Modern Information Technologies in Teaching the Russian Language

Gulnoza Narimonova,
Namangan State University, 160107, Namangan, Uzbekistan

Abstract. This article considers the use of information technology in Russian language lessons. The use of technical means at various lessons has a significant impact on the organization of students' activities. Also, information technologies play a great role in the learning process, qualitatively changes the process and results of learning.

Keywords: Information Technology, Russian Language, Teaching.

The world is experiencing high economic and technical growth, and with it the vision of education results is changing. High results of which can be achieved only by using modern technologies, approaches and methods.

In accordance with the new social demands, the state educational standards put forward one of the requirements to the results of the educational program as the formation of students' ability to work with information: to use various "ways of searching, collecting, processing, analyzing, organizing, transmitting and interpreting information in accordance with communicative and cognitive tasks and technologies of the subject...". The use of ICT fundamentally increases the opportunities for such development.

Technical teaching aids are devices that help teachers to provide students with learning information. are devices that help teachers to provide students with learning information, manage the processes of memorization, application and understanding of knowledge, and monitor learning outcomes. They have special blocks that allow storing and reproducing programs of information provision, management of students' cognitive activity and control.

The use of technical means in various lessons has a significant impact on the organization of students' activities.

The use of technical means of teaching plays a great role in the learning process, qualitatively changes the process and results of learning. Such means can be a projector, interactive whiteboard, etc.

The following stages of lesson preparation with the use of ICT are identified:

I. Conceptual

The necessity of using ICT tools is argued: deficit of sources of teaching material; possibility to present in multimedia form unique information materials (pictures, manuscripts, video fragments); visualization of studied phenomena, processes and interrelations between objects; necessity of objective assessment in shorter terms, etc.

II. Technological

Choosing the methodology of lessons and designing the main activities of the teacher and students; choosing the way of teacher-student interaction.

III. Operational

Step-by-step lesson planning and preparation of teaching materials are carried out. For each stage the following are determined: formulation of the goal with a specific result orientation; duration of the stage; form of organization of students' activities with ICT resources; teacher's functions and main types of his/her activities at this stage; form of intermediate control.

IV. Pedagogical implementation

The role of the teacher in a lesson using ICT is changing, the teacher is now not only a source of knowledge, but also a manager of the learning process, the main tasks of the teacher become: managing the cognitive activity of the student.

The concept of multimedia in general and multimedia tools in particular, on the one hand, is closely related to computer processing and presentation of various types of information and, on the

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other hand, underlies the functioning of ICT tools, which significantly influence the effectiveness of the educational process.

The use of multimedia technology leads to the use of more effective approaches to teaching and improvement of teaching methods, is the most effective means of teaching and education. In addition, the introduction of multimedia technology helps to increase the motivation of students' learning, save teaching time, and improve the learning of material at lessons. Multimedia learning tools help to clearly build the structure of the lesson, aesthetically design it. Another advantage is the emotional impact on students. The inclusion of videos and sound accompaniment of slides allows to form a personal attitude of students to what they have seen and heard, increases the motivation of learning.

In accordance with the new standards, it is necessary, first of all, to strengthen the child's motivation to learn the Russian language.

The use of ICT in Russian language lessons allows you to diversify the forms of work, the activities of students, intensify attention, increase the creative potential of the individual, motivation for the successful study of educational material, and use a variety of illustrative and information material.

In contrast to printed tables, spreadsheets are more visual. The same spreadsheet can be used throughout the entire period of study of a topic, as there are multi-level spreadsheets containing complete information on a particular section (e.g., "pronouns" or "nouns").

The virtual school disks contain theoretical and practical material, questions for consolidation, lesson tasks, simulators, texts. It should be noted the depth of analysis of works, the variety of material, and the brightness of presentation. The teacher can use this material at his/her discretion, having carefully studied and selected the necessary material.

Electronic dictionaries and encyclopedias make it possible to obtain additional knowledge and use it at the lesson.

Interactive whiteboards are a set of equipment that makes it possible to make the learning process bright, visual and dynamic. It allows covering a large volume of material, organizing checks, making corrections and adjustments, making comments, saving materials for further correction.

Video recording is one of the most favorite screen media for students. The topics of the video are rich and varied. Fragments from television programs, performances, feature films, as well as homemade video materials prepared together with children are not a complete list of video recordings that a teacher can use in the classroom.

Students, using ICT, develop their creative abilities and increase the intensity of mental activity. Working with ICT, the student, who, based on his individual abilities and interests, builds the process of cognition, becomes the center of activity. In addition, not only a "subject - subjective" relationship develops between the student and the teacher, but also creative.

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