

to the control group. In January the stress level in comparison with the beginning of the year has significantly decreased in students, experimental group, and students control group stress level remained average, therefore, regular sports, uninterrupted in exams, help students better organize a healthy lifestyle, maintain an optimal level of stress resistance, prevent fatigue and stress.

Conclusion Stress affects a person's mental capacity, physical activity and behavior. Every student should be mindful of the need to maintain mental balance, especially during the session. Exams, tests, practical skills, tests are a reasonable cause for stress, but the further development of events: aggravation of the illness or overcoming the problems that arose, depends on how much a person is able to protect themselves from stress and resist it.

Physical activity during the examination session increases resistance to negative stressors. This is evidenced by the shifts in the physiological and psychomotor functions of students who regularly engage in sports and show a lower level of anxiety on the exam, compared to other students.

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FEATURES OF USING INTERNET RESOURCES IN TEACHING RUSSIAN AS A FOREIGN LANGUAGE

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In this article usage of chat bots, bots in Telegram, the Quizlet application and the Quizizz platform in teaching students Russian as a foreign language is being observed. This paper describes algorithms for working with the proposed resources in the classroom and in the extracurricular time. The authors also describe the benefits of using new technologies to effectively master foreign vocabulary and grammar.

Key words: learning a foreign language, Russian as a foreign language, chatbots

The confident and rapid development of technologies strictly affects the presentation and transmission of information in the context of academic education. Increasingly, inventions in the field of artificial intelligence are correlated with the issues of learning, mastering new knowledge. Thus, this allows creating a new cognitive telecommunication environment for acquiring a foreign language and virtual linguistic interaction in the information educational space (Esionova E.Y. Iskusstvennyj intellekt kak alternativnyj resurs dlya izucheniya inostrannogo yazyka: [sayt]. URL: <https://clck.ru/33QVco>). In addition, the forced shift in focus on online education has stimulated teachers to explore the opportunities that the Internet offers us in detail and adapt them to educational goals. Many modern researchers, practitioners (Budnikova A.S., Babenkova O.S. Ispolzovanie chat-botov pri izuchenii inostrannogo

yazyka: [sayt]. URL: <https://clck.ru/33QVgH>), in addition to traditional methods of training, are already actively using and developing new methods. Various media resources, for example, bots and channels on Telegram, applications are integrated very organically into the process of learning foreign languages. The use, in particular, of chat bots will obviously gain great popularity as an additional teaching tool not only in the field of academic education, but also among those who are engaged in language development on their own.

Chat bots are currently quite actively used in business for better interaction with customers, to provide full-time service, to track the transfer of consumer data (for example, they collect customer feedback that allows companies to improve the services they provide). The advantages of chat bots, including economy and ease of use, the ability to solve standard problems without involving a person, also made them a promising help and assistant for teachers and students. While creating chat bots, which are designed to become part of the educational process, the following capabilities may be useful:

- linear material supply;
- answers to students' questions;
- checking of mistakes;
- a reminder of the time of classes (Bikkulova O.S., Ivkina M.I. Chat-bot v metodike

prepodavaniya RKI: [sayt]. URL: <https://clck.ru/rfp2A>).

Onward, we will consider the use of Telegram bots and applications for learning Russian as a foreign language, but it is obvious that the ways of interacting with the proposed resources can be considered universal not only for learning any foreign language, but also for other disciplines. Note that while using game techniques in classes, the teacher needs to build a balanced plan in which working with applications will become an additional way to motivate students.

In our practice, in classes of Russian as a foreign language, the most often used application is Quizlet, which is designed to create cards. Let's describe the principles of working with the application before, during and after the lesson using the example of dictionary cards on the topic "Eda" (URL: <https://quizlet.com/ru/557281354/еда-flash-cards/>). First, a teacher creates a thematic set of words in the application, it is possible to choose any language for translating a word, or create monolinguals without translating into the intermediary language. The application has a function to add images, which, in our opinion, will make the process of learning new vocabulary more efficient for students. At advanced levels, creating such a list of words based on read texts can be an individual task for students. This practice allows a teacher to bring a student out of passive mastery of material into active independent study.

During the lesson, students first master new vocabulary in context, and after that they receive an electronic link to the list of new words. At the first stage, a teacher, together with students, can use the "Cards" function. If there is enough time in class or for homework, students can make sentences with new vocabulary. Another advantage of using Quizlet is the presence of an audio assistant function that automatically voices a word in a foreign language and its translation.

In extracurricular time, writing, listening, and memorizing skills are being trained, as well as in the PC version, students can practice words in the games "Gravity" and "Selection." To test the learned material, a teacher launches a quick game Quizlet Live or "Check," which allows an educator to test the knowledge of students in an exciting way.

In addition, Telegram is a successful platform for consolidating not only new vocabulary, but also grammar. This social network combines several ways to submit information: thematic channels and the function of creating and automatically checking test tasks. One of the examples is the Telegram channel "Tests/Quizzes in Russian language" (URL: <https://t.me/testrki>), the audience numbers 9,455 subscribers. This is an electronic task collection, which is used to prepare for passing exams on evaluation of language proficiency level. Let's consider an example test for elementary level (A1). The test has 46 questions, taking 45 seconds to answer each. If a student answers correctly, then the answer option is highlighted

in green, if the answer is incorrect, the selected option will turn red. If there is no answer within the indicated time, the bot will automatically show the correct option and open the next question. The channel collection presents a large base of tests for higher levels. In addition, the authors of the channel also publish grammatical information for students who study Russian as a foreign language. For example, authors uploaded notes on the difference between the words "пребывать" and "прибывать," on the expression of determinative-substantive relations (as part of the preparation for the TORFL-III exam). The presented theoretical material is systematized and mastered in practice. The authors of the channel create separate folders using the Wordwall resource. These folders contain the most difficult questions for the channel audience - most of the subscribers gave incorrect answers to them. In our opinion, the creation of such Telegram channels and bots can be considered promising not only in exams preparations, but also in studying special vocabulary and grammatical constructions from specialized areas - medicine, computer science, engineering, etc.

Another effective tool in learning foreign languages is the Quizizz resource for creating quizzes and presentations. On this website, a teacher has the opportunity to develop an interactive lesson using the presentation functions. A distinctive feature of the Quizizz is the addition of various tasks to the slides with the necessary material. Questions are performed in quiz mode, and the winner is determined at the end of the presentation lesson. The Quizizz resource is also aimed at schoolchildren, therefore the platform has a gaming interface. If the situation requires it, then game functions (emojis, musical accompaniment, memes) can be disabled by the teacher.

Thus, at present, the use of various applications (Quizlet and Quizizz), as well as chat bots (in particular those which were created on the Telegram social network) is successfully integrated into the learning process as an additional means of acquiring, consolidating and testing the knowledge gained. In addition, these applications are attractive as they save the teacher's time to check tasks and can be reused in different groups of students.

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COLLOBATION FORMS OF LEARNING

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Abstract. Traditional education is the most common form of education, which involves close interaction between the teacher and students. In the traditional teaching scheme, the teacher is the only source of knowledge in his field. The combined form of education is the interaction of traditional and distance learning. Distance form of education is the receipt of educational services without visiting an educational institution, with the help of modern in-