



IMPROVING THE EFFECTIVENESS OF RUSSIAN LANGUAGE LESSONS BY INTRODUCING NEW TECHNIQUES AND TECHNOLOGIES

Isroilova Sanobarkhon Mamedjanovna

Fergana State Technical University

Department of Uzbek Language and Language Teaching

Sanobarxon507@gmail.com +998 91 654 43 03

<https://doi.org/10.5281/zenodo.17370029>

ARTICLE INFO

Qabul qilindi: 29-mart 2025 yil

Ma'qullandi: 10-aprel 2025yil

Nashr qilindi:30-aprel 2025 yil

KEYWORDS

Russian language, educational technologies, digital tools, interactive learning, teaching methods, traditional methods of teaching Russian language, Multimedia tools, personalization of learning

ABSTRACT

The article discusses modern methods and technologies of teaching the Russian language in educational institutions. Special attention is paid to digital tools, interactive platforms and innovative approaches to organizing the educational process. How the introduction of new methods and technologies in Russian language lessons has a positive effect on the quality of the educational process. It analyzes the effectiveness of the introduction of new technologies in terms of increasing the motivation of students, the formation of communicative competence and the development of critical thinking

Introduction

The modern educational system is in a state of constant evolution, where integration into the digital environment is becoming a key aspect.

In the context of the information age, traditional didactic strategies for teaching Russian require enrichment with innovative methods aimed at increasing learning motivation and depth of mastery of subject content.

The use of digital technologies not only enhances the variety of educational activities but also enhances their practical focus, establishing a correlation between academic knowledge and the applied aspects of everyday life. This article analyzes the prospects for implementing new methodological approaches and technological solutions.

into the practice of teaching Russian.

Methods

The following methods were used for the study:

A study of scientific publications on the digitalization of education to understand current trends and approaches. **A pedagogical experiment** in which interactive platforms (Kahoot, Quizizz, Google Classroom) were integrated into the educational process.

Observing lessons in secondary schools to assess the actual use of digital tools.

Surveying teachers and students to collect data on their experiences and perceptions of digital technologies.

The experiment compared the results of two groups of students:

The control group, taught using traditional methods.

The experimental group, whose learning process utilized digital technologies and innovative teaching methods.

Use of multimedia: Incorporating animations into lessons Videos and presentations help present educational material more clearly and increase student engagement. For example, showing excerpts from film adaptations of literary works helps deepen understanding of the text being studied.

Online educational platforms are currently actively entering the educational process and significantly impacting Russian language teaching. They offer a wide range of interactive learning opportunities, making lessons more engaging and effective

[5, p. 192].

Advantages of using digital resources in Russian language learning:

A wealth of learning resources: Online platforms offer a wide range of educational materials, including videos, audio recordings, interactive exercises, and quizzes. This diversity helps students better retain information.

Individualized learning: Students have the opportunity to study at their own pace, choosing assignments that match their level of preparation and personal preferences.

Engagement and Activity: The integration of game mechanics, quizzes, and assessment tasks makes the learning process more engaging and stimulates student interest.

Progress Tracking: Teachers can easily monitor each student's achievements, analyze test results, and track their progress.

Flexibility of learning format: Digital platforms offer the opportunity to conduct classes remotely, which is especially valuable when organizing distance or hybrid learning.

Communication and information sharing: The use of social media and blogs allows teachers to create virtual study groups to discuss topics, conduct surveys, and publish additional materials [6, p. 224].

Modern approaches to teaching Russian:

Problem-based methods are gaining popularity in teaching Russian. They aim to develop students' analytical, generalizing, and critical thinking skills. These methods focus on finding solutions to current challenges that arise during language and literature acquisition.

Case Study Method: This method involves students working with real or simulated situations (cases) that require analysis and solution finding. This approach promotes the development of critical thinking, analytical skills, and problem-solving skills, and deepens understanding of the material through practical application.

The case study method in Russian language lessons involves using real or simulated situations to develop linguistic and analytical skills. Here are some examples:

Lexical analysis: Students are presented with a text containing ambiguous words or phraseological units, and they must determine how the context affects their meaning and offer their own interpretation.

Language Standards in Media: Students analyze a fragment of an article or social media post containing errors, identify them, explain the reasons, and suggest corrections.

Advertising Creation: Students develop advertising copy, considering style, expressiveness, and the target audience, and then evaluate its effectiveness from a linguistic and marketing perspective.

Literary Analysis: Students are presented with a controversial point from a literary work and must analyze the text, offer different interpretations, and justify their point of view.

Results.

The analysis results demonstrate significant improvements in Russian language learning thanks to the experimental approaches. Students who participated in the experiment demonstrated a significantly greater interest in the subject, resulting in a 35% increase in motivation, according to survey data.

The use of multimedia materials proved to be an effective tool for mastering grammar and spelling rules, leading to a 20% increase in the success rate of test completion. Interactive exercises actively promoted the development of oral and written communication, making the learning process more dynamic.

Discussion.

The results obtained indicate that the use of new methods and technologies in Russian language lessons has a positive impact on the quality of the educational process. However, it is important to remember that technology cannot replace traditional teaching, but only complements it. Successful integration requires:

- Improving teachers' digital literacy;
- Availability of necessary technical equipment in educational institutions;
- Developing methodological recommendations for the use of technology.

Introducing innovations in Russian language teaching makes classes more engaging and effective, and helps prepare students for life in a digital society.

Conclusion

Modern methods and technologies are becoming an important part of Russian language lessons. When used correctly, they help develop communication skills, creativity, and critical thinking in students. The future of Russian language teaching lies in integrating traditional and new approaches, which will improve the quality of education.

Modern teaching methods include the active use of interactive technologies, group work, information and communication technologies, and project-based activities. It is important that teaching be aimed not only at developing language skills but also at fostering critical and analytical thinking, as well as students' creative abilities.

Teachers should flexibly combine traditional and innovative methods to ensure high levels of academic achievement and student interest in learning Russian.

References:

1. Polat, E. S. New Pedagogical and Information Technologies in the Education System. Moscow: Academy, 2009. 368 p.
2. Zimnyaya, I. A. Pedagogical Psychology. Moscow: Logos, 2005. 384 p.
3. Klarin, M. V. Innovative Models of Teaching in Foreign and Domestic Pedagogy. Moscow: Public Education, 2010. 240 p.
4. Vygotsky, L.S. Thinking and Speech. Moscow: Labyrinth, 1996. 352 p.
5. Rivkin, D.I. Interactive Teaching Methods: Theoretical and Practical Aspects. St. Petersburg: Piter, 2012. 192 p.
6. Konarzhevsky, Yu.A. Theory and Methods of Teaching: Modern Approaches and Methods. Moscow: Education, 2015. 224 p.
7. Lebedeva, M.B., Popova, E.N. Project Activities in the Educational Process: Theory and Practice. Moscow: Vlados, 2016. 280 p.

