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# The Use of Fiction in Teaching Russian as a Foreign Language Based on Modern Information and Communication Technologies

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**Abstract:** The ultimate goals of informatization of education are to provide a qualitatively new model for training future members of the information society, for whom active knowledge, flexible change of their functions in work, the ability to human communication, creative thinking and planetary consciousness will become a vital necessity. Such a profound influence on the goals of learning based on the potential of the computer as a means of cognitive research activity, a means of providing a student-centered approach to learning, contributing to the development of the individual abilities of students.

The relevance of our article lies in the fact that the use of information and communication technologies in pairs is one of the most important areas in the development of a socially mature, active, creative personality, in the formation of a qualified reader. The introduction of computer technologies in the classrooms of Russian as a foreign language makes it possible to increase the interest of students, develop creative thinking, and form a holistic attitude towards knowledge and communication skills, towards education and self-education.

**Keywords:** Russian as a foreign language, methods of teaching Russian as a foreign language, forms and methods of control, modern technologies, teacher, ICT, student.

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## INTRODUCTION

Modern society is undergoing significant changes associated with the rethinking of a number of scientific, political and social provisions. This happens in all spheres of human life, affects all public institutions, including the education system. In our country, entire groups of the population are changing their value orientations due to the avalanche-like growth of information. The rapid development of information and communication technologies, the formation of the global information space makes new demands on modern society and its most important institution – the education system (4, 25).

In most cases, the process of preparing couples in modern universities carried out with the help of information technology. Nowadays, computer technologies are often indispensable during classes at universities, as they make it possible to revive couples and arouse interest in the subject.

Internet technologies in modern university education must take into account the identification of several clearly defined approaches in the field of Internet education. For some, the Internet is a system of self-education, which requires an appropriate choice of learning tools, selection of content and its organization. For others, an education system involves the interaction of a teacher and students with each other. For the third – the possibility of creative self-

expression. For the fourth – an auxiliary, mainly informational resource. However, many tend to combine all these approaches (6, 17).

At the same time, it is equally important to decide for what form of education it is supposed to use Internet technologies: for full-time or distance learning. If for face-to-face form, it is important to determine what types of integration envisaged. If for distance learning, which model of distance learning is meant. All these are not idle questions. The effectiveness of the use of existing resources and services depends on their solution, didactic justification. The Internet, as well as the organization of information and educational space.

## **METHODS**

This work is devoted to the study of some of the key features encountered in the methodology of teaching literature, in particular when considering the issue of studying the modern lesson of literature. This topic has repeatedly come to the attention of researchers, in particular Bunakova N.F., Kaptereva P.F., Ivanova S.V., Golubkova V.V., Kudryasheva N.I., Moldavskaya N.D., Marantsman V.G., Bogdanova O.Y. and others. Meanwhile, it is very interesting to trace the main features of its structure, content and technologies by analyzing the typology of pairs in universities in the Russian language (5, 94).

## **RESULTS AND DISCUSSION**

Note that the use of multimedia technologies in the learning process opens up wide opportunities both in teaching a particular discipline and in mastering it. Electronic aids created on the basis of multimedia have a strong influence on memory and imagination, facilitate the process of memorization, make couples more interesting and dynamic, “dip” the student into the atmosphere of any era, create the illusion of presence, empathy, contribute to the formation of voluminous and interesting ideas about anything.

The use of ICT makes it possible to implement:

- Ideas of individualization and differentiation of education;
- increasing the information richness of the lesson, going beyond university textbooks, supplementing and deepening their content;
- Development of students’ creative abilities.

Software tools used in three directions: illustrative, schematic and interactive. The schematic method allows you to take advantage of the capabilities of computer programs for constructing structural – logical diagrams and reference notes. After computer processing, the supporting notes become clearer and more interesting. This assisted by the Power Point application. Multimedia learning tools help to increase the motivation for learning, diversify the forms of presenting information, enhance the co-creation of the teacher and the student in a pair, and expand the independence of students.

Working with multimedia aids makes it possible to diversify the forms of work in the classroom through the simultaneous use of illustrative, statistical, methodological, as well as audio and video material.

Such work carried out at different stages of the lesson:

- As a form of checking homework;
- As a way to create a problem situation;
- As a way of explaining new material;
- As a form of consolidation of the studied;

➤ As a way to test knowledge during the lesson (4, 28).

Lessons using a computer presentation are also lessons explaining new material in an interactive mode, and a lesson-lecture, and a lesson-generalization, and a lesson-scientific conference, and a lesson-protection of projects, and an integrated lesson, a lesson-presentation.

The project defense lesson is a unique way to realize the creative potential of students, a way creatively break their knowledge and skills in practice. The use of ICT in lessons of this type is one of the forms of presentation of the material, a way of activating the audience, reflecting the structure of the speech (8, 112).

A lesson created with the help of ICT is a priori integrated (an integrated lesson is one that is the result of the joint activity of two or more teachers and students). Teachers of computer science and literature prepare the lesson and students, MHC materials stories are used.

It should be noted that the computer support of the textbook as a means of enhancing the functionality of the content and providing motivation for learning is extremely necessary today. An electronic textbook or manual performs the same didactic tasks as a traditional one. Nevertheless, at the same time it has a number of advantages. The main one is the use of multimedia, which makes it possible to recreate visual and audio information (newsreel, excerpts from feature and documentary films, animation diagrams).

Modern computer technologies enable the teacher qualitatively improve the process of teaching the material in the process of preparing for the lesson. First, the issue of implementing the idea of “pedagogy of cooperation” is topical. Combining the efforts of students and teachers provides an opportunity to reveal the individual characteristics of each student as best as possible, to interest him, to determine the essence of the problem under study, to achieve mutual understanding (3, 29).

The main purpose of using computer technologies is to activate the cognitive activity of students; to strengthen independence in mastering knowledge, skills and abilities, motivation and interest in learning, as well as to improve the educational achievements of students.

ICT elements applied at different stages of the lesson. So, when studying new material, the teacher is required to coordinate, guide and organize the educational process. In addition, a computer can “tell” the material instead of a teacher. The usual black board replaced by a monitor, and in the presence of a slide projector, a large electronic screen is also possible. The richness of content support makes the lesson not only better digestible, but also extremely exciting.

During the consolidation of the material, the computer allows for express diagnostics of assimilation and, depending on its results, the appropriate correction. Repetition carried out in any format with reproductive testing, educational games, and the like (7, 39).

That is, in the course of mastering information and communication technologies, the teacher improves his professional level and masters (sometimes simultaneously with students) new tools for obtaining knowledge.

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➤ As a form of checking homework;

- As a way to create a problem situation;
- As a way of explaining new material;
- As a form of consolidation of the studied;
- As a way to test knowledge in the course of a couple (8, 114).

Pairs using a computer presentation are also classes explaining new material in an interactive mode, and a lesson-lecture, and a lesson-generalization, and a lesson-scientific conference, and a lesson-protection of projects, and an integrated lesson, a lesson-presentation.

The project defense lesson is a unique way to realize the creative potential of students, a way creatively break their knowledge and skills in practice. The use of ICT in pairs of this type is one of the forms of presentation of the material, a way to activate the audience, reflect the structure of the speech.

A lesson using computer forms of control allows the possibility of testing students' knowledge (at different stages of pairs, with different goals) in the form of testing using a computer program, which allows you to quickly and effectively fix the level of knowledge on the topic, objectively assessing their depth (the mark is set by the computer).

To increase the efficiency of the organization of test control, it is advisable to carry it out using computer test programs, which allows you to automate the process of conducting control and processing test results (4, 30).

Thus, in all cases, ICTs perform the function of an “intermediary”, “which makes significant changes in a person’s communication with the outside world”. As a result, the teacher and student not only master information technology, but also learn to select, evaluate and apply the most valuable educational resources, as well as create their own media texts. Information and communication technologies allow for an integrated approach to learning.

A lesson created with the help of ICT is a priori integrated (an integrated lesson is one that is the result of the joint activity of two or more teachers and students). The lesson is prepared jointly with computer science teachers and Russian scholars and students, materials from the MHC, history and the like are used.

An integrated lesson not always created based on a presentation, but often created with the help of ICT (search for information on the Internet, design of didactic and methodological developments). In addition, during the preparation of the Russian language lesson, materials provided that contribute to the establishment of integration ties. All university disciplines have a kind of integration potential, but their ability to connect, their effectiveness depends on many conditions. Therefore, before creating an integration program, teachers need to take into account a number of circumstances: the level of preparedness, psychological characteristics and cognitive interests of the student group.

An integrated approach to teaching can further expand the limits of cooperation between subjects. When such work also becomes a reason for using ICT – to realize the creative and intellectual potential of the participants in the educational process, to involve them in modern methods of obtaining and “processing” information – this contributes to a greater mutual enrichment of relations between the teacher and the student.

The main purpose of using information computer technologies in the classroom is to improve the quality and effectiveness of the lesson. To achieve this goal, we are going through the implementation of the following tasks:

1. Increasing motivation for learning;

2. Development of cognitive activity of students;
3. Encouraging the independence of students in preparing for lessons;
4. Implementation of the ideas of developmental education;
5. Improving the forms and methods of organizing the educational process.

Information technology in literature lessons used in the following areas:

1. Visual information (illustrative, visual material);
2. Interactive demonstration material (exercises, reference diagrams, tables, concepts);
3. Trainer;
4. Control of abilities, skills of students;
5. Independent search, creative work of students;
6. Reading a literary text in electronic form;
7. Use of ready-made software products;
8. Working with Internet resources.

What are the advantages of using new computer technologies?

- The use of ICT expands the interpretive field of a work of art: obtaining information from various sources, analyzing information, symbolically encoding and decoding information, creating your own text based on the information received, and cultural patterns.
- Provides an opportunity to combine traditional sources of information and non-traditional
- Allows you to reach a new level of development of educational material, which is associated with the use of visual and other types of visibility.

What gives the Russian language teacher the use of information and communication technologies?

- ✓ Saving time in the lesson
- ✓ Depth of immersion in the material
- ✓ Increased motivation for learning
- ✓ An integrated approach to teaching
- ✓ Possibility of simultaneous use of audio, video, multimedia materials
- ✓ The possibility of forming the communicative competence of students, because they become active participants in the lesson not only at the stage of its implementation, but also during preparation, at the stage of forming the structure of the lesson
- ✓ Attraction of various types of activities designed for the active position of students who have received a sufficient level of knowledge in the subject to independently think, argue, reason, learn to learn, independently obtain the necessary information (1, 115).

The use of computer technology makes it possible to solve the problems of integrated and problem-based learning.

This facilitated by the so-called project technology, which enables the teacher to apply a variety of interactive exercises and change the role of an authoritarian translator of ready-made ideas into an inspirer of the student's intellectual and creative potential.

The future belongs to the education system that would fit into the “**student-technology-teacher**” scheme, in which the teacher turns into a technologist, and the student becomes an active participant in the learning process.

The Russian language lesson, organized in the mode of two technologies, requires a lot of previous preparation. The form of its organization is as follows: the class divided into several groups of 4-5 people; each of them includes students, different in terms of academic performance. The same composition of the group can work from one lesson to several months. Groups receive specific tasks. Each student must, using different sources, prepare information-answer to his question. Representatives of the group are preparing a presentation in order to visually, emotionally present their task in the lesson, connecting fiction and fantasy.

Of course, from the beginning of creation to its logical end, a lesson created under the guidance of a teacher who, if necessary, helps students start working in groups, observes how cooperation between them goes without interfering in the discussion, and at the end evaluates the work of students and cooperation in groups. What gives the students themselves study in cooperation? Awareness of personal participation and responsibility for the success of joint work. Awareness of the creative interdependence of group members. Ability to negotiate, compromise, respect the opinions of others. Intensive creative communication between students.

Regular discussion by the whole group of the intermediate results of the work increases its effectiveness. Therefore, the methodology for creating design works actively used in the practice of teaching Russian as a foreign language in non-linguistic universities.

Protection of projects carried out both in the form of presentations and in the form of a wall newspaper, illustrations, diagrams, tables.

Classes in the Russian language with multimedia support varied in type.

Lessons-lectures. Information and communication technologies in this type of lesson make the lecture more effective and intensify the work of the class. The presentation allows you to streamline the visual material, to attract art forms adjacent to the Russian language. On the big screen, you can show the illustration in fragments, highlighting the main thing, enlarging individual parts, introducing animation, color. An illustration accompanied by text, shown against the background of music.

The presentation allows you to teach how to create reference diagrams and notes in a more comfortable communicative mode (theses are drawn up on slides; there is a sample of creating lecture reference points for students). The problematic nature of the lecture may not seem like the teacher himself (a problematic issue), but independently realized by students in the course of working with different materials: portrait reasoning, portrait-description, polar critical assessments, and so on. The presentation form allows you to aesthetically arrange the material and accompany the teacher’s word throughout the lesson. A presentation for a lesson-lecture created by the teacher himself or based on small student presentations that illustrate their reports and messages.

During such a lesson, students are required to keep notes in their workbooks. That is, ICT does not cancel the traditional method of preparing and conducting this type of lesson, but in a certain sense facilitates and actualizes (makes it practically significant for students) the technology of its creation.

Text analysis lesson. In such a lesson, the presentation allows you to implement an integrated approach to learning. When interpreting a literary text, students can and should see a variety



of interpretations of images and themes. The involvement of fragments of performances, films, operas, various illustrations, supplemented by excerpts from literary works or literary texts, allows you to create a problem situation, which helps to solve joint work in the lesson. Problem-experimental learning becomes the leading one in such lessons. The slides contain not only additional material, but also tasks are formulated, intermediate and conclusions are fixed. Unlike lesson-lectures, the presentation does not just accompany the teacher's word, but is, to a certain extent, an interpretation of the literary text. The visual insults of the presentation essentially designed to develop the reader's co-creation. Comparing video or audio illustrations, the student is already analyzing the text (hidden text analysis technique).

It must be remembered that in the text analysis lesson, the main thing is always working with the text, and ICT only diversifies the methods, techniques and forms of work. That develops different aspects of the student's personality, help to achieve the integrity of the consideration of the work in the unity of content and form, to see the richness, semantic meaning of each form element.

General lessons. The task of this type of lesson is to collect all the observations made in the process of analysis into a single system of holistic perception of the work, but already at the level of a deeper understanding; go beyond the already violated problems, emotionally embrace the whole work. ICT allows solving these tasks by creating some kind of visual metaphor of the work, connecting the emotional-artistic and logical types of creative activity of students in the classroom. Schemes, tables, thesis arrangement of the material allow you to save time and, most importantly, to better understand the work. In addition, conclusions and schemes may appear gradually, after discussion or questioning of students. Thanks to the presentation, the teacher can control the work in the classroom all the time. In these types of lessons, the teacher creates the presentations; however, as mentioned above, the student can also participate in the creation of the presentation. The student himself can be the author of a presentation lesson, which becomes his final work on a topic or course, a creative report on the results of research work.

In working with presentations, an individual approach to learning carried out, the process of socialization, self-assertion of the individual is going on more actively, and historical, scientific and natural thinking is developing.

Discussing the advantages of using the latest information technologies in the study of Russian as a foreign language, it is advisable to recall the test control, which has recently attracted more and more attention of teachers in various fields - this is a universal form of knowledge control applicable both: in philological universities and in non-philological ones.

The advantage of test control is that it is a scientifically based method of empirical research. Unlike normal tasks, test tasks have a clear, unambiguous answer and evaluated in a standard way based on the price tag. In the simplest case, the score is the sum of points for correctly completed tasks. Test tasks should be concise, clear and correct, which does not allow ambiguity. The test itself is a system of tasks of increasing complexity.

Test control used as a means of all types of control basic (initial), current (thematic), boundary (test), final (examination) and self-control.

Conducting current and thematic assessment of students' educational achievements in this form, the teacher receives information not only about the quality of knowledge of individual students, but also about how the material learned by the group as a whole.

The proposed materials developed in the Airen program. Airen is a program that allows you to create tests to test knowledge and conducts tests on a local network, via the Internet or on personal computers. Tests can include tasks of different types: a task to select one correct

answer (answer options indicated by circles), tasks to select several correct answers (answer options indicated by squares), tasks to establish sequence and correspondence, tasks to enter an answer from the keyboard. For students, in order to start the test, it is enough to run the resulting file on any computer from Windows, without installing any program.

After launching the file, a window appears on the screen where the name of the section, the text of the question and the answer options are marked.

When completing a task to choose the correct answer, next to the correct answers put marks in the corresponding boxes, and if the answer options are marked with a circle, this means that there is only one correct answer; if a square, then there are several correct answers.

When completing a task to establish a correspondence or sequence, the student, using the drag and drop method, must insert the correct answer from the right column into the appropriate field.

After choosing an answer in each task, you need to press the “Answer” button. After answering all the questions of the test, you must press the “Finish” button. As a result, the result will appear on the screen – the number of points received by the student.

What is useful in this program is that each time a certain test run; the program changes the sequence of questions, as well as the sequence of answers to each question. This reduces the likelihood that students will ask ahead of time about those who have already completed the task and remember the place of the correct answer.

Checking the knowledge of students in the form of tasks in a test form allows the teacher to determine the level of educational achievements of students at the same time from many topics and sections of the program for teaching the Russian language in non-language universities. In particular, the content of works of art, analysis of works of art, the literary process, information from the theory of literature; to objectively assess the level of assimilation of educational material; create equal conditions for all students during the folding of tests in order to develop oral speech - rhetoric.

Thus, it is with the help of multimedia technologies that it is possible to apply many forms of work in the classroom, holistically implement the educational aspect, to form key competencies. That is required by the State Education Standard of the Republic of Uzbekistan: the ability to generalize, analyze, and systematize information on the desired topic, the ability to work in a group, the ability to find information from different sources.

But with all the advantages that the use of information and communication technologies provides, it is necessary to remember about their smart use, not forgetting about live communication, thinking, about the main task of the teacher: “To educate a comprehensively developed, harmonious personality”.

## **CONCLUSION**

The use of information technologies in the educational and self-educational process is an effective means of activating the cognitive, reflective activity of students, allows you to diversify the forms of work, enhance attention, increases the creative potential of students, and motivates the need for their reading culture.

The use of Internet technologies intensifies the learning process: it increases the pace of the lesson, increases the proportion of students' independent work, allows you to check the assimilation of theory by all students, deepen the degree of development of practical skills, and conduct differentiated work with each student.



The possibilities of using Internet technologies in a couple are not limited, and it all depends on the goals and objectives that the teacher is trying to solve in accordance with the topic of the lesson or program requirements. As a result, the availability of the necessary information increases, the focus on student-centered learning realized, and the integration of educational activities carried out and the creative potential of students revealed.

The use of Internet resources takes the preparation for lessons to a qualitatively new level, opens up wide opportunities for creativity and self-education. The Internet is a source of additional and relevant information, using which it is possible to make the learning process more effective and interesting for the student. From the point of view of organizing independent work to prepare for the lessons of Russian as a foreign language, the student has the opportunity to work at a pace convenient for him, and the teacher acts as a consultant. This allows more attention paid to individual work, taking into account the ability and level of training of the student.

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