Linguo-Methodological Features of the Use of Distance Technologies in Teaching Russian as A Foreign Language

Abdualieva Durdona Rustamovna	Senior Teacher of the Department of Humanitarian Sciences, Branch of Kazan Federal University, Jizzakh, Uzbekistan
Bakhtieva Roza Mirgarifanovna	Senior Teacher of the Department of Humanitarian Sciences, Branch of Kazan Federal University, Jizzakh, Uzbekistan

ABSTRACT

The actual significance of this topic of the article lies in the fact that information competence increasingly determines the level of distance education. The statement about the beginning of the transition of human civilization to a new qualitative state is indisputable ("post-industrial" or "information" culture is replacing the "industrial" one). Each stage of the development of society has its own form and content of the process of teaching new generations, transferring accumulated knowledge, skills, and traditions to them. The purpose of this work is to develop new, more interesting, more effective, from the point of view of pedagogy and psychology, interactive methods, so that they include different psychophysiological characteristics of students and give the maximum result in the educational process of a distance learning.

Keywords:	Speed, flexibility, thinking, decisions, critical approach, changing conditions, new strategies, methods.

In the proposals for the modernization of education at the present stage, which were announced by the President of the Republic of Uzbekistan Shavkat Mirziyoev, along with the priorities: informatization of education occupies a special place. Informatization of education is the process of providing the education sector with methodology and practice for the development and optimal use of modern or information technologies focused on the implementation of the psychological and pedagogical goals of training and education. The reforms in the field of education taking place in our country, along with the development of new educational standards, the introduction of new academic disciplines, new textbooks and teaching aids, have caused the need to change the teaching methods. In the context of the implementation of the National Program for the Training of Personnel, it is impossible to imagine the educational process without the use of interactive teaching methods. The use of interactive methods allows you to create conditions for [2]:

- setting goals and objectives that require the search and analysis of various solutions;
- selection of different ways of activity to achieve the result;
- development of communication skills; reflections on the work done;
- development of such important social skills as speed and flexibility;
- thinking when making decisions, a critical approach to problems;
- respect for other people's opinions, the ability to work effectively in a group, team, faster adaptation to a new situation, to a new team, to changing conditions.

In modern pedagogical practice, several dozens of new strategies, methods and teaching methods, including interactive ones, have been developed and are being applied. A modern teacher, regardless of the subject or discipline taught, must possess the necessary "arsenal" of

interactive teaching methods and be able to use them in the educational process.

One of the main goals of distance education is the formation of an information culture of students. The main characteristics of the use of modern information technologies are the possibility of differentiation and individualization of education, as well as the possibility of developing creative cognitive activity of students.

To reorganize the educational process on the basis of modern information technologies, many curricula and teaching aids have been developed. However, in reality, each teacher develops his own programs, as well as educational and didactic materials. A significant number of computer programs have been accumulated for use in distance education.

The most important among such programs are interactive training programs that provide for the exchange of information between at least two participants in the dialogue, as well as developmental programs that can captivate students, involve them in solving educational problems, and develop their intellectual level. Computer programs are often combined into electronic and multimedia textbooks.

There is a need for a serious development of a methodological system for teaching students computer science and modern information technologies, primarily the development and improvement of forms and methods of teaching. It is necessary to focus on the productive assimilation of the system of leading knowledge by students, on the effective education and development of students. The methodology existing in distance learning should reflect the ideological and philosophical side of education, the ideological aspect, educational opportunities and educational values. The functions of informatics are connected with the disclosure of the role of information processes in wildlife, technology, society, with the formation of skills in using computers as a specific means of solving educational problems, and the implementation of the tasks of vocational guidance for students.

Traditional techniques, methods and teaching aids, when transferred to a modern lesson, should be modified accordingly. In addition, the achievement of learning goals, as a rule, is provided by a complex of traditional and new teaching methods.

The development of computer technology makes it possible to overcome these problems, however, the existing materials in electronic form are aimed at the average user. In order to improve the educational process in distance learning and integrate it with academic science, it is necessary to organize the production of interactive educational materials on electronic media.

Proper use of the possibilities of modern information technologies in distance learning contributes to:

activating cognitive activity, improving the quality of student's progress;

- achievement of learning goals with the help of modern electronic educational materials intended for use in lessons in distance learning;

development of self-education and self-control skills in younger students; increasing the level of learning comfort;

Reduction of didactic difficulties in students;

- increasing the activity and initiative of younger students in the classroom; development of information thinking; formation of information and communication competence;

- the acquisition of computer skills by distance learning students in compliance with safety rules [3].

The productivity of lessons using ICT is very high.

Thanks to modern technology and optimal teaching methods, each student is given the opportunity to "travel" through the world of knowledge, just as he travels through the game scenes of some entertaining game, which gives a new powerful impetus to the development of independent cognitive activity.

The use of new information technologies in traditional primary education makes it possible to differentiate the process of teaching younger students, taking into account their individual characteristics, enables a creative teacher to expand the range of ways to present educational information, allows for flexible management of

the educational process, is socially significant and relevant.

It is especially interesting to use multimedia technologies to illustrate the teacher's story at the stage of explaining new material. Computer programs help to create a variety of visual illustrations and sound accompaniment, which contributes to a better implementation of the principle of visibility in teaching.

The effectiveness of the pedagogical activity of a teacher is characterized by the same 10% of students. The explanation is very simple: "only 10% of people are able to study with a book in their hands".

In other words, only 10% of students accept the methods used in a traditional school. The remaining 90% of students are also able to learn, but not with a book in their hands, but in a different way: "by their actions, real deeds, all the senses". The morphological principle determines the mutability, immutability of word forms [4].

The results of this study led to the conclusion that learning should be structured differently, in a different way, so that all students can learn. One of the options for organizing the educational process is the use by the teacher in his activities of interactive learning methods. The strategy of interactive learning is the organization by the teacher with the help of a certain system of ways, techniques, methods of the educational process based on:

- subject-subject relations between the teacher and the student (parity);
- multilateral communication;
- construction of knowledge by students;
- use of self-assessment and feedback;

In the context of interactive learning, knowledge takes on other forms. On the one hand, they represent certain information about the surrounding world. A feature of this information is that the student receives it not in the form of a ready-made system from the teacher, but in the process of his own activity. The teacher must create situations in which the student is active, in which he asks, acts. In such situations, "he, together with others, acquires the ability to transform into knowledge that which initially constituted a problem or obstacle".

On the other hand, the student, in the process of interaction in the classroom with other students, the teacher masters the system of tested (tested) methods of activity in relation to himself, society, the world in general, assimilates various knowledge search mechanisms. Therefore, the knowledge acquired by the student is at the same time a tool for their independent acquisition.

Thus, the goal of active learning is the creation by the teacher of conditions in which the student himself will discover, acquire and construct knowledge. This is a fundamental difference between the goals of active learning and the goals of the traditional education system. However, in the process of preparing and conducting a lesson, it is necessary to take into account the shortcomings and limitations in the use of modern technologies, such as the problem of the readiness of teachers and the information and educational environment [5].

To concretize the conversation about the goals achieved in the strategy of active learning, we will use B. Bloom's taxonomy of cognitive (cognitive) goals, which is now being actively discussed in the pedagogical community [1]. If we follow the taxonomy developed by B. Bloom, then knowledge is only the first, simplest level of this hierarchy. Then there are five more levels of goals, with the first three (knowledge, understanding, application) being the goals of the lower order, and the next three (analysis, synthesis, comparison) being the highest order. Interactive learning methods also achieve the goals of the first three levels, and more effectively than traditional learning methods do. A good confirmation of this thesis can be a memorization pyramid. And as a result, teachers working in the traditional paradigm often use interactive teaching methods to better assimilate information for students. In this case, we will only talk about optimizing the traditional educational process. This fixation is very important, because it can allow the teacher to decide in the plane of which strategy he is working.

Methods of interactive learning make it possible to achieve in the educational process, most often, the goals of a higher order. At the same time, these methods contain another block of

goals, the implementation of which contributes to the development of students' social competence (the ability to conduct a discussion, work in a group, resolve conflicts, listen to others, etc.).

References:

1. Bogoyavlenskaya D.B. Psychology of creative abilities. - M.: Academy, 2022. - p.34.
2. New pedagogical and information technologies in the education system. E. S. Polat, M. Yu. Bukharkina, M. V. Moiseeva, A. E. Petrov - M.: Publishing Center "Academy", 2014. -p.56.
3. Vygotsky L.S. Questions of student psychology. - S.-Pb.: Academic, 2022. - p.322.
4. Abdualieva D.R. Обучение Морфологии на Узбекском языке. Eurasian Journal of Academic Research. Volume 3 Issue 4, 2023. -p.14. file:///D:/Work/Innovative%20Academy/Innovative%20Academy%20journals/EJAR/Main%20documents%20-%20Asosiy%20fayllar/www.in-academy.uz
5. Abdualieva D.R. Open online courses in teaching Russian as a foreign language. Eurasian journal of social sciences, philosophy and culture. Volume 3 Issue 1, 2023. -p.119.
6. file:///D:/Work/Innovative%20Academy/Innovative%20Academy%20journals/EJAR/Main%20documents%20-%20Asosiy%20fayllar/www.in-academy.uz