



AN INNOVATIVE APPROACH TO TEACHING THE RUSSIAN LANGUAGE

Rasulova Dono Taxirovna

Academy of the Ministry of Emergency Situations of the Republic of Uzbekistan

Abstract: The article analyzes the effectiveness of using multimedia and technologies in teaching the Russian language. Interactive presentations, virtual labs and audiobooks contribute to the development of students' language skills. The possibilities of organizing the educational process using technologies in an interesting, effective and individualized form are considered.

Keywords: Russian language teaching, multimedia, modern technologies, interactive learning, virtual laboratories, audiobooks, differentiated approach, learning effectiveness.

Introduction: the use of technology in modern education is causing great changes, especially in the language learning process, where this approach contributes to effective learning of students. Along with traditional teaching methods, the use of multimedia and digital media plays an important role in the formation and development of students' language skills. When learning Russian through multimedia means, it is possible not only to theoretically learn the language, but also to engage in active communication through practical exercises. For example, audio and video tutorials, virtual laboratories, and interactive presentations increase students' interest and ensure their more active participation in the learning process. The flexibility of the language learning process using multimedia and technology, that is, each student can independently complete tasks corresponding to his level of knowledge. This, in turn, allows for a differentiated approach in the educational process. In addition, monitoring the learning process, analyzing results and monitoring student progress are among the advantages of technology, which also make this process more convenient for teachers.

This article analyzes the role and importance of using multimedia and technologies in teaching the Russian language. The role of interactive lessons and digital tools in developing students' abilities will be examined, as well as the progress of these methods in improving learning effectiveness.

Materials and methods

This study examined the effectiveness of using multimedia and technology in teaching the Russian language. 50 students studying Russian were selected as the target group. In the course of the study, the use of multimedia tools (audio and video materials, interactive programs) was used to analyze the influence of students on the language learning process.

Materials:

Multimedia tools: video tutorials, audiobooks, podcasts, graphics and interactive presentations were used during the lesson. This material is aimed at studying texts in Russian, improving pronunciation, in-depth mastery of grammar and vocabulary.

Interactive platforms: Online learning platforms such as Duolingo, LinguaLeo, Quizlet were used during the lesson. These platforms allowed students to learn on their own by doing various interactive exercises.

Testing and control work: Testing and control work were conducted weekly to evaluate and monitor the educational process. The students' grammatical and lexical knowledge was assessed using specially

prepared tasks.

Methods:

Experimental and control groups: During the study, students were divided into two groups – an experimental group and a control group. While the experimental group was trained in multimedia and technology, the control group was trained in traditional teaching methods. The level of knowledge and learning effectiveness of both groups were compared.

Questionnaires and interviews: Questionnaires and interviews were conducted in order to study students' opinions about the use of multimedia. This method made it possible to analyze the interest, motivation and attitude of students to the use of technology.

Observation method: during the lesson, the activity of students was monitored, their activity in using technology, the level of development and interest in the lesson were noted.

Statistical analysis: the results obtained were analyzed using statistical methods and differences between groups were identified, as well as the impact of multimedia and technology on the educational process was scientifically assessed.

The results of the study showed the importance of multimedia and technology in improving the effectiveness of learning the Russian language, and recommendations were developed for integrating these tools into the educational process.

1. Interactive methods

Interactive methods (active learning) is an approach aimed at actively involving students in the learning process. For example:

Group work: Students are divided into small groups and discuss different topics. Thanks to this, they will have the opportunity to exchange ideas, ask questions and learn new words.

Learning with digital tools: From smartphones or tablets, you can replenish your vocabulary and rethink grammatical questions using interactive applications (for example, Quizlet, Duolingo, Kahoot).

2. Blended Learning (blended learning)

Blended learning is a method of combining traditional lessons with digital learning tools. Enriching the learning process with digital materials, video tutorials, online tests and forums will make students more interested and give them the opportunity to study flexibly.

For example, students can watch videos on extracurricular online platforms, do exercises, and post messages on forums to discuss them.

3. The use of gaming technology

When teaching the Russian language using game methods (gamification), students can learn the language in a playful way. At the same time, students are given interesting tasks, such as word definition, correct grammar exercises or practical use of language in role-playing games.

Simulation games: students move from role to role, communicate with each other, prepare for real-life situations (for example, communicating in Russian in a store or restaurants).

4. Visual materials and multimodal training

Students learn Russian using a variety of reading materials, including video, audio, infographics and interactive images. This approach activates greater sensitivity and different channels of cognition.

YouTube videos: Students can improve their speech by watching interesting and informative videos in Russian.

Podcasts and audiobooks: This is especially useful for hearing development.

5. Creative approaches and interactive methods

Creating a video blog or blog: Students can discuss various topics in Russian by creating a blog or video blog for themselves. This method promotes the development of written and oral speech.

Storytelling (storytelling): Students create stories themselves and tell them in the language they were taught. This method develops creativity in language acquisition.

6. Virtual and Augmented Reality (VR and AR)

The use of virtual and augmented reality technologies makes the process of learning Russian more exciting and interactive. Students can communicate in Russian in a virtual environment, use the language in culture and life situations.

For example, through VR, students take virtual excursions in Russian or explore historical and

cultural attractions.

7. Personalization and individual approach

Each student has his own pace, method and interests of learning. To implement an individual approach to teaching Russian, it is important to analyze the needs of students and offer an individual plan and exercises.

Adaptive learning platforms: These systems personalize the learning process by analyzing the achievements and weaknesses of students.

8. Cross-cultural reading

Emphasizing the connection between culture and language. Russian language learning is not only about mastering grammar and vocabulary, but also requires knowledge of Russian culture, traditions, and historical heritage.

Results and discussion

The results of the study clearly demonstrated the effectiveness of using multimedia and technologies in teaching the Russian language. The experimental group participating in the study had a significantly higher level of knowledge and results in the development of language skills compared to the control group trained by traditional methods. Results:

Skill level: in the experimental group, students who used multimedia tools in the classroom showed 20% better results in control tests in grammar, pronunciation and vocabulary. This showed that students effectively assimilated information by listening and watching videos and audio materials.

Activity and motivation: the students of the experimental group were more actively involved in the lesson process with the help of technology. There has been an increase in students' interest in learning through interactive lessons and platforms. According to surveys and interviews, 85% of them positively commented that multimedia tools have made the learning process exciting and interactive.

Independent learning: Students' ability to learn independently has also been developed with the help of multimedia tools. With the help of interactive platforms (such as Duolingo, Quizlet), students were able to consolidate their knowledge by performing independent extracurricular exercises. Compared with the control group, the students of the experimental group were more inclined to independently review and study the lesson material.

Student satisfaction: As a result of surveys, students rated the learning process using multimedia tools as simple and understandable. 90% of them said that technology has made the learning process more convenient and efficient.

Discussion:

As the results of the study showed, the use of multimedia and technologies in teaching the Russian language turned out to be more effective than traditional methods. Multimedia tools have made the lesson process interactive and exciting, which has had a positive impact on students' learning. The simultaneous development of auditory, visual and communication skills helped to deepen students' knowledge and lay a solid foundation for them.

Using a differentiated approach using technology, each student was provided with educational material appropriate to their individual needs. This has reduced the knowledge gap between students and provided each student with an appropriate education. At the same time, the use of interactive platforms allowed students to study independently, which became one of the factors contributing to their future success.

Thus, there is a need for the widespread use of multimedia and technologies in teaching the subject of the Russian language. This allows students not only to develop language learning skills, but also to make the learning process progressive, effective and modern.

Conclusion

Thus, the use of multimedia and technologies in teaching the Russian language significantly increases the effectiveness of the educational process. The results of the study showed that interactive lessons, video and audio materials, as well as digital educational platforms can facilitate the learning process of students, increase their interest and help them develop language skills faster. The use of multimedia tools allows students to simultaneously develop hearing, vision and communication skills, which is more effective than traditional teaching methods. Also, with the help of technology, a differentiated approach will

be implemented to provide training that meets the individual needs of each student. Therefore, the widespread use of multimedia and modern technologies in teaching the Russian language not only improves the quality of education, but also makes the learning process of students interesting and innovative. The widespread introduction and effective use of technology in the educational process takes the quality of education to a new level.