

THE ROLE OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN THE PROCESS OF TEACHING RUSSIAN IN HIGHER EDUCATION INSTITUTIONS: ASSESSMENT OF EFFECTIVENESS AND IMPACT

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Abstract

The article examines the impact of information and communication technologies (ICT) on the teaching of the Russian language in universities. Special attention is paid to the analysis of the impact of multimedia and Internet resources on improving the quality of education and increasing student motivation. The impact of ICT on the development of key language skills such as listening comprehension, writing, speaking and reading is discussed. The article also presents the results of a study based on surveys of students and teachers, as well as an analysis of educational centers that actively use ICT in teaching. The study showed that ICT significantly increases the effectiveness of learning, enhances student engagement and develops their ability to learn independently.

Keywords: ICT, multimedia, motivation, independence, education, engagement, language skills, technology, teaching.

Introduction

Globalization and digitalization of education require changes in approaches to learning, as well as teaching foreign languages, including Russian. Information and communication technologies (ICT) have become an important tool for solving modern educational problems [1]. Their use helps not only to improve the quality of education, but also to adapt the educational process to rapidly changing conditions. This is especially true for Russian language learners, as many students face language barriers and low motivation. The article explores how ICT can help overcome these difficulties and improve educational outcomes. Various technologies and approaches are considered, as well as their impact on student academic success and motivation.

An integrated approach was chosen for the research, combining theoretical analysis and practical assessment of the use of information and communication technologies (ICT) in

the process of teaching the Russian language [2]. An important aspect of the study was the study of the impact of ICT on the effectiveness of the educational process in the context of higher education institutions in Russia. The methods used in the study made it possible to analyze in detail both the positive and negative sides of the introduction of technology into education. In particular, the following methods were used:

1. Content analysis of educational materials [3]: This method allowed us to explore materials such as online courses, lecture videos, podcasts, and other multimedia resources that have been adapted using ICT to improve learning. Special attention was paid to the content of curricula, the analysis of their compliance with educational standards and the assessment of their interaction with modern teaching methods. The content analysis helped to identify how to properly and effectively integrate ICT into the learning process, as well as how these materials affect students' perception of the learning material.

2. Surveys and interviews with teachers and students [4]: Questionnaires and interviews were conducted to assess the perception of ICT by students and teachers. Students were asked questions about their experiences using technology, the impact of these technologies on their motivation, success in learning a language, and satisfaction with the learning process. Teachers shared their impressions about the introduction of ICT into educational practice, the difficulties and advantages of using such technologies in teaching Russian. This method allowed us to collect valuable information about how students and teachers evaluate the effectiveness of technology implementation in the learning process [5].

3. Case stages: The case-stage method included a study of real-world examples of successful ICT implementation in educational institutions, in particular in university language centers. Both positive and negative examples of technology application were considered. As part of the case analysis, various approaches to the use of multimedia and Internet resources were studied, as well as problems encountered during their integration into the educational process, such as technical difficulties, insufficient teacher training and other barriers [6].

4. Analysis of tests and exams: To assess the effectiveness of using ICT in teaching Russian, a comparison was made between students' academic performance before and after the introduction of multimedia materials. Students took written tests, exams and other forms of control that allowed them to assess their level of knowledge in various aspects of the language, including listening, writing and speaking. This method made it possible to objectively identify improvements in students' results and assess how much ICT had affected their language skills.

The study revealed significant improvements in various aspects of Russian language teaching using information and communication technologies (ICT). These changes affected both the students' language skills, as well as their motivation and involvement in the learning process. The following key improvements can be highlighted in detail [7]:

1. Developing listening skills: Students using multimedia resources such as podcasts, videos, and audiobooks showed marked improvement in listening comprehension. Regular practice with such materials helps students, especially those who study Russian as a foreign

language, to better understand oral speech, improving listening skills. Multimedia resources offer a variety of accents and speech styles, which contributes to a better perception of speech in real-life situations.

2. Improving writing skills: During the research, it was noticed that the use of online resources and text correction programs helps students to increase the level of grammatical accuracy and syntactic correctness in writing. Programs that correct errors in the text, as well as writing improvement exercises, encourage students to pay more attention to language features and grammar, which is reflected in their written works [8].

3. Increased motivation and engagement: The introduction of multimedia technologies into the learning process has made classes more exciting and diverse, which, in turn, has led to an increase in student motivation. Students who work with interactive platforms and video courses become more interested in the learning process, as these resources offer them not only theoretical material, but also practical tasks that they are interested in doing [9]. This improves students' overall engagement in learning and helps maintain their interest throughout the course.

4. Developing self-study skills: The use of ICT significantly contributes to the formation of students' self-preparation skills. Students are beginning to make more active use of available online resources such as online dictionaries, video tutorials, learning platforms, and specialized websites to further improve their language skills. This development of independence helps students not only in the learning process, but also in their future professional activities, when the ability to learn independently becomes an important aspect.

5. Increasing the efficiency of assimilation of the material: Interactive tasks such as online tests, virtual exercises, and game platforms allowed students to learn the material faster, improving their performance on exams and test papers. Thanks to the instant feedback provided by these online resources, students can quickly correct mistakes and consolidate knowledge, which has a positive effect on their academic success [10].

Thus, the use of ICT in the process of teaching Russian contributes to a significant improvement in all key aspects of the educational process, from developing language skills to increasing motivation and student engagement.

Although the use of ICT has a number of positive aspects, it also faces certain challenges. One of them is the training of teachers: the success of technology implementation largely depends on their level of digital literacy. Teachers who do not have sufficient knowledge in the field of ICT may have difficulty integrating new technologies into the learning process. It is also worth noting that ICT cannot completely replace traditional teaching methods, such as personal interaction with a teacher and communication with native speakers. It is important that technologies are used as a complement rather than a substitute for traditional approaches. Moreover, it is necessary to regularly update the software and materials to ensure high efficiency of technological solutions in training. It is important that ICT is aimed at improving the learning process and does not become an end in itself.

The integration of information and communication technologies into the teaching of the Russian language in higher education institutions contributes to significant improvements in the quality of the educational process. The results of the study confirm that ICT effectively develops various language skills of students, such as listening, writing, speaking and reading. Multimedia and online resources help to increase students' motivation and make learning more interesting and exciting. ICT also contributes to the development of students' independence by improving their self-preparation skills. It is important to note that for the successful integration of technologies, it is necessary to ensure proper training of teachers, as well as regularly update equipment and software. ICTs should complement traditional teaching methods, creating an integrated and more effective educational process.

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