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Sabina Abdufattoh kizi Ortikova

National University of Uzbekistan named after Mirzo Ulugbek
Student of the Faculty of Foreign Philology

Nodirbek Amondillaevich Bakhramov

National University of Uzbekistan named after Mirzo Ulugbek
Russian language teacher
Department of the Russian language
Tashkent, Uzbekistan

THE ROLE OF MULTIMEDIA IN TEACHING THE RUSSIAN LANGUAGE

Abstract: The article is devoted to the use of multimedia in educational training. The use of multimedia tools allows you to activate the learning process by enhancing visibility, improve teaching efficiency, enrich the learning process, and make learning more effective. One of the didactic tools with developing potential is multimedia.

Key words: Multimedia, presentation, Internet, interactive whiteboard, e-book.

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Introduction

In the last two decades, close attention has been paid to the issues of teaching foreign languages in Uzbekistan. This is evidenced by the adoption of the National Training Program and a number of subsequent documents, the resolution "On measures to further improve the system of learning foreign languages", which created favorable conditions for the development of methods of teaching languages.

At the present stage of development of society, the main task of methodological science is to educate a person who strives for the maximum realization of his abilities, open to the perception of new experience, capable of making a conscious and responsible choice in various life situations.

To become such a person, students must master communicative competence, consisting of speech, linguistic and sociolinguistic competence. A student brought up in such conditions must eventually reach a level defined as the level of language personality.

Computer learning technologies are a set of methods, techniques, methods, means of providing pedagogical conditions for a purposeful learning

process, self-learning and self-control based on computer technology, telecommunications, interactive software and methodological support, modeling part of the functions of a teacher in presenting, transmitting information, managing educational and cognitive personality-oriented activity [2, p.14].

The most productive basis for the classification of computer technologies for teaching Russian as a foreign language is the functional and methodological capabilities of the software. Such an approach makes it possible to streamline the numerous computer programs used in the system of teaching Russian as a foreign language.

Based on the analysis of scientific literature, where the leading provisions of computer linguodidactics are characterized, taking into account the specifics of the current stage of informatization of education, the authors propose the following classification of computer technologies for teaching Russian as a foreign language.

Instrumental simulation systems are a set of computer programs for the development of learning

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tools without the involvement of programming languages. This category of technologies includes programs and applications that allow you to create author's training and control tools: "Moodle", "Microsoft Power Point", "Tool Book", "Macromedia Authorware". These programs are a kind of visual environment for creating network multimedia interactive training scenarios [1. p. 25]. To create test and control tasks for author's courses, educational and methodological complexes, it is possible to use shell programs "JQuiz", "JCloze", "JCross", "JMix".

Wiki technologies also have a training hypertext base. Wikitechnology is a collection of freely populated web pages linked by hyperlinks. Such a collection consists of a database for storing and editing information that users can independently change using the site tools [3. p.175].

Simulation computer learning tools include game software for teaching aspects of the Russian language. The implementation of imitative learning technologies is carried out through the use of phonetic, lexical, grammatical, communicative games ("Dominoes from Proverbs and Sayings", "My Russian Dictionary"; "Cards, cards, pictures"); role-playing games ("Russian language in games"; "Play in cases"; "Applications of the website www.hello-world.com"); web quests - problematic tasks with elements of a role-playing game, for which it is necessary to use Internet resources ("Web quest on the Russian language and regional studies"; "Experts in the Russian language"); crosswords and rebuses ("Russian vocabulary in tasks and crosswords"; "Generator of crosswords and rebuses").

Android mobile phone software developers have created special applications for methodological support of Russian language learning programs. Among foreign students, bilingual dictionaries (BKRS), short phrasebooks with a typical set of words ("Literate", "Learn Russian"), phrasebooks with a set of examples in the form of multimedia files ("Russian Lessons", "Russia for All"), applications for viewing any video with subtitles ("Listening Drill"), dividing audio files into fragments and then listening ("Parrot Player").

Modern society dictates modern requirements. The modern lesson of the Russian language should be teaching, educating, developing and interesting. Therefore, the use of modern educational technologies in the classroom is the need of today.

Today, the teacher must master interactive learning tools in order to ensure the right to quality education. Changes that have recently taken place in the education system make us turn to this issue. Today, multimedia technologies are one of the promising areas of informatization of the educational process. The success of using multimedia tools in teaching languages is determined by the preparation and choice of educational material.

In the teaching of the Russian language, multimedia tools are used, which have recently been increasingly penetrating into the educational process. The effectiveness of multimedia presentations depends on the quality of the materials used (training courses) and the skill of the teachers involved in this process. "The use of multimedia teaching aids gives the following advantage - the entire learning process becomes clearer and much more interesting. According to researchers conducted in the modern humanitarian academy, computer training allows a student to learn 10 times more educational concepts per unit of time than when listening to lectures in groups. The material is assimilated better, there is an interest not only in a particular topic, but also the desire to find out something new on their own" [1, p.298].

In the course of studying the Russian language in the classroom, teachers use such multimedia teaching aids as: interactive whiteboards, e-books and electronic textbooks, projectors and laptops, CDs and websites. The teacher in his work can use various software tools and resources of the Internet: dictionaries and explanatory dictionaries; collections of rules and regulations on teaching; programs, methodical developments and texts of lessons.

The use of multimedia complexes, which consist of several lessons, allows you to learn new and repeat the past lexical and grammatical material, including the main conversational topics in the form of dialogues, various exercises. All of them are different and pursue the main goal of the ability to return repeatedly to the text, and this allows you to understand and assimilate the text well, teach you to reproduce individual difficult-to-remember phrases. Each lesson is an independent mini-guide on a separate conversational topic, and this allows you to work with topics in class in any order.

Let's give examples of the task of a practical lesson on the topic "Culture of speech and business communication" - Play out the situations "Conducting a business conversation" using the formulas of speech etiquette. Situation examples:

a) You are at the reception of the dean of the faculty with a request to be allowed to transfer to another faculty.

b) You came (with a group of fellow students) to the dean of the faculty with a request to allow you to freely attend lectures.

c) You came to the director with a request to be transferred to another department.

d) You are the owner or manager of a newly opened company. You have to recruit new employees. Conduct an interview with several of them in order to select the most competent.

e) You came to the director with a request to transfer to another department.

In the classroom, during situational tasks, we can visually apply a multimedia complex on Russian

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speech etiquette, where ready-made speech formulas, grammar tasks and exercises are presented for use. The use of the multimedia complex (part 3) "Russian speech etiquette" introduces the specifics of Russian speech etiquette, relying, in particular, on linguocultural interpretations of certain etiquette formulas due to traditional culture. The rules (and violations) of Russian speech etiquette are illustrated in episodes of films and cartoons, Russian literature. The scenarios include various texts, media illustrations, audio and video clips, interactive simulators, reference books of terms and concepts, test tasks, and control programs. To create the prerequisites for the perception of the task, auxiliary materials from the multimedia complex can be used.

Slides, when explaining new material, perform mainly an illustrative function, helping students to perceive educational material, as they create a more complete visual and logical representation of the object being studied.

The multimedia presentation of these educational materials makes them effective and accessible to a wide range of teachers and students in higher education.

Scenarios of electronic training modules on Russian speech etiquette, Russian phraseology, Russian rituals and traditions include textbooks, workshops and reference books combined on the basis of hypertext to create a comfortable learning environment.

One of the main information and communication tools used in the educational process are multimedia didactic tools.

Multimedia didactic tools used in teaching can be conditionally divided into information (presentation) and interactive. Information, or presentation, didactic teaching aids are designed for a more efficient and visual presentation of teaching material.

The second type of multimedia didactic tools is interactive multimedia learning tools. These tools include e-learning programs of various types:

electronic textbooks, electronic educational publications, electronic reference books and encyclopedias, testing and control programs. Interactive didactic tools provide the ability to illustrate the material presented with a video image, animated videos with audio accompaniment.

Multimedia didactic tools can be used in various types of training sessions. So, at the stage of explaining new material, information can be placed on the presentation slides to indicate the topic and purpose of the lesson, to formulate a problem, to illustrate.

Thus, providing a variety of expressive means for displaying educational information in combination with interactivity, multimedia didactic tools provide a qualitatively new level of learning.

Consequently, a modern teacher should look for new forms and methods of teaching, actively combine them with new pedagogical technologies in order to improve the quality of education and meet the current and future needs of the individual, society and the state.

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