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THE ROLE OF SMART RESOURCES IN TEACHING RUSSIAN MODERN STUDENTS OF TECHNICAL UNIVERSITIES

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Abstract
This article discusses the role of Smart resources in teaching Russian to students of the new generation of technical universities. Given the growing demand for multilingual professionals in technical fields, it's important to understand how intellectual resources can improve language learning outcomes for Russian language learners. This article discusses the benefits and challenges of integrating Smart resources, such as language learning apps, online platforms and interactive multimedia tools, into the Russian language curriculum. The study also discusses the impact of smart resources on student engagement, motivation, and Russian language proficiency.

Keywords: Smart resources, Russian language teaching, technical universities, language learning applications, online platforms, interactive multimedia tools, student engagement, motivation.

Introduction

Taking into account the needs of the new generation of students in self-study and the growing demand for quality assurance of various forms of education, the need to develop effective methods of using electronic educational resources confirms the need to develop effective methods for using electronic educational resources. This process requires the support of modern educational literature, including advanced scientific and innovative technological developments of the world level. The introduction of Smart resources into the educational process requires the creation of a solid theoretical and methodological base.

II Main Body

We live in an era of profound transformations associated with the transition to a post-industrial society and a new economic model that requires the renewal of educational systems. The development of innovative education, which supports the stable promotion of the state, as well as aimed at improving the quality and practical significance of education and creating a space for the continuous acquisition of knowledge, is a key task. The most important task in the field of higher education in the Republic of Uzbekistan is the rapprochement of industry, science and education, the development of distance learning,

and the increase in the production of new electronic textbooks and accompanying regulatory materials. In the context of a rich information environment, changes that increase the importance of students' independence are actualized. In this light, the content of educational programs is designed to form competencies that contribute to the development of the individual as a self-conscious participant in learning, as well as subject knowledge required for active actions and solving individual problems.

In the modern world, humanity is going through a period of significant shifts determined by the emergence of a post-industrial social structure and the development of an innovative economic structure. This dynamic necessitates a rethinking of established educational approaches. It is innovation-oriented education that is portrayed as a corner element for maintaining the stable development of the state, contributing to the holistic improvement of the educational process, deepening its orientation to practice and creating conditions for lifelong learning. In particular, the Republic of Uzbekistan pays special attention to the merger of the industrial sector, scientific research and the educational field in efforts to improve the quality of higher professional education. In this process, the infrastructure for distance learning is being deployed, as well as the choice of the latest e-learning materials is increasing, along with their regulatory support. At the same time, in a dynamically changing information space, the importance of students' independence during the educational process is increasing. The educational system is faced with the task of concentrating efforts on the development of competencies, which contributes to the development of both learning skills with understanding and readiness for an active life position and solving problems of personal significance.

Smart resources are one of the learning tools that act as an alternative to traditional learning tools. In recent years, the didactic properties of the above-mentioned resources have undergone significant changes, which are being investigated by scientists.

Instructional systems are often more focused on teachers than on the needs of students. Centralized management of the learning process, standardized courses and study materials make it easy to regulate, but can ignore the individual characteristics of students. Proponents of the student-centered approach advocate the transformation of the educational environment with an emphasis on the personal needs of students, recognizing as secondary issues that do not affect the improvement of their learning. The main task is to maximize the quality of education in higher education institutions. According to G. Catalano and C. Catalano, since the 1930s, American scientists have made a distinction between teaching and teaching-oriented approaches, where the former involves the teacher's control over the study and mastering of the material by students.

In teaching situations where the emphasis is on the teacher, the teacher actively leads the process, lectures and explains the material, while the students mostly listen and complete assignments. Such an approach may include methods that are convenient for the teacher personally, but which are not always suitable for all students. In contrast, student-centered learning encourages students to actively participate, develop projects on their own, and explore their areas of interest. Usually, such classes are organized in a different way, with

tables arranged for group work, and include tasks that go beyond traditional classroom activities, such as research and online learning. Traditional education has leaned toward a teacher-based approach for centuries, with only a small fraction of institutions truly focusing on students. However, some elements of student-centered learning, such as group work and students' choice of study materials, are all common in modern learning. Today's educational environment often combines approaches that take into account the interests of both teachers and students. Despite criticism of the vagueness of the concept of student-centeredness, reformers and researchers have tried to define it more clearly, highlighting key characteristics.

Students' initiative and research interest contribute to the creation of educational strategies where students actively participate in the learning process. Student-centeredness implies the development of educational approaches that enhance autonomy, leading to lifelong learning. The use of such strategies provides personalization of the learning process, allows you to track progress and interactions, and facilitates the assessment of academic achievement.

Teacher assessment methods empower both teachers and students to make important decisions about learning. A student-centered approach needs more than just technological innovations; It requires a change in educational culture, the purposeful use of technology to solve pressing problems, and the support of students in developing professional pathways.

Smart resources are introduced into the educational process through standard methods and tools, such as Internet platforms, virtual classrooms, teachers' websites, forums, blogs, social networks and messengers, such as Telegram. Each technology provides specific capabilities, for example, virtual classrooms support simultaneous work of a teacher with many students through video or audio conferences and an interactive whiteboard. Technologically equipped learning spaces in universities are also available, including language laboratories and electronic libraries. Educational platforms provide round-the-clock access to learning materials, consultations, and teacher assessments, allowing real-time interaction through blogs and discussions. E-learning tools also enable asynchronous or offline interactions, enriching traditional teaching methods and driving innovation.

Educators and researchers seek to assess how well Smart Resources are performing on learning objectives, looking for ways to use them efficiently and effectively through learning strategies. They include the design and organization of educational activities using methods, approaches and educational models adapted to different learning styles. Effective teaching strategies should employ active, constructive-based approaches that create meaningful and motivating situations and engage students in learning.

The use of smart resources in education really opens up new opportunities for teachers and students. It allows for an individualized approach to learning, where the course can be adapted to the specific needs and preferences of each student, as opposed to traditional learning, where everyone follows the same curriculum. This can significantly increase motivation and engagement levels, as learners can learn at their own pace while having access to a wide range of information and resources.

Smart resources are capable of providing interactive content such as video lectures, interactive quizzes, and virtual simulations, making it easier to understand complex concepts and providing a deeper immersion in the subject. Also, the possibility of real-time feedback can help students correct mistakes faster and improve their efficiency.

In addition, Smart Resources provide access to educational resources for people who, for various reasons, cannot be physically present in the classroom – for example, people with disabilities living in remote areas, or having time constraints.

Indeed, completely replacing traditional learning with models based on Smart Resources may seem like an unattainable prospect in the near future due to a variety of factors – the need for technical infrastructure, a change in the pedagogical paradigm, the need for professional retraining of teachers and lecturers to work in this new environment, etc. However, the gradual integration of smart resources into traditional curricula is already underway, and we can expect this to continue trends as technology advances and becomes more accessible. Let's compare the main aspects of the two types of training presented in Table 1.

Table 1 Features of Traditional Learning and Learning Using Smart Resources

Learning Options	Learning with Smart Resources	Traditional Learning
Transfer of Information	– Students implement the process of assimilating information using methods that provide a deeper saturation and visualization of the educational material.	– The teacher explains the material, students are engaged in completing tasks in their workbooks, which provides for the use of schemes and tables in the learning process.
Speed of mastering the educational material	– Each student studies in accordance with the individual speed of mastering the educational material, while intellectual resources are provided taking into account the unique characteristics of students, their cognitive potential and acquired skills.	– The teacher adapts the speed of presentation of educational material to the optimal speed of perception, which is typical for the majority of students in the training group.
Feedback from students	– The process of implementing this method takes place at all stages of educational activity: from the stage of assimilation of new knowledge, through the phase of clarification and consolidation of educational material, and ending with the stage of assessing the effectiveness of the educational process.	"The process is being implemented as part of continuous monitoring.

The importance of Smart resources in the modern system of teaching the Russian language of training is quite significant, this is due to the changed social conditions, the needs of the students themselves, as well as the obsolescence of the traditional education system, which cannot provide a high level of quality of education. The use of Smart resources in foreign

language training is a necessity that can hardly be denied. We find confirmation of this idea in many authors. For example, E.S. Polat believes that the education system should provide access to digital technologies and the Internet, that is, it should provide teachers and students with high-quality, meaningful and culturally valuable electronic learning resources [7].

III Conclusions

Thus, it should also be noted that teachers are required to have a high level of preparedness to work with Smart resources to improve the quality of learning. To do this, teachers can take advanced training courses, attend webinars, and teach each other how to use modern electronic educational technologies. Nevertheless, even today, modern learning can be significantly improved thanks to smart resources. Teaching a foreign language in the context of the spread of the ideas of digitalization of education is a difficult task that teachers face. The use of technology can make both teaching and learning not only Russian, but any foreign language more effective.

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