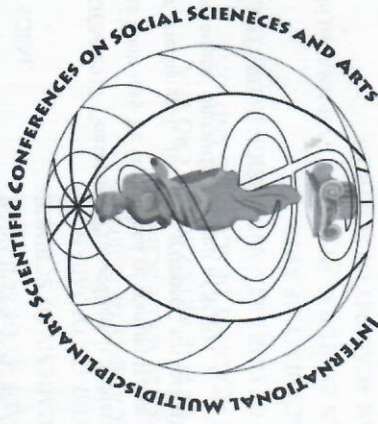


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## CONCLUSIONS

The results of the experiment and their statistical interpretation showed us that performing the designed Exercise Programs, both Experiment and Control Group improved their physical capacities at all studied parameters.

From the 10 Tests we considered relevant for the Health and Skill related components of Physical Fitness, the Experiment Group registered better progress, in absolute terms, for 7 parameters and Control Group progressed more at 2 Parameters.

The t Test revealed that the Final results of the Experiment Group were statistically significant better than Control Group's for 5 parameters; Control Group showed better progress for 2 parameters, while for other 3 parameters there was no significant difference between the groups.

Considering the findings, we can conclude that **a well-designed Bodyweight Exercise Program will have a consistent effect upon the majority of the most important components of Physical Fitness.**

Therefore we strongly recommend the inclusion of Bodyweight exercises like Progressive Calisthenics, Pilates and Stretching in the Physical Fitness Programs for Students.

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## THE PLACE AND THE ROLE OF WRITTEN EXERCISES AT THE RUSSIAN PHONETICS LESSONS FOR FOREIGN STUDENTS

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## ABSTRACT

The article is about written exercises which are necessary to use at the Russian lessons for foreign students. Students should watch and write written exercises at the same level as oral exercises during developing Russian pronunciation skills. Urgency of the research of this theme is in its importance. Intonation and phonetics lessons take a special place in teaching Russian language for foreigners because correct pronunciation of the words is the most important for communication in Russian language and the developing pronunciation skills are one of the most difficult tasks for Russian language teachers especially when they teach foreigners.

Listening, reading, writing and speaking skills depend on from the successful results of developing pronunciation skills of foreign students. The article describes the research and the experience of achievement of this success at Russian lessons for foreigners. In the article there are some analytical reviews of didactics methods, scientific and pedagogical literature route and also description of shadow working at the lessons for foreign students at Kazan Federal University, review students work and personal experience of Russian language teachers who work with foreigners.

The authors of this article also research theoretical and methodical foundation of other teachers. And they describe some principals which should be used during teaching and learning process. Good results are possible to achieve only with combination of different language activities such as listening and speaking, listening and oral reading, listening and writing. As an example of such kind of work there are some phonetics exercises in the article.

**Key words.** Foreign students, pronunciation skills, methodical foundation, language activities, listening, speaking, oral reading, writing, Russian lesson.

## INTRODUCTION

The correct pronunciation is one of the most important skills in learning foreign languages. Foreign students learn to pronounce Russian words at the phonetics lessons. In modern methodic of teaching Russian language as a second language, students are taught to pronounce correctly at the elementary level which is called introductory

phonetics course (IPhC) and they continue to improve their pronunciation in pre-intermediate and upper-intermediate levels.

It is necessary to develop foreign students' audio-lingual skills starting from the first Russian language lessons. Audio-lingual skills are ability to understand of listening sound examples (to understand the meanings) and to pronounce them in right way. The criteria of the correct learnt of audio-lingual skills are the students ability to pronounce words automatic way (without mistakes, fast, stability) perception and reproduction. [1]. The audio-lingual skills can be divided into two groups: acoustic and articulatory. Developing of foreign language students' right pronunciation it is necessary to form not only pronunciation skills but also their listening skills.

In fact the audio-lingual skills are foundation for developing four types of Russian language speaking skills: listening, reading, writing and speaking. All these skills help to form practical communication of foreigners with native speakers. Analyses of modern methodical literature show that the communication results should be better if the process of teaching goes from articulatory to listening. Introductory phonetics course (IPhC) is the elementary level in the system of learning languages. Its task is getting the correct audio-lingual skills and knowledge about the rules of phonetic system of the second language. [1,43] Hence, the goal of introductory phonetic course is to form the foundation for ability to listen and speak correctly.

## METHODOLOGY

According to psychological foundation of teaching correct pronunciation it is necessary to include written exercises. The organs of articulation of people of different nationalities are the same but perception and articulation bases are different. The acoustic-articulatory peculiarities of the sounds and intonation and segmentation super fix units should be taught based on phonetic system of Russian language.

The articulation basis is the system of movement and location of organs of speech. [1, 26], for example for Russian language it is specific dorsal form and activity of the tip of the tongue and front part of the dorsum. The tongue moves in vertical position. The perception basis is the articular sensation system.

And it is necessary to take into a count that elementary level of reading and writing skills are developed in the introductory phonetics course (IPhC) too. One of the main tasks of teachers is during the training of the articular sensation it should be taught the right pronunciation of Russian sounds and the whole words too. On the bases of formed sounds and words it is taught to recognize words and word combinations and sentences. The research works of the scientists as E.A.Bernstein, E.A. Brysgunova, M.V. Panova, E. L. Berkhundarova did a lot to develop the successful methods of teaching right pronunciation. Their research and experience became the theoretical and methodological foundation for our experience.

## RESULTS AND DISCUSSIONS

According to the research and experiment it was found out that written exercises help to develop and improve the pronunciation skills of students. In this case students of the second language don't use only their imitative ability but also their analytical, visual skills. They see the difference of the sounds during listening and watching the written text. Therefore it is reasonable to find and use written exercises in the introductory phonetics course (IPhC). On the one hand, students can master their Russian pronunciation, some difficult sounds through training phonetic exercises which help in real life communication. Students who learn Russian as a second language should understand sound oppositeness of Russian phonetic system. From the beginning students practice to recognize the difference between palatal character and non palatal feature of consonants (firmness and softness of consonants), which are typical for Russian language system.

On the other hand teachers should to take into account the specific factors of the sounds of the native language system for foreign students. The native language phonetic systems influences into learning second language and it also influences to phonetic listening skills. Learners of a new language don't hear either phonetic differences of the second language or phonetic peculiarities of the native language, they don't think about them when they speak. The elementary level students don't hear and they don't know phonetic acquisitions of the second language, he should be taught to hear them. For example, Russian language teachers should explain and train some sounds which are very difficult to understand and distinguish for foreigners. These are Russian occlusive phonemes [p] и [b]. Learners should be train much to win the difficulties and to pronounce right way. In this case written exercises help much to show the difference between these sounds.

In fact, teachers should draw onaural memory, imitative talent of the learners who have the task to understand oral gesture as a one thing the corresponding sounds. Students should differentiate the pronunciation of their native language sounds and the phones of the second language.

Therefore written exercises in introductory phonetic course with foreign students should be used constantly, especially in learning to pronounce consonants. These written exercises are very important to use when Russian consonants are opposed voicelessness to sonance, or hard consonants to soft onset, combination with silent consonants, reduction of unstressed vowels, vowel falling down sounds. When teachers introduce word it is necessary to pay attention to the pronunciation and writing peculiarities, for example, if there are some inconsistency between writing form and pronunciation, or interchange of consonants and vowels, or dropping out vowel sounds.

The idea of controlling the right pronunciation with a help of written words was said by Bernshtein [2]. It means that each sound should be shown with a written word. The role of graphical written word in particularly separate sound is especially important

in phonemes differentiation. That is why in the developing pronunciation skills it is better the combination of different language skills: listening- speaking, listening- writing- loud reading, listening- loud reading, listening- reading by oneself, listening- repeating - writing. Correct pronunciation should be taught step by step using some certain methods as, for example:

1. Explanation of articulation of the sound. Some exercises to pronounce this sound. (e.g. the task: Look. Listen. Repeat.)
2. Explanation of the coincidence of graphic symbol and sound. Here it is better to give some written exercises for identifying sound and differentiation sounds. (e.g. the task: "Look. Listen and Write", or "Listen. Write. What sound are you listening to?").
3. Explanation of the correspondence sound to written letter. Teachers should explain the pronunciation and reading rule of the second language. (e.g. the task: "Find the sound and the letter. Point the position of the letter". [3, 37-38].
4. Lyubimova [3] recommends using the following exercises in developing segmental audiolingual skills: "Listen to words (phrases). What word (phrase) are you listening to under emphasis? Write the right letters. Listen and Write syllables (e.g. to, tu, vo, vu) or words (e.g. tot, tut, stol (Russian words)). What sound are you listening to under emphasis? Underline letters which correspond to listening and sounds. Listen to. Repeat and read. Copy out from the tables some word combinations which correspond to the listening one. (There are some examples in the tables). Underline letters with one line which reflect vowel sound "u" and letters which reflects vowel "y" with two lines". (Russian sounds) [3]

Although principles for developing listening and pronunciation skills of the students in elementary or in pre-intermediate and upper-intermediate levels are the same but there are some peculiarities.

In higher level of learning language teachers should use analytical method more than imitative one. Phonetic system should be learned as a whole in free speech (not isolated as for example, teaching separate phonemes in strong position or intonation constructions in one syntagma sentences).

Students should know and use some pronunciation varieties (acceptable in standard language). These are for example optional assimilation of the soft sounds in pronunciation consonants, synonyms and stylistic differentiation of modal words in intonation.

These differences can be found in text books and in exercises for developing, consolidation of the students' knowledge and skills.

According to the experience among some effective writing exercises, which can be used at the phonetics training lessons, there are such as "Listen and write, then read by yourselves and compare with written text."; "Divide words according to examples and write them. Model: Ta-ta-okno (English: window). Some authors of phonetic

courses advice to use exercises where students can differentiate not only written words and sounds but also word combinations and textual unity.

## CONCLUSION

The authors of this article come to a conclusion about necessity to use written exercises at the Phonetics lessons for foreign students. These written exercises are important to use at the Phonetic training lessons due to many reasons. Firstly, it is the influence of the physiological features of the native speakers. The organs of articulation of different peoples are the same but perception and articulation bases are different. That is why perceptive organs (ears, eyes, mouth) should be used as often as possible. Secondly, there are some principles of teaching correct pronunciation of Russian language as the second language which should be taken into account. These principles are the following:

- Learning phonetics peculiarities of Russian language through communication close to the real life. Learners should train to make sound oppositions which are common to Russian phonetics system;

- It is necessary to take into account the peculiarities of the native language phonetics system of the learners of the second language;

- It should be relied on aural memory of the learners, their imitative ability, who have to understand that the way of pronunciation and the sounds are one unit. Students should analyze the pronunciation difference in their native language and the second one.

It is made the conclusion that correct pronunciation should be taught more effectively in combination with different types of Russian language speaking skills: listening and speaking, listening and writing and reading aloud, listening and reading aloud. As an example it is given some description of doing exercises for developing right pronunciation skills at phonetics lessons. Written exercises at phonetic lessons are important not only in the introductory and elementary levels but also pre-intermediate and upper-intermediate levels. Students should get language and communicative exercises. They have to do all kinds of tasks as exercises for developing articulatory, rhythmic, intonation skills. Doing these exercises they should understand and analyze "how and why is right". Teachers shouldn't base only on the imitative talent of learners but also they use conscious and analytical ability of students. Some basic types of receptive and receptive-productive exercises (oral explanation and tasks) are followed with written exercises as so called "visual perception".

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## THE POSSIBILITIES OF CREATING AN EXPERIENCE BASED UNIVERSITY COURSE ON AN ONLINE DIGITAL PLATFORM WITH THE TOOLS OF GAMIFICATION

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### ABSTRACT

The aim of the paper is to introduce how to implement gamification elements into an online digital platform to create a digital, user experience based university course. First a brief introduction to gamification, game design elements and advantages are introduced. To understand the advantages of the different game elements (e.g. points, leaderboards, freedom of choice) to use, pilot tests were held for 2 semesters, in which 118 and 156 students participated. In these pilots, some of the course elements were tested in offline and some in an online environment. These course modules were planned with the aim to work as game elements and had been changes made for the second course. In addition, the currently used gamified educational platforms had been examined, in focus of different game design elements. The introduced possibilities will help for university teachers to implement and use gamification in their courses to create a higher engagement among students. Moreover, a new framework will be introduced to support the planning of an online user experience based university course. This framework combines game design elements (e.g. rules, feedbacks, rewards) and the theories of user experience.

**Keywords:** gamification, experience based learning, game elements, gamification tools

### INTRODUCTION

Gamification has been a buzzword for the past years to create a higher level of engagement among users, customers. It has been developed from the video game industry, from which gamification uses the game design elements in a non-game environment. These tools are used to create a new experience to form habits in the long term. In the education, the learning is the most effective if it is repetitive and done for an extended period. Implementing gamification as a teaching method should bring the benefits of a higher motivation towards learning. Combining this idea with an experience based course could have the possibility to reach the pupils be more active and committed to gain knowledge. There have not been many work done on this subject yet, however there is an article, in which a game based e-learning platform was created by Gasland [1]. This paper is structured as it follows: first a brief introduction about gamification will be given, secondly an overview of the pilot university course, thirdly more details are given about the offline gamified pilot course, in the fourth part the digital possibilities with game elements will be introduced, lastly the new experience based framework will be introduced.