



## **TEACHING RUSSIAN LANGUAGE IN FOREIGN LANGUAGE GROUPS OF STUDENTS USING DIGITAL TECHNOLOGIES**

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<b>A B S T R A C T</b>	<b>KEY WORDS</b>
The article highlights the problems of using digital technologies that contribute to satisfying the development of linguistic, communicative and linguistic (cultural-linguistic) competencies of students.	Digital infrastructure, Russian language, Russian literature, language competencies, motivation, training.

### **Introduction**

Modern teaching of the Russian language includes the integration of traditional and innovative approaches and teaching methods, which requires determining the content of training, organizational and managerial elements of the educational process.

Students in foreign language study groups sometimes experience language difficulties. Sometimes this is due to a shortage of Russian language textbooks. To solve this problem, it is precisely the need to digitalize the educational process, which will help to minimize interference phenomena and expand the range of interdisciplinary research.

The use of digital technologies facilitates the assimilation of educational material when a student perceives material that he understands orally or visually: listens to podcasts, watches TV series, reads texts. In this case, the maximum benefit comes from material at a level above the student’s current level.

Knowledge, abilities, skills, the formation of which is the main task of traditional universities, in the modern educational process are the base, the information foundation necessary for the development of a student’s potential.

Modern methods of teaching the Russian language involve the use of texts that not only enrich students’ knowledge, but also contribute to their education. These engaging texts allow students to become immersed in the content, leading to deeper learning. All teaching technologies, methods, and techniques based on students’ personal experience, observations of life, and participation in social activities contribute to the formation of their worldview. This teaches students to analyze their own behavior and develop self-criticism skills.

In the system of teaching Russian as a second language, it is important to teach students to use the language as a means of communication in further practical activities.

Speaking about the implementation of the didactic principle of scientificity, it is necessary to emphasize three main points:

- the entire organization of the learning process is based on data from modern science (linguistics, psychology, psycholinguistics, methods of teaching languages);
- the information provided must correspond to the current level of development of the discipline being studied, in this case the Russian language;
- all the language material being studied is presented in a strict, methodologically thought-out and scientifically based system [4,41-p.].

Understanding and mastering material through conscious and logical memorization significantly exceeds the effectiveness of rote memorization. This is especially important when learning languages, including Russian, where a deep understanding of rules and structures is key to successful acquisition. Unlike rote memorization, which rarely leads to the ability to use language creatively, meaningful learning allows you to actively apply knowledge in speech and writing.

To successfully implement the set objectives in the study, we analyzed studies that reveal the essence of digital technologies [3,16-p.], and we also tried to give an objective description of the concept of “digital competencies” of future teachers of Russian language and literature, and clarify the role of “digital resources” in the organization of the educational process. Based on the above, we formulated the concepts of “digital educational technologies”, “digital competence” and “digital competence”, “digital resources”.

Digital competence is a developed qualification focused on understanding and using digital technologies and systems, demonstrating the ability to creatively and critically implement them according to functionality, and have the ability to use them without outside help (author’s description).

Digital competence is the ability to competently use IT technologies in various pedagogical situations, the ability to vary them according to their functional purpose (author’s description).

Digital educational resources are a collection of data presented in electronic format, intended for use in the educational process (author's description).

Digital educational resources serve to form new knowledge, repeat and consolidate material, increase visibility in the study of physical phenomena and processes, to diagnose and evaluate students’ knowledge, skills and abilities. can be roughly divided into: training programs; modeling programs; training programs; diagnostic programs.

The DOC includes media files of the educational resource and metadata for searching, selecting, and obtaining information about the properties of digital educational resources. Each teacher, using information and educational tools in his activities, has already formed his preferences for certain educational resources and platforms. Useful tools for creating digital support for the educational process may be (see Table 1):

Table 1. Tools for creating digital support for the educational process in Russian language classes

<b>Presentations</b>	<b>Tests</b>	<b>Games (games)</b>	<b>Quests</b>	<b>Quizzes</b>
Infographics	Didactic tasks	Situational	Short-term	Seasonal
Mind maps	Social poll	Musical	Long-term	Thematic
Flash cards	Interview	Sports, military	Variable	Motivating
Word cloud	Psychological	Dramatic, etc.	Quests-Prospects	Stimulating

As shown in the table, current digital support for most types of educational work for students - multimedia presentations, didactic games, mind maps, clusters, interactive whiteboards, services for creating tests and monitoring knowledge, virtual reality technology - open up new opportunities for organizing training sessions.

Students are always very happy to be distracted by the use of virtual whiteboards and other elements of digital technology in the educational process. Such as: Canva, PREZI, Crello, Emaze, Eazel.ly, etc. We have conditionally highlighted the advantages of introducing electronic educational resources for learning the Russian language: interactivity, informality, group orientation, innovation.

Particular attention should be paid to gamification technology, which makes learning complex material more interesting and effective. Digital tools, which are interactive didactic games, increase involvement in the educational process, reduce stress during assessment, and relieve moments of psychological stress.

In teaching the Russian language, you can use Google services for quick and accessible exchange of information: documents, presentations, disk for storing information, tests, calendars, websites, blogs, photo albums, etc. These services help organize a new educational environment. Thanks to the Google service, any account owner has the opportunity to independently create websites using ready-made templates with minimal time investment. Despite the site size restrictions - 100 MB, you can upload text in Russian, a table, a presentation, a survey form, videos, a calendar and Google maps to the site. Having performed the simplest steps after selecting a template, theme and name, the following elements will be displayed on the main page of the site: navigation bar, page title, text and link on the page, gadget with announcements. An additional function allows you to open access to the site to everyone or to a group of people invited by the subject.

“For network interaction in classes on the propaedeutic course of the Russian language with teachers and students, this virtual office is an indispensable tool” [6, 62 pp.].

Interaction through a virtual office allows you to function and develop dynamically. The network activity of community teachers allows us to conclude that thanks to the site, the interactive interaction of participants has intensified, and the processes of informatization of education are developing. The components of the pedagogical website are effectively used in the educational space. The website is an effective form of generalization and dissemination of teaching experience, which allows creating conditions for the professional growth of teachers.

Digital infrastructure in the educational process is in demand among modern teachers. Digital technologies open up great opportunities for obtaining a comprehensive education, for determining an individual trajectory of development and learning, and unlocking the potential of both teachers and students.

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