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Virtual Excursion as An Innovative Method of Teaching Russian as Foreign Language

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Abstract: This article considers a virtual tour as a promising direction in teaching Russian as a foreign language. The objectives of this technology are the improvement of communicative competence, the formation of the worldview of students and the expansion of knowledge about the country, its history and culture. The novelty lies in the study of virtual excursions as an innovative educational tool that contributes to a deeper perception of educational material. Particular attention is paid to the fact that the use of the educational potential of a virtual tour in the Russian as a foreign language class helps to increase positive motivation to study the Russian language and Russian culture. It is concluded that the systematic introduction of educational virtual excursions into the educational process will enrich the methodology and allow building an effective educational environment.

Key words: virtual excursion, creative project, virtual museums, tour, educational process, industrial age, illustrations, non-standard.

Introduction

The development of intercultural communications and the threat of the spread of coronavirus entail a change in value orientations, which means a change in the role and place of education in society. Society of the XXI century had a chance to live in two dimensions: real and virtual. Modern technologies allow us to expand the scope of the lesson and lead to the need to use new forms of learning to improve the educational process and virtual tools, in particular VR/AR technologies. The introduction of educational projects with VR will take

a significant amount of time, and innovations in the educational process are necessary and, one might say, inevitable in the industrial age. The teacher is forced to organize the educational process through distance technologies, be in the "innovative search" mode, use non-standard forms of work and include promising methodological techniques in the learning process. To date, the most popular solutions in education are software and hardware systems that allow you to create and "visit" virtual tours, view various videos in 360-degree format.

Materials And Methods

Virtual excursions are of particular interest for philology, since the study of the communicative aspect of the language, its functioning in the linguocultural environment, and not in isolation from the real speech reality, is becoming increasingly relevant today [1, p. 5]. At the beginning of the 20th century, famous Methodists N.P. Antsiferov, V.A. Gerd, I.M. Grevs, E.A. Zvyagintsev, D.N. Kaigorodov, B.E. Raikov, N.G. Tarasov began to summarize the questions of excursion communication. Despite the active use of virtual excursions in the process of learning the Russian language, the methodology of work has not yet been sufficiently developed.

The use of virtual excursions in a distance format as a means of teaching the Russian language provides a "presence effect" - bright, memorable visual images, communication with real objects that stimulate almost genuine communication: students seem to "get used to the role" and become participants in all the situations played out with their help , play certain roles, solve "real", life problems. Konyukhova T.M. I am sure that "virtual excursions are of undoubted significance and benefit in learning a foreign language, which lies in the fact that they directly bring a piece of the true culture of the country of the language being studied and make it possible to travel to different countries" [2, p. 7], visit such major museums as the Tretyakov Gallery and the Hermitage, the old boyar chambers and any other sights. Virtual excursions can be used in RFL lessons as a series of lessons on a specific topic: "Pushkin Museum", "New Year in Moscow", "Journey through the cities of Russia", "My

favorite Russian writer/poet", "Tours to Maslenitsa", "Planscheme " (for example, the virtual tour "Adventure on Summer Vacation" can act as a scheme for compiling a descriptive story), for example, it would be much more interesting for students to visit the museum of A.S. Pushkin, learn about the life and work of the great poet [3, p. 3]. Or visit virtually with your classmates-guides who will tell you about the Orenburg deserts and the polar night of the White Sea cities, the lotuses of Lake Khanka and the medical resorts of Mineralnye Vody, the medieval towers of Vyborg, the Buddhist datsans of Transbaikal and the comfort of Central Russian estates. On the Internet, you can find a large number of ready-made excursions and they can serve as a working tool in the educational process. Here are examples of some sites that are used to carry out diverse tasks in Russian as a foreign language lessons:

1. http://webtous.ru/virtualnye-ekskursii - the best virtual tours created in Russia.

2. https://www.tretyakovgallery.ru/exhibitions/?type=virtualnye-vystavki - virtual walks around the Russian Museum

3. http://mirmol.ru/blogs/spisok-ssylok-navirtualnye-jekskursii-po-muzejam-rossii/ - virtual walks around the Russian Museum.

4. www.inside360.fr/visites-virtuelles-lieux/ - the most beautiful corners of Russia, from the Barents Sea to Kamchatka - together with the film crew of the Russian Geographical Society. VR movie and the history of its creation of the place.

5. https://artsandculture.google.com/streetview/ the-state-russian-museum-st-petersburg/ — virtual tour to the State Russian Museum in St. Petersburg.

6. https://zapovednik-vrn.ru/gallery/virtualnyj-tur - a virtual tour of the Altai Reserve.

7. https://armoury-chamber.kreml.ru/en-Us/virtualtour/ — a virtual tour of the Moscow Kremlin.

8. https://artsandculture.google.com/streetview/ the-state-hermitage-museum - a virtual tour of the State Hermitage - Literary Russia: Literary Museums of Russia.

9. https://www.google.com/culturalinstitute/beta/project/russian-literature-museums

10. http://journal-shkolniku.ru/virtual-ekskursii. html - virtual tours of Russia.

11. "Catalogue of museums" [Catalogue of museums - Museums of the world. [Electronic resource]. Access mode: http://www. globmuseum.info/category/katalog-muzeev/.

12. https://www.mos.ru/city/projects/kulturaonline/excursions/ — the official website of the Mayor of Moscow.

13. https://mcrkpo.ru/vr-360/ - educational travel bank.

14. https://www.canva.com/ru_ru/obuchenie/virtualnye-ekskursii/ - 41 best virtual museums in the world to visit.

15. http://www.visit-petersburg.ru/spbonline/ — travel here and now with us!

Based on the traditional division of the process of working with a video film, proposed by Yu.A. Komarova and J. Vehage (technology for organizing the four stages of the process of working with a video film), the fourth main stage (creative stage) sets before us the goal of developing language skills and oral speech skills. To achieve this goal of a creative project, we propose to develop a virtual tour of Moscow on New Year's Eve using panoramic shooting technologies (http://360cities.net) or Google maps. Creating an excursion is a complex process that requires a lot of creative effort from the student-compiler. The purpose of the creative project is to remove possible language difficulties on the topic "Holidays" and the grammatical topic "Genitive and Instrumental cases", activate new vocabulary, stimulate the cognitive interest of students and form linguistic and cultural competence. For the effective use of a virtual tour, it is necessary to show the new vocabulary on the screen through a presentation with illustrations, for example, the Snow Maiden and Santa Claus used in the frame, etc. at the pre-demonstration stage of the process of working with a video film. https://www.youtube.com/watch?v=MgT9QjY73gM. The role-playing game "TV show "New Year in Moscow" using a virtual tour should be planned online: the topic of the TV show; an object; time spending; presentation

of results. The preparation of a fictional TV program takes place in the following sequence:

- Select an object and examine in detail.

− Preliminary independent work of the student (presentation of a cultural or historical object).

- Conduct a conversation with students (the topic and purpose are reported, the necessary theoretical material is repeated).

Tasks of the role-playing game "TV show" New Year in Moscow ":

1. Educational:

− To form extensions of ideas about television art as a significant source of information. − To form the ability to act in accordance with the role (leaders of the program, guests of the program - director of the museum, local historian, researcher, expert).

2. Developing:

  - To form the ability to independently solve new problems, facing new conflicts.

- Build monologue and dialogic statements adequately to the goals and areas of communication on the basis of the studied lexical and grammatical material. - To form the skills of theatrical activity.

− To enrich the language stock and regional knowledge.

The students are given the following task: to create the atmosphere of a television studio, presentations, microphones, a TV presenter, viewers and guests of the studio (museum director, local historian, researcher). In a remote format, students - TV presenters create the atmosphere of a TV studio in their room or apply a realistic display of an object using 3D technologies. The roles of the TV presenter, viewers and studio guests are constantly changing. The number of experts can vary from 3 to 5 people. The TV presenter invites guests to take their seats in the studio (he connects them online to his presentation). He gives the command when to start broadcasting the program release [4, p. 126]. Ded Moroz and Snegurochka, who know absolutely all the secrets of a magical holiday, will be TV presenters in the fabulously beautiful capital. Before the start of the interactive adventure, TV presenters offer funny quests and

puzzles to viewers, and then they start watching a virtual tour prepared by the guests of the studio. The guests talk about the Moscow chimes, the main temple of the capital - Christ the Savior, the New Year traditions of Russia (each of the student guests prepared their communicative task in advance on this information). During the interactive adventure, TV presenters and guests of the program, by controlling the circular panorama with the mouse, will create the illusion of the surrounding world in great detail, given the opportunity to consider:

• Tverskoy Boulevard in festive decoration;

• Arbatskaya Square, Znamenka and Mokhovaya streets;

• The Bolshoi Theatre, surrounded by festive New Year's installations; • Stunningly beautiful New Year trees installed at the most famous sights of the capital;

• the largest and most beautiful temple of the capital - Christ the Savior; • elegant Moscow from the observation deck on Sparrow Hills;

• ancient walls of the Novodevichy Convent;

• Moscow chimes;

 • congratulations from the President of Russia;

• New Year's decorated Tverskaya - the main street not only of Moscow, but also of the country.

Viewers-students are talking with the TV presenter and guests of the program, discuss, ask the most accurate question or give the most accurate answer, using the studied lexical and grammatical material. The student in the educational process must play "the role of not a listener but is a key figure in it" and express his point of view, lead discussions, make the right decisions [5, p. 68]. The competence-based approach does not imply the development of only ready-made knowledge, but the ability to build one's own strategy for professional development; self-reflection and activation of personal potential through self-education and self-improvement acquire great importance in the educational process [6, p. 68].

After the completion of the simulation TV show, the experts carry out an examination of all the activities of the participants in the game; prepare a report on the analysis of ideas developed individually and collectively, on the performance of their roles, on the level of argumentation and the implementation of specified norms for conducting discussions based on the rules of the game and appropriate assessment methods.

Based on this material, the following conclusions were made:

1. Successful use of virtual excursions guarantees the formation of practical knowledge of the Russian language at all levels of teaching the Russian language;

2. The advantage of virtual excursions in the Russian language lessons is the power of impressions and emotional impact on students;

3. A virtual tour allows you to activate students in the process of mastering the Russian language, encourages them to improve their communication skills, expand, and enrich their language stock and regional knowledge;

4. Forms the ability to correlate language means with the norms of speech behavior of native speakers of the Russian language;

5. Helps to overcome shyness that prevents them from freely using the words of a foreign language in speech, will allow them to feel more confident, determine strategies and tactics of speech behavior and, accordingly, build a highly qualified professional speech

Results And Discussion

Ensuring high quality is one of the key tasks of reforming higher education [15]. Searches are being made for methods that provide high motivation to study the subject. The problem of using innovative methodological technologies is currently one of the most relevant and discussed on the pages of methodological publications [11]. Interest is the use of various information technologies that involve the use of Internet resources. The teacher is faced with the task of finding new teaching methods that allow not only to arouse interest in the subject, but also to constantly motivate schoolchildren and students to learn foreign languages. The problem of motivation for learning remains one of

the key ones. If students do not feel the need to learn a foreign language, the efforts of the teacher will be in vain.

The latest generation programs provide that the student should know:

• cultural-specific features of the mentality, ideas, attitudes, values of representatives of a foreign culture;

• basic facts, realities, names, places of interest, traditions of the country of the language being studied;

• achievements, discoveries, events from the field of history, culture, politics, social life of the country of the studied language; and be able to:

• to carry out interpersonal and intercultural communication using knowledge about the national and cultural characteristics of the countries of the language being studied.

It is impossible to study the language of a country in isolation from its culture and history, therefore the regional aspect in the study of foreign languages plays an important role. The use of non-standard innovative technologies helps to achieve the set goals, increase the motivation and effectiveness of training, and intensify the learning process. Non-standard methods of teaching foreign languages include a virtual tour based on the didactic principles of clarity, accessibility and scientific character.

The first virtual museums appeared on the Internet in 1991. Since then, the number of virtual museums has been increasing every year. It can be assumed that in the near future each museum will provide an opportunity to visit on its website a virtual version of tours of the halls of permanent exhibitions and temporary exhibitions.

Currently, on the Internet on Russian-language sites and sites of different countries, you can find a sufficient number of ready-made virtual tours.

The virtual tours presented on the Internet are of varying quality. Simple versions combine only photos and text. While the highly professional 3D versions have vivid graphics, give you the opportunity to get an idea of the object with a three-dimensional image and 360 ° movement, creating the effect of full presence. Of course, even the most modern virtual interactive tours that

combine sound, image, text and hyperlinks will not replace personal presence, but they provide an opportunity to get a fairly complete impression and encourage you to actually visit the presented object. Leading museums of the world offer virtual versions of excursions on their websites.

Virtual tours have a number of advantages, the main one being accessibility. The whole world opens before you without material and time costs. You do not spend money on visiting the museum and do not waste time on the road to get to the object. You have the possibility of multiple viewing of the object at any time of the day.

Virtual excursions produce a strong emotional impact on students, have a beneficial effect on increasing motivation to study the subject. In addition, methodically thought-out Virtual excursions produce a strong emotional impact on students, have a beneficial effect on increasing motivation to study the subject. In addition, methodically thought-out classes using this technology develop the attention and memory of schoolchildren and students, and contribute to long-term memorization of the information presented.

Analyzing the content of programs at different levels of education, i.e. programs for bachelors, masters and graduate students, it is possible to identify a number of topics affecting the regional aspect, in which virtual tours can be used.

Virtual tours can be used when learning a foreign language in different areas of training. Here are examples of some sites that are used to conduct diverse tasks in foreign languages:

(1) http://webtous.ru/virtualnye-ekskursii - the best virtual tours created in Russia;

(2) https://www.google.com/culturalinstitute/beta/ - a collection of art from around the world;

(3) www.louvre.fr - the Louvre;

(4) http://www.club-innovation-culture.fr/visites-virtuelles-des-musees-etdes-lieux-culturels/ - French site, museums and historical sites;

(5) www.inside360.fr/visites-virtuelles-lieux/ - French site, historical sites;

(6) http://www.inside360.fr/visites-virtuelles-lieux/visite-virtuelle-versailles/ - French site, Versailles.

By studying sites with ready-made information products presented, you can see a number of virtual tours that are suitable for studying various branches of knowledge.

Virtual tours can be used directly in the classroom, or you can invite students to look at houses while preparing homework.

It is necessary to carefully think over and build methodically competent work with the chosen option of a virtual tour in order to obtain the maximum result.

Tasks are offered to students depending on the initial level of the group of students. Virtual tours in Russian are used, followed by a number of tasks in a foreign language and authentic virtual tours.

It is advisable to use diverse tasks, for example:

– view and prepare a report on a given topic; - fill in the gaps in the text;

- continue the sentence according to the meaning; - solve the crossword puzzle after viewing; - describe the picture;

- prepare comments;

- describe your emotions after the visit;

– Express and justify your opinion after the visit;

- prepare a message and presentation;

- voice the episode;

  – view and prepare a report on a given topic, etc.

Conclusion

In the industrial era of innovative technologies and the transition to distance learning in a pandemic, a constant search for new integrated principles and interactive teaching methods is necessary in order to form a strong positive motivation for students in relation to Russian as a foreign language and achieve the most optimal level of assimilation of educational material.

We need to create a content management platform that will be an explosive solution in the Russian language teaching methodology, which could

dramatically increase the use of virtual reality technology in education, allowing teachers to independently create lessons and use the lesson base developed by other teachers.

Thus, a virtual tour can serve as a unique innovative method of teaching foreign languages, information and technical support for the teacher's activities.

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