching Russian as a foreign language (RCT) has also changed.

The Russian language has become fully realized as a means of communication, mutual understanding and interaction of people, a means of familiarization with Russian national culture.

Russian as a foreign language is the main goal of teaching a foreign student to master the Russian language fully and fluently. RCT specialists see the solution to this problem in the formation of a high level of communicative competence among foreign students, which will allow them to communicate in various situations. The formation of students' communicative competence at different stages of learning involves the use of a variety of didactic tools, among which computer-based learning tools occupy a special place.

Since the beginning of the XXI century, e-learning technologies implemented in an open educational space have become widespread in the world and Russian education system. One of the most popular and widespread types of e-learning is massive open online courses (MOOCs), vividly illustrating the emergence of a fundamentally new method of education in all its spheres, including in the field of Russian as a foreign language.

In 2014 MOOCs are named by UNESCO among 30 promising trends in the development of education until 2028, as they contribute to the creation of free educational resources, as well as eliminate territorial and temporary barriers, allowing foreign students to communicate with teachers and other students at thematic forums.

Currently, mass open online courses as modern distance learning technologies play an important role in the process of teaching RCT, being a powerful factor in the formation of the communicative competence of foreign students. As a result, foreign students develop speech skills, the ability to communicate by language means in Russian and to assimilate a certain amount of language material (phonetic, lexical, grammatical).

This problem seems relevant due to the fact that it is connected with the training of foreign citizens in fluent command of the Russian language. Language learners will not only easily enter the Russian social and cultural space, but also carry out their activities in the educational, professional and professional spheres of communication. The formed skills and abilities in speech activity on the linguistic basis of socio-cultural and socio-everyday spheres of communication will allow them to easily enter the Russian social and cultural space, but to carry out their activities in the educational, professional and professional spheres of communication.

The relevance of the study is due to a number of factors:

1) the need to develop the communicative competence of foreign students in all types of speech activity;
2) the introduction of e-learning, including MOOCs in the process of training foreign students;
3) the development of social communication processes in which the ability to communicate using technical means becomes the most important.

Literature Review

A review of modern literature shows that most Russian and foreign researchers consider MOOCs as a global trend in the development of an open educational space (Capuano & Caballe, 2015; El Khadiri et al., 2019).

A number of scientific papers present the features of mass open online courses in the didactic aspect, reveal the problems associated with their use in teaching Russian as a foreign language (Azimov, 2014; Vlasova et al., 2018), indicate the prospects for using MOOCs (Bugaichuk, 2013; Vyushkina, 2015; Lebedeva, 2015; Sherman, 2018), organizational and pedagogical characteristics of Russian open educational resources and mass open distance (online) courses are given (Andreev, 2014).

Analyzing the advantages and disadvantages of using MOOCs in the general education system, scientists come to interesting conclusions. In particular, U.S. Zakharova and K.I. Tanasenko write that «... the advantages of MOOCs, from the point of view of teachers, are to provide an opportunity to better organize the educational process, accessibility and mobility of learning, the realization of professional and personal goals

of the teacher, as well as resource efficiency» (Zakharova, & Tanasenko, 2019, 176). The researchers attribute the disadvantages of MOOCs «to the pedagogical imperfection of the format, special requirements for the educational system, resource consumption and professional risks for the teacher» (Zakharova, & Tanasenko, 2019, 176).

The article «Demand for mass open online courses (MOOCs): the experience of Russian education», based on the survey data conducted as part of the Monitoring of the Education Economy in 2016, determines the determinants of demand for MOOCs from teachers and students of Russian universities and concludes that «... the probability of studying at MOOCs or striving for This is higher among active and high-achieving students, as well as among teachers engaged in scientific research and who received additional training in summer schools» (Roschina et al., 2018, 174).

Modern approaches to the evaluation of mass open online courses and their implementation on the example of Russian language courses are described by a number of Russian scientists (Maltseva et al., 2019).

An important and significant aspect in the disclosure of this topic is the analysis of two actively used MOOCs models: traditional xMOOC and connectivist CMOS (Downes, 2013).

According to a number of researchers, traditional mass open online courses (xMOOC) are created on the basis of a cognitive-behaviorist approach, which is headed by the principles of centralization and attitude to the learner as an object of educational activity. «HMOs are open courses of large international universities. They are based on an institutional model of the educational process: the course content is developed by professional teachers and experts in a certain subject area, a clear schedule of the educational process is presented, the course contains specific tasks, certification of participants is provided» (Chichilanova et al., 2015, 57).

Connectivist online courses (SMOS) use a connectivist approach based on the principles of self-learning and decentralization. The course content is created by the participants of the educational process themselves, using open educational resources (bull content), and the role of the course authors is to manage the educational process. The models of interaction of participants in the CMOS concept are described in a number of foreign works (Parr, 2013; Sambell, 2010; Yuan, & Powell, 2013; Mozhaeva, 2015).

Marijuan S., Sanz C. It is noted that educational trajectories are changing under the influence of new technologies (MOOCs, online courses), but the practice of teaching a foreign language in a language environment must necessarily take into account the peculiarities of language development and the factors that influence this development (Marijuan, & Sanz, 2018).

The urgent urgent need to study and implement interesting methodological solutions offered in various educational resources, in full-time and distance learning in Russian universities, encourages discussion of this issue through the prism of the specifics of RCT training.

The purpose and objectives of the proposed study:

- Present your own experience of creating and using MOOCs «Read. Listen. Speak» and «Verbs of motion in Russian language» in the process of teaching Russian as a foreign language at the pre-university stage of training,
- Describe the lexical and grammatical content of the presentation and video materials of the proposed training courses,
- To characterize the forms of organization of the activities of all subjects of the distance learning process,
- To offer practical recommendations on the use of various methodological techniques in teaching RCT to foreign students,
- To analyze the didactic potential of MOOCs as promising distance technologies in teaching Russian as a foreign language.

Methodology

The research material was of MOOCs «Read. Listen. Speak» and «Verbs of motion in Russian language». Taking into account the critical analysis of existing research approaches and pedagogical practices for the creation of mass open online courses, it is possible to identify the novelty of the proposed online training courses:

- The innovative nature of MOOCs «Read. Listen. Speak» it is to create a MOOC language course-a format that relies on video and multimedia as the main learning resource from the zero level of language proficiency and is focused on the active

involvement of the student in the educational process;

- The innovative nature of MOOC «Verbs of motion in Russian language» it is concluded in a comprehensive and multidimensional explanation of the formation and use of verbs of movement, as well as in the use of proverbs, sayings and phraseological units of the Russian language as illustrative material, which allows foreign students to get acquainted with oral folk art and learn the national identity and culture of the Russian people.

General logical and general scientific methods were used to analyze the linguistic material and structure of the presented MOOCs:

- The method of complex theoretical analysis of the studied problem (analysis of modern scientific literature on the development and use of mass open online courses in the practice of higher education);
- Descriptive method (analysis of the lexical and grammatical content of the video materials of the proposed training courses);
- A method of analyzing the educational potential of mass open online courses as promising distance learning technologies in teaching Russian as a foreign language.

Results and Discussion

At the Institute of the Russian Language the Peoples' Friendship University of Russia has created several MOOCs aimed at the formation and development of foreign students' skills and abilities to use lexical units and grammatical constructions of the Russian language in their speech practice in various communication situations. Depending on the level of Russian language proficiency (Elementary / Basic / First Certification levels), MOOCs have different goals and objectives of implementation in the educational process of RCT.

The initial stage of learning any foreign language, including RCT, is particularly difficult due to the presence of a certain communicative barrier among language learners. The specifics of the initial stage of training is due to the fact that it is the study of the Russian language from scratch, therefore, students lack any language stock, as well as the skills and abilities of using the Russian language in the communication process. In this regard, the most important task facing each RCT teacher is the formation of the communicative competence of foreign students, while both the language material and the speech skills and skills of the initial stage should be "basic", forming the foundation of Russian language proficiency in the volume determined by the final goals. The subsequent stages of the RCT study are focused on the development and deepening of the skills and abilities of using one's lexical and grammatical stock in speech practice.

MOOC «**Read. Listen. Speak**» developed by the team of the author under the leadership of A.S. Ivanova, is intended for distance learning of foreign citizens who speak Russian at the elementary level (A1), preparing for admission to Russian universities, as well as for everyone who wants to improve their skills in mastering Russian as a foreign language.

The main purpose of the online course is to study the grammatical and lexical material of the Russian language corresponding to the basic level A2, the assimilation of an elementary set of vocabulary that will allow the student to get involved in the real sphere of communication in Russian in the shortest possible time.

The objectives of the course include:

- The formation of practical language skills and speech skills for their subsequent implementation in the process of generation and perception of speech utterances during communication in contacts with native speakers of the Russian language both in Russia and in other countries, as well as with persons for whom the Russian language is an intermediary language;
- Formation of language competence within the framework of the situational-thematic minimum of level A2;
- Development and improvement of language competence in accordance with the requirements for level A2;
- Expansion of cultural ideas about Russia.

The process of studying the online course is aimed at the formation of the following competencies:

- Possession of socio-cultural and intercultural communication skills that ensure the adequacy of social and professional contacts;
- Possession of a system of linguistic knowledge, which includes knowledge of the basic phonetic, lexical, grammatical, word-formation phenomena and patterns of functioning of the studied foreign language;

- The ability to freely express their thoughts, adequately use a variety of language tools in order to highlight relevant information;
- Willingness to carry out intercultural dialogue in the general sphere of communication;
- Ability to use etiquette formulas in oral communication;
- Knowledge of the norms of etiquette adopted in various situations of intercultural communication.

The content of the online course includes presentation and explanation of the grammatical content of the A2 level, a system of exercises aimed at fixing grammatical material, a corpus of text materials designed to teach listening, reading and speaking.

The online course is designed for 36 academic hours and consists of 9 modules, in each of which the lexical and grammatical material of the A2 level is presented, trained and fixed. Each module contains an explanatory part (lecture) of a certain grammatical aspect, a series of training exercises, dialogical and textual material designed to form the skills of understanding, reading and speaking. The last module is a control one: it presents tasks to check the assimilation of the material of the completed modules (Table 1).

Table 1.

Content of online course modules

Topic name	Brief description (content) of the modules
Topic 1. Prepositional case	The meaning of the case. Forms of nouns, adjectives, ordinal numerals, personal and possessive pronouns in the prepositional singular and plural. The corpus of grammatical exercises. A corpus of texts for listening and reading. Control tasks for the content of the module.
Topic 2. Accusative case	The meaning of the case. Forms of nouns, adjectives, ordinal numerals, personal and possessive pronouns in the Accusative singular and plural. The corpus of grammatical exercises. A corpus of texts for listening and reading. Control tasks for the content of the module.
Topic 3. Dative case	The meaning of the case. Forms of nouns, adjectives, ordinal numerals, personal and possessive pronouns in the Dative singular and plural. The corpus of grammatical exercises. A corpus of texts for listening and reading. Control tasks for the content of the module.
Topic 4. Genitive case	The meaning of the case. Forms of nouns, adjectives, ordinal numerals, personal and possessive pronouns in the Genitive singular and plural. The corpus of grammatical exercises. A corpus of texts for listening and reading. Control tasks for the content of the module.
Topic 5. Creative case	The meaning of the case. Forms of nouns, adjectives, ordinal numerals, personal and possessive pronouns in the Creative case of singular and plural. The corpus of grammatical exercises. A corpus of texts for listening and reading. Control tasks for the content of the module.
Topic 6. The pronoun "your"	The meaning and forms of the pronoun "own" in the singular and plural in indirect cases. The corpus of grammatical exercises. A corpus of texts for listening and reading. Control tasks for the content of the module.
Topic 7. The word "which" in different cases	The meaning and forms of the word "which" in the singular and plural in all cases. The corpus of grammatical exercises. A corpus of texts for listening and reading. Control tasks for the content of the module.
Topic 8. The expression of time in different cases	Grammatical ways of expressing time using different cases. The corpus of grammatical exercises. A corpus of texts for listening and reading. Control tasks for the content of the module.
Topic 9. Knowledge control	Control tasks for: - grammatical content of the course; - testing of listening skills; - checking the skills of understanding the text.

After completing this online course, students will be able to

- Use the studied language and speech material when constructing an utterance;
- To formalize a speech utterance in accordance with the norms of the modern Russian language;
- Create a monologue and dialogical utterance in oral or written form (in accordance with the topic or situation of communication);
- Determine the topic and basic information of the read /listened text;
- Adequately interpret the main content of the dialogues and the communicative intentions of the interlocutor, as well as give an adequate response to the interlocutor's remarks.

The educational activities of students are organized in accordance with the types of speech activity. To consolidate the lexical and grammatical norms of the Russian language, the training course presents an extensive system of lexical and grammatical tasks and exercises provided for independent work and aimed at working out and controlling the assimilation of the studied material. Lexical and grammatical material is fixed by performing intermediate tests after each module.

At this stage of training (A2), various tasks aimed at supporting the level of formation of communication skills are used to practice writing, reading, listening, and speaking skills. The presence of links between reading, writing and language development is noted by researchers K. Paesani, R. Salataci (Paesani, 2016; Salataci, 2002).

The language content of the task options includes vocabulary that corresponds to the A2 lexical level and unfamiliar words. The inclusion of unfamiliar words in the content of tasks solves the problem of forming the transfer of a skill to a new language material and teaches the student to work with unfamiliar vocabulary.

At this stage, much attention is paid to the formation of the skill of comprehending what has been listened/ read, storing it in operational or long-term memory.

Types of listening tasks

Task 1. Listen to the beginning of the sentences and finish them.

The student sees:	The student hears:
A) forest	1. Yesterday we were in ....
B) forest	2. Tourists came to ....
	3. Children walked for a long time on ....
	4. In autumn we like to walk in …

Task 2. Listen to the dialogue. Complete the tasks. Please note: the dialog sounds twice.

- Hi, Anna! What are you doing tonight?
- Hi, Katya. I'll be home after work today.
- Do you want to go to the cinema with me tonight at 8 pm?
- Good idea.
- I want to watch a movie about Anna Pavlova.
- What is this movie about?
- This film tells about her life: how difficult it was for her to study at ballet school, how she worked hard, and how she loved Russian ballet. There's a lot of great music there. She was a great ballerina. She was known all over the world. She performed in the best theaters.

"I've heard of her! Have you seen this movie yet?

- Yes, and I liked it so much that I want to watch it again.
- You are so interesting to talk about this movie! I'm going too.
- Okay, then I'll be waiting for you at 7 o'clock at the bus stop near your work.
- Yes, agreed.

Tasks 3. A. Choose the correct answer.

1. Friends decided to go to the cinema. yes/no
2. They want to watch a film about ballet school. yes/no
3. Anna Pavlova was a musician. yes/no
4. Anna Pavlova performed in various theaters. yes/no
5. Friends will meet in the office. yes/no

Types of reading tasks

Task 4. Read the phrases and find pairs of synonyms. You have 10 minutes.

1) deceive	A) explore
2) work hard	B) lie
3) study	C) report
4) tell	D) work
5) ask	E) beg
6) ask a question	F) ask
7) love	G) adore

Task 5. Read the sentences.

Find and underline the words that answer the following questions. You have 10 minutes.

Option 1. Which one?

1. This is a new novel.
2. This is the magazine "Science and Life".
3. This is a story about love.
4. This is our music teacher.
5. We watched this movie on TV.
6. She dreams of great love.
7. There was no music today.
8. Here is tea with lemon.
9. We listened to the report with interest.

Keys: 1) new; 2) Science and life; 3) about love; 4) music; 5) this one; 8) with lemon.

Task 6. Read the adjectives. From the list, select nouns that can be combined with these adjectives. You have 5 minutes.

A. economic:
B. economical:
C. economical:

Words: person, reform, crisis, parents, car, faculty, wife, engine, refrigerator.

Task. Read the text. Find and underline the same-root words.

You have 5 minutes.

My brother is a pilot. He went to flight school. As a child, he loved to watch the flight of migratory birds. Today, planes do not fly because the runway is icy due to severe frost.

Keys: pilot, flight, flight, flight, planes, fly, takeoff.

Thus, the presented online course allows a foreign student to form primary ideas about the grammatical structure of the Russian language and contributes to the assimilation of an elementary set of vocabulary necessary to eliminate the language barrier and successful communication in various communication situations.

The MOOC **«Verbs of motion in Russian language»**, developed by I.A. Dinevich, contains a lexico-semantic and grammatical explanation of the features of education and use of movement verbs of imperfect and perfect form and is aimed at forming a speech base for students necessary for successful communication in a language environment using a certain set of language tools, providing the possibility of adequate communication in various communication situations.

MOOC implementation tasks:

-   Development of system knowledge in the field of communicative grammar of the Russian language;
-   Enriching the vocabulary of foreign students;
-   Correction and development of communication skills in the use of movement verbs of imperfect and perfect form;
-   Formation of an idea about the language system of the Russian language, about the rules of functioning of language units in speech and the ability to use this system orally and in writing;
-   Formation of an idea about the national and cultural peculiarities of the social and speech behavior of native speakers of the Russian language: their customs, etiquette, social stereotypes, history and culture of the country;
-   Increasing the availability of education regardless of the location of students.

The possibilities of the electronic educational environment make it possible to include in the MOOC a comprehensive and multidimensional explanation of the formation and use of verbs of movement, to attract phraseological units with verbs of movement not only as illustrative material, but also material for the development of types of speech activity. Such an approach in the organization of the MOOC content allows developing both linguistic and socio-cultural competencies of foreign students.

The format of MOOC assignments allows course users to choose a convenient mode of classes, monitor their educational activities, and consult

with the author of the course. Undoubtedly, the methodological advantage of the online course is that the material of the content part meets the requirements for the First certification level B1, the materials presented in the offline format in the textbook (Pomortseva, & Dinevich, 2019) and described in this study.

The MOOC «Verbs of motion in Russian language» is designed for 16 academic hours and includes seven topics: six video lectures and one video tutorial presented as a practical lesson.

The basis of MOOC are video lectures conducted by one lecturer (to a greater extent, only the lecturer's voice is heard against the background of the presentation). Video lectures and video tutorials are clearly structured and logically interconnected. The sequence of presentation of the lecture material of this online course is arranged in accordance with the study of this topic at the preparatory faculty of the Institute of the Russian Language (Table 2).

Table 2.
Content of the online course topics

Topic name	Brief description (content) of the topics
Topic 1. Verbs of movement in the Russian language. Verbs of unidirectional and multidirectional movement. Questions to verbs of movement without prefixes. Formation and meaning of prefixed verbs of imperfect and perfect form.	Characteristics of the verbs of unidirectional movement and verbs of multidirectional movement. Prepositional-case forms of nouns, adjectives and pronouns used after verbs of movement. Features of the use of verbs of movement with prefixes. Rules for the formation of verbal nouns. The corpus of grammatical exercises. Control tasks on the content of the topic.
Topic 2. The main meanings of verbs of movement in the Russian language. The use of verbs of movement with prefixes.	The main meanings of the verbs of unidirectional movement and verbs of multi directional movement. Characteristics of the use of verbs of movement with various prefixes in the Russian language. The corpus of grammatical exercises. Control tasks on the content of the topic.
Topic 3. Types of verbs of movement. Transitive verbs of movement.	Features of the formation of specific pairs of verbs of movement. Situations of using transitive verbs of movement.
Topic 4. The meanings of verbs of movement with prefixes in- (in-), you-, vz- (vzo-), vs-, before- for-, from- (from-), is-, on- imperfect and perfect. The use of verbs of movement in a figurative sense and in phraseological units.	Verbs of movement with prefixes in- (in-), you-, vz- (vzo-), vs-, before-for-, from- (from-), is-, on- imperfect and perfect. Semantic characteristics of the use of these verbs of movement in a figurative sense and in phraseological units. The corpus of grammatical exercises. Control tasks on the content of the topic.
Topic 5. The meanings of verbs of movement with prefixes o- (about-), ot- (ot-), under- (under-), over-, under- imperfect and perfect. The use of verbs of movement in a figurative sense and in phraseological units.	Verbs of movement with the prefixes o- (ob-), ot- (ot-), under- (under-), over-, under- imperfect and perfect. Semantic characteristics of the use of these verbs of movement in a figurative sense and in phraseological units. The corpus of grammatical exercises. Control tasks on the content of the topic.
Topic 6. Meanings of verbs of movement with prefixes u-, pro-raz-, (razo-), ras-, s- (co-) of imperfect and perfect form. The use of verbs of movement in a figurative sense and in phraseological units.	Verbs of movement with prefixes u-, pro-raz-, (razo-), ras-, s- (co-) of imperfect and perfect form. Semantic characteristics of the use of these verbs of movement in a figurative sense and in phraseological units. The corpus of grammatical exercises. Control tasks on the content of the topic.
Topic 7 - video tutorial. The use of verbs of movement of an imperfect and perfect kind.	Control tasks for: - grammatical content of the course; - testing of listening skills; - checking the skills of understanding the text.

In addition to video lectures, the MOOC includes additional educational materials that can be used both in the classroom and as an independent work of the listener: presentations, annotated lectures, test tasks, a corpus of generalizing and checking grammatical tasks, lexico-grammatical

tests designed to form the skills of understanding, reading and speaking.

The organization of educational activities of students is built in accordance with the types of speech activity. To consolidate the lexical and grammatical norms of the Russian language,

followed by active production in speech practice, this online course presents a clear system of presenting grammatical material: from considering the features of education and the use of non-prepositional verbs of movement to the formation and use of verbs with various prefixes in direct and figurative meanings, as well as in phraseological units (*To back down, to drive by the nose, carry on your hands, carry on yourself and under.*).

The lexical and grammatical tasks of the training course are aimed at working out the studied material. Thus, tasks for substituting missing grammatical forms of verbs of movement contribute to the formation and automation of the skill of using these grammatical forms in the speech practice of students. For example:

Task 1. Instead of dots, put the appropriate verb of movement in the desired form, using words for reference.

Words for reference: come, run, lead, come, ride, carry, bring, go, fly, go, come, drive, go.

1. My friend's father was a pilot. He often goes to London and other European cities. 2. On Sunday, the children are all day ... at the stadium.

Task 2. Write sentences using the verbs to come – to come, to leave – to leave, to come – to come, to leave - to leave.

2. Every day students go to the university at 9 o'clock, and ... from the university at 3 o'clock. 2. Every day this student... goes to the chemical laboratory.

A special role in the online course is assigned to the consideration of the use of verbs of movement in proverbs and phraseological units as an important component of Russian culture and folk wisdom, which contributes to the enrichment of the linguistic and cultural level of foreign students.

In the MOOC video lectures, when describing the use of verbs of movement in a figurative sense and in phraseological units, students' attention is focused on the fact that the pairing of the verbs of unidirectional and non-directional movement is lost, and the meaning of movement in a figurative sense is formed from the original meaning of the verbs (human movement in one direction or another): *the train is running; the clock is running; it is snowing; time flies; thoughts fly*. Quite often in the Russian language, verbs of movement are used in figurative meanings relating to the physical and mental states of a person: *to come to oneself, to get out of oneself.*

The author of the course gives numerous examples of proverbs and sayings in which verbs of movement are used without prefixes (*to be afraid of wolves, not to go into the forest. If you drive more quietly, you will continue. When you read a book, you fly on wings. If you like to ride, love to carry sleds*) and with various prefixes (*The word is not a sparrow, it will fly out – you will not catch it. Appetite comes with eating. To live a life is not a field to cross*). It is interesting and useful for foreign students to learn the meaning of proverbs and sayings in Russian and compare them with the meaning in their native language, which allows them to see the similarities and distinctive features of the two language pictures of the world.

To consolidate the use of verbs of movement in a figurative meaning and in phraseological units, the author of the course uses tasks in a test form. For example:

Task 3. Find the meaning of each stable expression (phraseology)

1. Enter the head	a) to make someone very angry, angry
2. Enter/bring up to date	b) to be in a hopeless situation
3. Lose your temper	c) to commit some great deed
4. Get out/get away with it	d) to reveal the truth, to expose
5. Bring to the surface	e) to remain unpunished
6. Slipped my mind	f) to figure out the issue
7. Bring to a white heat	on their own g) to arise in consciousness
8. Walk with your mind	h) to forget about something
9. Come to a dead end	and) to acquaint with something
10. Bypass the mountain	k) lose your temper

The lexical and grammatical material of the online course is fixed by performing intermediate tests after studying each topic. The final certification provides for the completion of the final test, which checks the formation of students' knowledge of the Russian language at the A2 – B1 level.

Undoubtedly, the methodological advantage of the online course is that students of the course independently choose a convenient mode of classes for themselves and have the opportunity to perform intermediate and final tests an unlimited number of times, see and analyze their mistakes, as well as ask questions to the author of the training course on the thematic forum of the online platform or during classes on various educational platforms (Teams, Zoom).

The main form of pedagogical management of students' learning activities is quality control of completed distance assignments and control of the process of passing intermediate and final certification of students, as well as the timely completion of the online training course by students.

Despite the different content and target setting of the MOOCs data, we will highlight the main points of the educational model:

1. Familiarization with the theoretical material presented in the form of video lectures with a parallel demonstration of slides with infographics and various methodological materials;
2. Study of annotated lectures for each topic/module;
3. Performing tasks for independent work and intermediate tests after each video lecture;
4. Performing mandatory final testing at the end of the training course;
5. Consultation of students by e-mail, on an interactive forum within the framework of an online course, on various educational platforms.

Conclusions

The consideration of the features of the development and use of mass open online courses in the process of teaching Russian as a foreign language shows that MOOC has already become an alternative interactive source of knowledge for foreign students, allowing them to improve their knowledge of the Russian language. At the same time, the problem of teacher interaction with students studying educational materials in an interactive form is one of the most important problems of the MOOC.

As practical recommendations for teachers of Russian as a foreign language on the use of remote materials of these online courses in their practical work, examples of various models of interaction can be given:

1. Organization of discussion of the material passed (listened to, read and completed) in groups of listeners in the classroom and on various educational platforms: Zoom, Teams, Pruffme, etc.
2. Quality control of completed distance tasks: analysis of errors made during the performance of various tasks and lexico-grammatical tests with a parallel explanation of the teacher.
3. Control of the process of passing the intermediate and final certification of students and the timely completion of the online training course by students.
4. Development of students' interest in the study of mass open online courses through the expansion of knowledge in the field of communicative grammar of the Russian language and the formation of an idea of the national and cultural characteristics of native speakers of the Russian language.
5. Study and implementation of interesting methodological solutions in full-time and distance learning in Russian universities, namely:

- Use of specialized interactive technologies and learning tools,
- The use of various methods of visualization and digital design of teaching materials,
- Creation of an educational (within the framework of an online course) community and a feedback system,
- Use of various elements of encouragement aimed at forming a student's rating (points, certificate).

Thus, the methodological advantage of these online courses is that independent study of various aspects of the Russian language in the format of mass open online courses allows foreign students

- It is better to assimilate and consolidate the studied lexical and grammatical material due to an unlimited number of watching video lectures and performing intermediate and final tests,
- To replenish your vocabulary and expand your knowledge in the field of

communicative grammar of the Russian language,

- Russian speakers should form an idea of the national and cultural peculiarities of native speakers of the Russian language and the peculiarities of Russian culture,
- To master new innovative methods of distance learning,
- To receive training in open and free access in a convenient mode: according to the place, time and pace of classes, having the opportunity to dose training based on their individual capabilities,
- Communicate on thematic forums with teachers and other students, since MOOC is the optimal platform for educational interethnic communication,
- Get an official certificate upon completion of the online course.

Bibliographic references

Andreev, A.A. (2014). Russian open educational resources and mass open distance courses. *Higher education in Russia*, 6, 150-155

Azimov, E.G. (2014). The use of MOOCs (mass open online courses) in teaching Russian as a foreign language (achievements and prospects). *Bulletin of the Peoples' Friendship University of Russia. Series: Questions of education. Languages and specialty*, 4, 124-144.

Bugaichuk, K.L. (2013). Mass open distance courses: history, typology, prospects. *Higher education in Russia*, 3, 148-155. (In Russian)

Capuano, N., & Caballe, S. (2015). Towards Adaptive Peer Assessment for MOOCs. *10th Conference on P2P, Parallel, Grid, Cloud and Internet Computing (3PGCIC)*, 64-69.

Chichilanova, S.A., Kurzaeva, L.V., Grigoriev, A.D., & Novikova, T.B. (2015). Domestic experience of implementing mass open online courses in xMOOC format. *ES and K.*, 4(29). URL: https://acortar.link/EjhIWp

Downes, S. (2013). *Connective Knowledge and Open Resources*. Half an hour. URL: https://acortar.link/V1y2qC (date of application: 03.06.2023).

El Khadiri, K., Labouidya, O., El Kamoun, N., & Hilal, R. (2019). Success Factors In A Mooc Massive Device: Questions And Challenges. *Journal of Theoretical and Applied Information Technology*, 97(4), 1167-1178.

Lebedeva, M.B. (2015). Mass open online courses as a trend in the development of education. *Man and education*, 1(42), 105-108.

Maltseva, A., Klyushnikova, E., Veselov, I., Gridchina, A., Chernova, T., & Soroko, G. (2019). Modern approaches to the assessment of massive open online courses and its implementation on the example of courses for the Russian language studying. *Amazonia Investiga*, 8(23), 222-236. Retrieved from https://amazoniainvestiga.info/index.php/amazonia/article/view/603

Marijuan, S., & Sanz, C. (2018). Expanding Boundaries: Current and New Directions in Study Abroad Research and Practice. *Foreign Language Annals*, 51(1), 185-204. Retrieved April 17, 2022 from https://www.learntechlib.org/p/192227/

Mozhaeva, G. (2015). ERPA International Congresses on Education 2015, ERPA Congresses 2015, 4-7 June 2015 Massive Open Online Courses: the new vector in classical university education. *ERPA International Congresses on Education 2015, ERPA Congresses 2015, 4-7 June.*

Paesani, K. (2016). Investigating connections among reading, writing, and language development: A multiliteracies perspective. *Reading in a Foreign Language*, 28(2), 266-289.

Parr, C. (2013) MOOC Creators Criticize Courses' Lack of Creativity. Times Higher Education URL: https://acortar.link/8JxKlM

Pomortseva, N.V., & Dinevich I.A. (2019). *Verbs of motion*: a textbook. Moscow: RUDN, 2019, 98 p.

Roschina, Ya.M., Roshchin, S.Yu., & Rudakov, V.N. (2018). Demand for mass open online courses (MOOCs): the experience of Russian education. *Questions of Education*, 1, 174-199. (In Russian)

Salataci, R. (2002). Possible effects of strategy instruction on L1 and L2 reading. *Reading in a Foreign Language. The University of Hawaii*, 14(1), 1-17.

Sambell, K. (2010). Enquiry-based Learning and Formative Assessment Environments: Student Perspectives. *Practitioner Research in Higher Education. University of Cambria*, 4(1), 52–61

Sherman, Y. (2018). From "subversion" to innovation: about the future of MOOC. *Education issues*, 4, 21-43 (In Russian)

Vlasova, E.A., Eremina, O.S., & Kultepina, O.A. (2018). On the experience of creating a mass online course in Russian as a foreign language for elementary level students. *The World of the Russian Word*, 2, 93-98 (In Russian)

Vyushkina, E.G. (2015). Mass open online courses: theory, history, prospects of use. Izvestia of the Saratov University. New.

series. Series. Philosophy. *Psychology. Pedagogy*, 15(2), 78-83 (In Ukranian)

Yuan, L., & Powell, S. (2013). MOOCs and Open Education: Implications for Higher Education. *Bolton: University of Bolton: CETIS*, 20 p. 2015. (In Ukranian)

Zakharova, U.S., & Tarasenko, K.I. (2019). MOOC in higher education: advantages and disadvantages for teachers. Questions of education. *Educational Studies Moscow*, 3, 176-202