

Means of Intensifying the Process of Teaching the Russian Language Based on Modern Technologies

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Abstract: The article reflects an acute problem of modern education associated with the systemic transformation of society - the introduction of innovative technologies into the process of teaching the Russian language. The need for methodological skill and technological competence of the teacher is asserted as the basis for intensifying the process of teaching the Russian language in non-linguistic universities.

1 INTRODUCTION

The problem of the selection and application of modern technologies as a problem of methodological science has become extremely acute at the present time due to a number of new social and technological conditions. Society, both Uzbek and global, was faced with a completely different reality, including in education, when there was an emergency need to use the Internet space and online learning. Let's consider several issues that are in one way or another related to modern technologies of learning, development, overcoming, discoveries, etc. First of all, let's define the concepts of teaching methodology and learning technology: there is no equal sign between them.

Methods of teaching an academic subject - pedagogical science, the theory of teaching a particular discipline, exploring and defining the goals, content, methods, patterns of the learning process, etc. [5]; technology – in the broad context accepted today as “rationally organized learning as a whole.” If the methodology explores and determines approaches, methods, techniques, means, organizational forms of training, etc., then the technology selects a certain set of them for professional and practical activities. With regard to the concept of technology, it is important to clarify that it was originally used in connection with the use

of technical teaching aids. The expansion of the concept occurred with the advent of Information and communications technology, however, innovative changes affected not only the methods of accessing computer technology, but also the meaningful definition of technologies, for example, design technology, gaming technologies, etc.

Note that the content of the term is differentiated in relation to two components: teaching technology and technology in teaching: techniques of using technical teaching aids, Information and communications technology, Internet networks. In accordance with this, it should be said that educational technology can be considered as a set of technological methods and technological techniques, the use of which provides such characteristics of the educational process with different didactic goals: explaining new things, developing competencies, repeating what has been learned, control, etc. as effectiveness, ergonomics, motivation [1].

Technologies ensure the productivity of the educational model, for the implementation of which it is important to use the achievements of modern technologies in the practical work of a professional. Several technologies can serve the same educational model. For example, in the model of teaching the Russian language based on the axiological approach, dialogue technologies and critical thinking

technologies with technological techniques for teaching the ability to discuss, evaluate, identify and solve a problem are effective. The higher the skill of a professional: teacher, university professor, the more technologically advanced the educational process.

RESULTS AND DISCUSSION

The educational model based on digitalization is connected more than what happens in the tradition of using technical teaching aids and electronic educational materials, with updating the content of education and separating students from their usual learning environment, immersing them in a technological environment using Internet resources and services: distance learning, electronic textbook, interactive, etc. It will be strategically wrong to accept this model as the only correct one, but it will also be wrong to deny the tactics of educational work taking into account the capabilities of new information technologies.

Preserving an environment of live communication, natural language, and an atmosphere of cooperation in teaching the Russian language is necessary for personal development. One of the acute factors of public debate is the myth about the age component in society and, accordingly, generational differences. In the notorious 1990s, the idea was driven into the public mass consciousness that people of age (starting from 50) should leave as quickly as possible so that the new democratic society began to live differently [5].

Today, those who preached this inhumane idea are well over 50, but for some reason they are in no hurry to leave the rostrum of public life and do not shout so loudly about the age of generations. Then, in the 1990s, the very idea of the need to educate the younger generation was rejected. The absence of the task of educating students at a university, primarily through the Russian language, literature, history, etc., led to negative results: increased aggression among young people, immoral attitude towards older people, disrespect for the teacher, a decrease in the general culture of relationships, including gender, etc. This tilt is being corrected: upbringing is an integral part of education [3].

Another myth - about the advantage of young people in quickly mastering mobile technology - is also becoming a thing of the past. Older generations can also master new Internet resources: there have always been times when new technology came into the structure of human life. Recent trials (the coronavirus pandemic) and a greatly changed reality have made adjustments to the process of understanding information technologies and

mastering them. It turned out that if necessary, one can reach the level of an active user of Internet resources and new audio and video technologies quite quickly. The age component is not a barrier to the use of modern technologies. However, let us ask ourselves: is this always necessary in everything? How necessary is digital content for education, especially in the humanities? Progress in the humanitarian spheres - education, science, culture - ensures the successful development of the state. Education is a key factor for the development of the future of society and the country, its prestige in the world, and its competitiveness. The slogan of rapid digitalization of education, in our opinion, should be considered in connection with the country's educational model, its compliance with humanistic goals and ensuring its success.

New technologies in education provide the prospect of keeping up with the times. The primary task - the introduction of modern technologies - was set in the 2020 Presidential Address. The Information and communications technology system brought into active action helped us get through this difficult 2020 more effectively. The process of learning in a distance format made me look differently at myself and at the world around me. But what can and should be taken into account and introduced into education? The context of teaching the Russian language itself is complex. Modern technologies are designed to ensure the intensification of the educational process in accordance with the requirements of the time. Methodological science should largely determine how to do this today.

The Russian Language Department of the Tashkent University of Applied Sciences, the entire pedagogical community not only puts together the contours of the problem of digitalization, but also programs and designs the practice of digital platform solutions in the preparation of teachers of the near future. For students and the entire pedagogical process organized by university teachers, several points (provisions) related to the intensification of the educational process in teaching methodology at the university became obvious: strengthening independent work, the need for more clear signals and a prompt response to them in the education system, building an individual trajectory student through a digital portfolio, receiving feedback, acquiring "*selfi sopti*" skills like working in a team, the need for operational monitoring [3].

The complexity of the current moment is adaptation to digital technologies in education: interactive style in questions and answers, competent structuring with preliminary monitoring, information

responsibility, selection of original system solutions. The wider the set of visual information means, the stricter and stricter the self-consistency should occur in the mechanisms of language - thought - speech of the Internet user. The right to provide information via the Internet obliges it to be presented openly, comprehensively (systematically), and objectively. The more users work ("sit") in networks, the stricter the assessment both from within and from without: how the teacher (student) views it and how society views it. By the way, the employment of each side of education is not reduced, but increases in the field of removal, which should also be provided for in the organization of distance learning. Let us also pay attention to such a question as the technological characteristics that each technology should have, and accordingly to the technological competence of users [4]: supported format, switching mode, slots for memory cards, files, reproduction of photos and texts, screen size, etc.

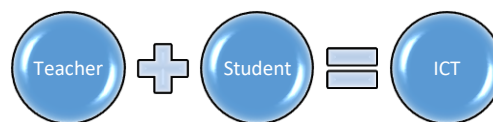
The effectiveness of the technology lies in the fact that its mechanisms can be reproduced and repeated many times. This applies to all technology as a systemically organized mechanics of methods and techniques, as well as individual technological methods and techniques. The technology can be developed in relation to any target stage in the learning process, i.e. to be a technology for explaining new things, developing skills and control. If the methodology of each of these segments of the educational process has its own classifications of methodological concepts, then the technology optimizes the application of the chosen methodology. Thus, the method of problem-based learning is based, for example, on a dialogue methodology, and its implementation requires the technical characteristics of including dialogue in the educational process and the involvement of participants in the dialogue. We are not talking about the degradation of methodology and the triumph of technology. The choice of methodology depends on the intellectual and professional competence of the teacher. Practice shows that, for example, dialogue as a teaching method is not always successful, but technological methods often turn out to be ineffective. The choice of methodology is associated with the teacher's theoretical training, and the choice of technology is associated with his practical ability to translate theory into an action algorithm. An action algorithm, figuratively speaking, is a "scenario" for solving a specific issue, programmed in sequential procedures ("steps").

The intensification of the process of teaching the Russian language with the use of modern

technologies largely depends on the professional preparedness of the teacher and on his skill. N.F. Efremov writes about this in the paradigm of competency-based education [2]. Digitalization of the educational process is part of professional excellence, which does not devalue communication, but, on the contrary, preserves the stability of the educational space as a valuable quality. To do this, one should develop informational and social immunity, which allows one to be more cautious, calmer, and at the same time, if mobilization is necessary, to be prompt in response and decision. Online education cannot and should not replace face-to-face education, especially since the genetic code of the Uzbek nation contains the idea of an Uzbek community.

CONCLUSIONS

Methodological science is faced with the task of developing a technology of solidarity along with the personalization of the process (a personal computer should not separate people, but open up new opportunities for personal and social development). Teachers of our department discuss the conditions of systemic transformation, answering the questions [4]: How to teach? How can you help you realize who you are? How to ensure the speed of information processing? How to teach cognitive flexibility? For the learning process to be productive, you need to understand the new functions of the teacher in the digital educational environment: teacher - student - Information and communications technology.



The main function of the teacher (he teaches, not the computer), according to teachers of the Russian language department of the Tashkent University of Applied Sciences, remains the purpose of instilling in the student the position of a subject of sociocultural creativity and the basic types of teacher activity: goal setting, content selection, content transformation in the form of joint activity. New learning activities are based on network interaction, and the types and forms of interaction are defined in a new way. In all cases, feedback is significant (a kind of connection between the addressee and the addressee/s). Due to social circumstances and technological progress, online learning has been tested in the communication of students with teachers, students with teachers. It is still very immature. However, online learning is becoming an educational resource and trend of the XXI century, and, obviously, a combination of different forms of learning that promote rapid

adaptation to a new, rapidly changing environment and independence in decision-making will be promising

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