

INNOVATIVE TECHNOLOGIES IN TEACHING THE RUSSIAN LANGUAGE TO STUDENTS: EXPERIENCE AND MODERN APPROACHES

Nasirova Nargiza Akhmetovna,

Candidate of Philological Sciences, Associate Professor.
Uzbek State University of World Languages.

Abstract : The article examines innovative technologies in teaching the Russian language at the university level and their role in developing students' communicative competence. The study highlights the importance of information and communication technologies, multimedia tools, and Internet resources in creating an effective learning environment. Special attention is given to research-based, interactive, and project methods that enhance students' critical thinking, motivation, analytical skills, and creative potential. The article emphasizes the need for a systematic approach that combines traditional and modern pedagogical technologies, ensuring high-quality language training and improving the effectiveness of the educational process.

Keywords: Russian language, innovative technologies, ICT, multimedia, Internet resources, communicative competence, project-based learning, interactive methods, research technologies, students.

Аннотация: В статье рассматриваются инновационные технологии обучения русскому языку в вузе и их значимость для формирования коммуникативной компетенции студентов. Раскрывается роль информационно-коммуникационных технологий, мультимедиа и интернет-ресурсов в организации эффективной образовательной среды. Особое внимание уделяется исследовательским, интерактивным и проектным методам, которые способствуют развитию критического мышления, мотивации, аналитических умений и творческого потенциала обучающихся. Подчеркивается необходимость системного подхода к сочетанию традиционных и современных педагогических технологий, обеспечивающего результативность обучения и повышение качества речевой подготовки студентов.

Ключевые слова: русский язык, инновационные технологии, ИКТ, мультимедиа, интернет-ресурсы, коммуникативная компетенция, проектная деятельность, интерактивные методы, исследовательские технологии, студенты.

At present, the demand for a specialist in the labor market and their competitiveness largely depend on having competent speech (both oral and written), the ability to communicate effectively, and the knowledge of methods of speech influence and persuasion. According to K. D. Ushinsky, "a child enters the spiritual life of the people around him only through the native language..." The Russian language is a subject of exceptionally high educational value: during such lessons, thinking is developed, a love for the native language is fostered, universal human values are understood through language, and personality is formed. With the help of language, a child's intellectual development takes place, as well as the learning of all other academic subjects.

The humanity of society, expressed through language education, lies in the desire to expand the boundaries of knowledge and raise the level of students' intellectual development.

Modern education is aimed at forming students' research skills, critical thinking, and the ability to learn independently. The achievement of high-quality Russian language education is largely determined by the introduction of innovative teaching technologies, including research, project-based and game methods, as well as information and communication technologies (ICT), which create conditions for cooperation, self-education, and success.

The use of ICT in teaching the Russian language helps increase students' motivation, expands the possibilities of independent and group work, contributes to the development of communicative competence, and makes the learning process more dynamic and effective. As B. Brecht noted, "He who has information has the world." Computer and multimedia resources make it possible to model problem situations, create visual and audio support, and strengthen emotional and imaginative perception of the text. As a result, students develop analytical skills as well as a critical and research-based attitude toward language material.

The Internet makes it possible to organize a real, mobile information environment in which one can not only find information but also solve many other communicative tasks. Its use helps increase students' motivation, since when the Internet is used during classroom and individual lessons, modern students are able to immerse themselves in a familiar information space. Various Internet resources are used for educational purposes — from web pages with interesting learning materials (often in the form of tests) to large-scale projects designed for full-fledged distance learning.

By using the Internet, a teacher can update material from their own textbooks; find additional information; place educational materials; apply various forms of control and organize feedback; establish communication among different group members; and work with hypertexts, audio and video files, and blogs. It is especially useful to organize online communication with foreign universities when studying classics of Russian literature, which attract great interest among young people abroad. This gives students an opportunity to view a literary work from different perspectives.

The Internet makes it possible to apply different techniques, use methodological resources, diversify the learning process, make it more engaging, consider students' needs and interests, take into account their level of preparation, and quickly and purposefully monitor and manage students' work.

Heuristic, interactive and research technologies

Methods of heuristic learning based on problem questions, research, and argumentation are important for enhancing cognitive activity. In Russian language classes, the following methods are effective:

- problem-dialogue learning
- elements of heuristic conversation
- modeling of communicative situations
- interactive forms (brainstorming, quiz games, interviews with characters)
- project activities (for example: "Russian Names," "SMS as a Modern Genre," "The History of Russian Writing")

Project and research tasks develop the ability to independently obtain, analyze, and interpret information, which is especially important for students' professional and academic growth.

Use of multimedia and Internet resources

Multimedia technologies perform several functions at once:

- enhance associative and imaginative perception;
- combine text, sound, image, and video;

- support deep and emotional understanding of material;
- increase motivation and attention.

Working with poetic and prose texts reaches a new level when students create multimedia presentations, videos, or visual materials. Internet resources provide a wide range of information, while selecting and organizing this material develops critical thinking and research skills.

Group work and ICT as a means of cooperation

Group forms of learning (pair work, rotating groups, project teams) support a communicative and activity-based approach. Together with ICT, they contribute to:

- the formation of academic and professional speech,
- the development of discussion skills,
- increasing responsibility for group results,
- mastering language as a tool of communication.

Lessons such as conferences, round tables, research lessons, project defenses, and role-playing games have special educational value, as they ensure real speech interaction among students.

Teacher's role

A modern Russian language teacher must be able to use ICT and design lessons that combine traditional and innovative methods. As R. Descartes said, "It is not enough to have a good mind; it is more important to use it well." The effectiveness of innovation is possible only with a systematic approach: thoughtful methods, differentiated tasks, proper choice of technology, attention to individual pace, and continuous professional growth.

Conclusion

Innovative technologies in teaching the Russian language are a powerful resource for developing students' cognitive activity, communication skills, motivation, and research independence. Their effectiveness is ensured through the combination of ICT, interactive, project-based, and heuristic methods within a unified educational process. Proper and systematic use of such technologies turns learning Russian into a creative, meaningful, and productive activity.

References:

1. Methodological Recommendations for Conducting Lessons on the Section "Stylistics and Speech Culture" (for Secondary School and Vocational School Teachers). Leningrad: LGPI, 1978. – 43 p.
2. Methodological Recommendations for Organizing and Conducting Summary Review Lessons in the Form of a Didactic Game Based on Morphological Material. Leningrad: LGPI, 1985. – 94 p.
3. Methodological Recommendations for Organizing and Conducting Elective Classes in the Russian Language in Pedagogical Classes of Secondary School (co-authored). Leningrad: LGPI, 1987. – 59 p.
4. Maxmudova, Sh. (2024). Distance learning for part-time educators: Technologies and methods, advantages and disadvantages. **Modern Science and Research**, 3(1), 1–3.
5. Sampson D.G. Artificial Intelligence in Education: Promises and Implications. — Springer, 2021.
6. Khudaykulova F. Kh. Differences and Problems of Teaching Technology. 2024. Best Intellectual Research. International Scientific Electronic Journal, Vol. 36, No. 1, pp. 10–19.