

**USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN
TEACHING RUSSIAN LANGUAGE IN PEDAGOGICAL UNIVERSITIES**

Akhmedov B.A.

Chirchik State Pedagogical University

Qarshiboyeva X. K.

Chirchik State Pedagogical University

Razzakova G.

Chirchik State Pedagogical University

Karimova F.K.

Chirchik State Pedagogical University

Yusupova S.

Chirchik State Pedagogical University

Xujamkulov P.

Chirchik State Pedagogical University

Fatxullayeva F.

Chirchik State Pedagogical University

Arabova M.B.

Termez State Pedagogical University

Miraxmedov F.

Tashkent State Pedagogical University

Quvondiqov S.

Tashkent State Pedagogical University

Eshnazarova M. Y.

Namangan State Pedagogical University

Abstract:

The article discusses the issue of using information and communication technologies in teaching students at pedagogical universities. The importance of developing students' critical thinking to evaluate material presented on the Internet is emphasized

Keywords: information and communication technologies, ICT, communication skills, Internet.

Information and communications technology (ICT) plays an important role in the training of translators in a wide range of skills. They allow you to make the lesson more exciting due to various types of work, videos, colorful illustrations (the teacher can design presentations), the material is more varied, and also help to increase the motivation and interest of students. Because today's students have access to a wide variety of resources, the instructor must offer material and format that will attract attention and compete with publicly available sources. It should be noted that students have become more demanding in this regard. In addition, in our time, employers' requirements for specialists have changed: in addition to a high level of proficiency in foreign and native languages, it is mandatory to be able to work on a computer in various programs, to be able to search and analyze information. The foundations of all these skills should be laid at the university. The researchers note that "a modern linguist-translator must... know the basics and prospects for the development of new technologies; have practical skills and abilities to use information and computer technologies in translation activities; be able to make the optimal choice of information and computer technologies when making translation decisions, etc." [1]. We will consider the use of ICT in classes only in the Russian language (mainly for the development of communication skills), and not in translation, so many resources and questions will remain outside the scope of the article. By the term "information and communication technologies" we will understand "a set of methods, processes and software and hardware integrated for the purpose of collecting, processing, storing, distributing, displaying and using information."

A. A. Oksyuta notes that "The main questions when choosing digital technologies as a teacher are: what to use, how to use and, most importantly, why to use this or that resource" [3]. You need to start from your goal, select resources and carefully study them, thinking through how they can be used to achieve your goal.

Let's look at some types of work using ICT to develop communication skills. During classes, video and audio recordings can be used with the following tasks to check understanding: answer questions, choose an answer or determine a true/false statement, retell in Russian, do a phrase-by-phrase translation, a detailed translation of the entire recording, decoding (transcript), write abstract translation. Students can also be offered the "snowball" exercise and

a task of phrase-by-phrase repetition after the speaker, which helps to master foreign language models and improve pronunciation.

The Internet offers a wide selection of videos on relevant and interesting topics that can help increase student motivation. For example, the TED Talks website (and the corresponding channel on the Youtube website) presents fairly short talks on topics from a variety of areas, and Mindvalley Talks lectures are dedicated to self-development and achieving professional success, which may be of interest to many students. On the Youtube website you can also find lessons for learning vocabulary (for example, on the Oxford Online English channel), grammar, getting to know the culture of different countries, etc. It is also interesting that you can select materials with different accents, tempo of speech, colloquial or special vocabulary. Good educational materials are available on the Voice of America and BBC websites. Moreover, these sites contain news adapted for students (text and audio). Advanced level students can be offered non-adapted news from British and American news sites, as well as the euronews channel on Youtube, where the news is divided into separate stories with a title, which makes it easier to select news by topic. Often, students are good at understanding educational recordings, but have difficulty understanding recordings that are spoken naturally, quickly, and/or with an accent. ICTs make it possible to work on this side as well. You can also ask students to dictate a text, their translation, or an oral answer to the proposed questions as homework to practice their speaking skills outside the classroom. The recording can be sent to the teacher by email.

It is worth noting the following. It is important to develop critical thinking in students so that they can independently and competently evaluate the material presented on the Internet, and select that which will deepen their knowledge and not create false beliefs and ideas, in particular regarding the culture of the countries of the language being studied, as well as the language itself. language, different topics. There is a lot of material on the Internet for learning the Russian language, which contains errors, including on reputable sites. ICTs make it possible to deepen critical thinking, but only if you show students how to evaluate the material and what criteria to apply. In some cases, errors are also found in textbooks - students mechanically memorize the proposed vocabulary, memorizing the erroneous options. It is important to show them how, using ICT, they can check vocabulary, accuracy of translation, special characteristics of a lexical unit (conversational style, outdated vocabulary, etc.). It is important to teach students to look at the context and compatibility of a lexical item. Often students know a word, but cannot pronounce and use it correctly, choose a verb, definition, preposition, and do not know grammatical categories. It is necessary to teach them to use text corpora and explanatory dictionaries, for example, on the sites <http://ozdic.com> (combinability dictionary), <https://onelook.com> (explanatory dictionaries) <https://www.ldoceonline.com>

(Longman). Pronunciation can be checked (transcribed and/or audio) on the sites above, and place names can be checked in the Collins Dictionary (<https://www.collinsdictionary.com>). There are special sites for checking pronunciation, and on Youtube you can often find videos of proper names being spoken. It is extremely important to familiarize students with search algorithms, as well as teach them to critically evaluate sites in terms of reliability and language literacy, so that students can independently improve their skills.

ICTs also make it possible to simulate situations that students may encounter in the future while working, to increase their competitiveness.

To summarize, we can say that “the use of verbal, graphic, visual, and sound supports facilitates semantic perception, unloads operative memory and activates the functioning of long-term memory, develops the mechanism of probabilistic forecasting and increases learning motivation” [4]. The choice of resources is wide. It is necessary to determine the goal and select the necessary resources in accordance with it. It is necessary to critically evaluate materials presented on the Internet and teach students this, as well as show them algorithms for searching information on the Internet and an approach to evaluating information.

Russian is one of the most important languages that has played a significant role in the process of globalization. It is the most common means of communication throughout the world.

The integration of information technology into real life is more important today than ever before due to the changing learning environment. Over the past few months, especially during the pandemic, there has been an increased interest in modern information tools to support language teaching. Research has repeatedly confirmed that information and communication technologies (ICT) play an important role in the field of teaching Russian as a foreign language. The use of ICT requires specific language skills and strategies. The introduction of ICT in the teaching and learning of a foreign language entails a change in the curriculum and a change in the learning process itself. Therefore, the integration of new ICT tools such as laptop, interactive whiteboard, LCD projector, Internet and social media in the educational environment will help students to use Russian language in a very natural, real communicative and stress-free language learning environment.

What does information and communication technology (ICT) mean?

This article uses ICT to cover computer and internet technologies. Many sources define ICT as the tools, tools, processes and equipment that provide the necessary environment with physical infrastructure and services for the generation, transmission, processing, storage and distribution of information in all forms, including voice, text, data, graphics and video [1].

Some examples of ICT: Interactive whiteboards, computers, computer-assisted language learning software, office applications (eg: Word, PowerPoint, drawing tools, etc.), Internet -

websites and downloadable software, CD-ROM with commercial textbooks, DVD players, mobile phones, electronic dictionaries, digital cameras and videos, information projectors [3]. Integrating ICT into language teaching.

Without a doubt, ICT is a valuable and innovative teaching tool that improves foreign language teaching. The rapid growth of ICT has naturally affected all aspects of the educational process. The use of technology has a positive effect on teaching and learning the Russian language. Computer, Internet, smart boards, cell phones, video games, music players, etc. are all things we can use in the language learning process to increase students' motivation and increase language awareness [2]. The introduction of ICT has already led to the diversification of lesson content and the modernization of pedagogical methods. ICT makes Russian language lessons more interactive, flexible and innovative. Integration of information technologies in Russian language lessons makes it possible to motivate students in a variety of ways, take learning outside the classroom and take into account individual differences of students. The presence of a large number of authentic materials such as images, animations, audio and video clips facilitates presentation and language practice.

For students, ICT increases motivation. ICT is a powerful factor in providing a more interesting learning environment, which in turn helps motivate students to express themselves and encourage them to improve. In addition, ICT promotes learner autonomy. Tools provide students with the opportunity to take responsibility for their own learning. Students can choose materials that suit their learning style [4].

Unlike the traditional learning environment, ICT offers increasing opportunities for practicing knowledge in a real environment - for example, video conferencing, calls and correspondence. To summarize the above, ICT has the following advantages:

- The ability to easily adapt educational materials to the circumstances, needs and reactions of the student;
- ICT allows you to respond to and use the latest news, offers access to reliable materials on the Internet;
- Ability to combine / use alternately (basic) skills (text and images, audio and video);
- Novelty and creativity. Lessons are made more interesting and less routine, which improves student achievement.
- The teacher can use different materials for each [5].

However, in many educational institutions in the country, the use of ICT in foreign language lessons is limited. This is due to the lack of experienced teachers and mostly lack of technical equipment. There are three main problems that students face:

1. Lack of effective training [6]. Students are not trained to use information platforms. Even in modern times, we see limited use of ICT in the classroom environment. Ignorance leads to loss of motivation and, consequently, to a deterioration in the quality of knowledge.

2. Use of the same type of teaching styles [6]. Many teachers are unable to cope with individual differences between students. Using the same type of tasks, students lose interest in the subject.

3. Limited technical equipment

Most students do not have access to ICT materials because most of them are also needed by other family members (if we are talking about homeschooling). Poor quality internet connection or no internet connection at all. All this interferes with progress in learning, demotivates and creates obstacles in cognition.

In conclusion, it can be said that the introduction of educational technologies and communication in the context of Russian language teaching provides a flexible and diverse set of technological tools, promotes the development of students' problem-solving skills, enables students to use higher order skills, develop critical thinking and effective information processing skills. Encourages active and independent, autonomous and collaborative language learning, motivates and promotes language learning, improves teacher qualifications. However, the integration of ICT into language teaching practice has its limitations. ICT should be integrated into foreign language teaching as an effective addition to the traditional form of teaching.

REFERENCES:

1. Fotima, K. (2023). Xorijiy til o 'rganuvchi talabalarda yozuv kompetensiyasini rivojlantirish. *Involta Scientific Journal*, 2(3), 113-115.
2. Karimova, F. K. (2023). The importance of information technology in learning a foreign language. *Raqamli rivojlanish*, 1(1), 96-97.
3. Karimova, F. K. (2023). Development of Writing Competence in Foreign Language Students through Pedagogical Technologies. *Journal of Ethics and Diversity in International Communication*, 3(3), 39-41.
4. Karimova, F. K. (2023). Creative writing skills of students. *Emergent Journal of Educational Discoveries and Lifelong Learning*, 4(1), 53-57.
5. Karimova, F. K. (2022). Learning English through games in the classroom. *Актуальные вопросы современного образования*, 1(1), 107-114.
6. Fatxullayeva, M. G., Xujamkulov, P. (2023). Using Information technologies at Musical lessons in Pedagogical University. *International Journal of Music*, 15(16), 775-804.
7. Xujamkulov, P. (2023). Raqamli texnologiyalarning ta'lim jarayonini tashkil etishdagi imkoniyatlari. *Raqamli pedagogika*, 1(1), 831-833.

8. Jabborova, O. M., & Khojamkulov, P. (2022). Factors for the development of "music" education in primary education. *Galaxy International Interdisciplinary Research Journal*, 10(6), 131-135.
9. Gaybullaevich, Y. O., & Pirimqul, K. (2022). Characteristics of Musical Ability Development. *Texas Journal of Multidisciplinary Studies*, 9, 17-18.
10. Xujamkulov, P. (2022). Developing the stages of formation of competencies in students. *Language and Literature Proceeding*, 1(1), 108-110.
11. Xo, P. (2021). Yirik shakldagi asarlar ustida ishlashda fortepiano cholgusining ahamiyati (l. betxovenning "sonata no22" fdur misolida). *Academic research in educational sciences*, 2(11), 1209-1212.
12. Фатхуллаева, М. (2020). Музыкальное образование в германии European research: innovation in science. *education*, 73-74.
13. Fatxullayeva, M. G. (2023). Raqamli pedagogikaning hozirgi kundagi o'rne. *Raqamli texnologiya*, 1(1), 822-824.
14. Fatxullaeva, M. G. (2023). Neobxodimost povisheniya kommunikativnoy kompetentnosti lichnosti v sovremennom obrazovatelnom protsesse. *Ilm Sarchashmalari*, 1(10), 131-133.
15. Fatkhullayeva Baygitova, M. G. (2020). MUSIC EDUCATION IN GERMANY. *Экономика и социум*, (10 (77)), 73-74.
16. Qarshiboyeva, X. K. (2020). Boshlang'ich sinf o'quvchilarining ona tili va o'qish darslarida nutqiy faoliyatini takomillashtirish yo'llari. *Konferensiya*, 1(1), 379-382.
17. Qarshiboyeva, X. K. (2021). Yozma savodxonlikni oshirishda boshlang'ich sinflarda chiroyli yozuv malakalarini shakllantirish. *Konferensiya*, 1(1), 286-289.
18. Qarshiboyeva, X. K. (2023). TALIS xalqaro baholash dasturining ahamiyati va afzalliklari. *Mugallim ilmiy metodik jurnali*, 1(3), 72-77.
19. Abdiyeva, G. B., & Qarshiboyeva, X. K. (2022). Dars jarayonlarida pedagogik texnologiyalarni qo'llash orqali ixtirochilikka oid kompetensiyalarini shakllantirish. *Eurasian Journal Of Social Sciences, Philosophy And Culture*, 2(1), 91-94.
20. Karimovna, Q. X. (2022). Ixtirochilik masalalarini yechishga o'rgatish bosqichlari. *Academic research in educational sciences*, 3(12), 183-188.
21. Qarshiboyeva, X. K., & Muminov, Z. S. (2023). Boshlang'ich sinf ona tili va o'qish savodxonligi darslarida o'quvchilarining nutqiy faoliyatini rivojlantirish usullari. *Mugallim ilmiy metodik jurnali*, 1(3), 269-274.
22. Karimovna, K. K. (2023). Taking the Education System to a New Level with the TALIS International Assessment Program and Action Strategy. *Central Asian Journal of Literature, Philosophy and Culture*, 4(4), 245-249.

23. Karimovna, Q. X. (2023). Boshlang'ich sinflarda imloviy savodxonlikni oshirishda chiroyli yozuv malakalarini shakllantirishning ahamiyati. O'zbekistonda fanlararo innovatsiyalar va ilmiy tadqiqotlar jurnali, 2(23), 100-105.
24. Qarshiboyeva, X. K. (2023). Advantages of Teaching Based on International Programs in Primary Classes of Uzbekistan. Web of Scientists and Scholars: Journal of Multidisciplinary Research, 1(6), 24-27.
25. Karshiboyeva, K. (2023). Use Of Integrated Educational Technologies In Higher Education. Diversity Research: Journal of Analysis and Trends, 1(3), 254-261.
26. Murotjon ogli, X. O. (2023). SIFATLI TALIM TIZIMINI BARPO ETISHDA CHET EL TAJRIBASI (FINLANDIYA, SINGAPUR MISOLIDA). O'ZBEKISTONDA FANLARARO INNOVATSIYALAR VA ILMIY TADQIQOTLAR JURNALI, 2(21), 162-164.
27. Murotjon, X. O. (2023). Measures to be Implemented to Preserve and Protect Architectural Monuments in the City of Bukhara. American Journal of Language, Literacy and Learning in STEM Education (2993-2769), 1(8), 402-406. Мирахмедов, Ф. (2023). СОВЕРШЕНСТВОВАНИЕ МЕТОДИКИ ПОДГОТОВКИ ВОЛЕЙБОЛИСТОК 14–15 ЛЕТ К СОРЕВНОВАНИЯМ С УЧЕТОМ ЭМОЦИОНАЛЬНОЙ УСТОЙЧИВОСТИ. ИННОВАЦИИ В ПЕДАГОГИКЕ И ПСИХОЛОГИИ, 6(3).
28. Mirakhmedov, F. (2023). THE ACCURACY OF THE MOVEMENTS OF YOUNG VOLLEYBALL PLAYERS FORMATION STYLES. Spectrum Journal of Innovation, Reforms and Development, 15, 121-123.
29. Мирахмедов, Ф. (2022). ТАЛАБАЛАРНИ МУСТАҚИЛ ЖИСМОНИЙ ТАРБИЯ ВА СПОРТ ТАЙЁРГАРЛИГИГА ЎНАЛТИРИШ. Spectrum Journal of Innovation, Reforms and Development, 9, 53-57.
30. Miraxmedov, F. T. (2022). Dzyudo musobaqalarida eng ko'p qo'llaniladigan usullar va ularning ahamiyati. TDPU, 1(5), 217-221.
31. Miraxmedov, F. (2022). Using multimedia tools to visualize the actions of young Greco-Roman wrestlers.
32. Мирахмедов, Ф. Т. (2022). Соғлом турмуш тарзини болаларда шакллантиришда оила ва атроф муҳитнинг аҳамияти. ЎЗМУ хабарлари, 1(2), 119-120.
33. Мирахмедов, Ф. (2022). ПРИМЕНЕНИЕ МУЛТИМЕДИЙНЫХ ТЕХНОЛОГИЙ В ОБЛАСТИ ФИЗИЧЕСКОЙ КУЛЬТУРЫ И СПОРТА. ИННОВАЦИИ В ПЕДАГОГИКЕ И ПСИХОЛОГИИ, 5(7).
34. Мирахмедов, Ф. (2022). ПЕРСПЕКТИВНЫЕ НАПРАВЛЕНИЯ ОРГАНИЗАЦИИ ФИЗКУЛЬТУРНЫХ ЗАНЯТИЙ ВЗРОСЛОГО НАСЕЛЕНИЯ. ИННОВАЦИИ В ПЕДАГОГИКЕ И ПСИХОЛОГИИ, 5(6).

35. Мирахмедов, Ф. (2022). ЖИСМОНИЙ МАШҚЛАР ОРҚАЛИ ЎҚУВЧИЛАРДА ЧАРЧОҚНИ ОЛДИНИ ОЛИШ ВОСИТАЛАРИ. ИННОВАЦИИ В ПЕДАГОГИКЕ И ПСИХОЛОГИИ, 5(5).
36. Miraxmedov, F. (2020). Improvement of Physical Education and Sport Efficiency in the Continuous Education System. Архив Научных Публикаций JSPI.
37. Mirakhmedov, F. T. (2020). Methods of development of speed abilities of swimmers. Theoretical & Applied Science, 11(91), 51-54.
38. Mirakhmedov, F. T., Yunusova, D. S., & Tozhiboev, M. M. (2020). Methods of development of speed abilities of swimmers. ISJ Theoretical & Applied Science, 11 (91), 51-54.
39. Мирахмедов, Ф. (2018). Умумтаълим мактабларида миллий ҳаракатли ўйинларнинг ижтимоий педагогик асослари. Халқ таълими, 1(1), 70-73.
40. Yandashaliyev, D., & Eshnazarova, M. (2023, May). ELEKTRON RESURLAR ASOSIDA O 'QITISH TUSHUNCHASI, UNING BUGUNGI RIVOJLANISH DAVRIDAGI AHAMIYATI. In International Scientific and Practical Conference on Algorithms and Current Problems of Programming.
41. Eshnazarova, M. (2023, May). XORIJIY TILNI MUSTAQIL O 'RGANISHDA MOBIL TEXNOLOGIYALARNING O 'RNI. In International Scientific and Practical Conference on Algorithms and Current Problems of Programming.
42. Yunusalievna, E. M., & Maxmudovna, K. M. (2023). Theoretical Foundations of Using the Possibilities of Mobile Learning in the Educational Process. Journal of Survey in Fisheries Sciences, 10(2S), 3443-3453.
43. Eshnazarova, M. (2019). Some requirements and principles of mobile learning. Scientific and Technical Journal of Namangan Institute of Engineering and Technology, 1(2), 266-270.