RUSSIAN LANGUAGE CLASSES USING INFORMATION TECHNOLOGIES

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Abstract
This article talks about the role and importance of using the media in learning the Russian language, the relevance of this application, which helps improve students' media literacy. Explain the understanding of media literacy, media environment, media text.

Keywords: Media, media competence, media education, media text, information flow, information technology, ability, skills, national and cultural specifics, communicative competence.

ЗАНЯТИЯ РУССКОГО ЯЗЫКА С ПРИМЕНЕНИЕМ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИИ

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Аннотация:
В данной статье говорится о роли и значении применения медиа при изучении русского языка, об актуальности этого применения, способствующая повышению медиаграмотности обучаемых. Разъяснить понятия медиаграмотность, медиасреда, медиатекст.

Ключевые слова: Медиа, медиакомпетентность, медиаобразование, медиатекст, поток информации, информационные технологии, умение, навыки, национально – культурная специфика, коммуникативная компетенция.

Annotasiya:
Ushbu maqolada rus tilini o'rganishda ommaviy axborot vositalaridan foydalanishning o'rni va ahamiyati, talabalarning media savodxonligini oshirishga yordam beradigan ushbu ilovaning dolzarbligi haqida so'z boradi. Mediasavodxonlik, media muhit, mediamatn tushunchalarini aniqlab beradi.

Kalit so'zlar: Ommaviy axborot vositalari, media kompetentsiyasi, media-ta'lim, media-matn, axborot oqimi, axborot texnologiyalari, qobiliyat, ko'nikmalar, milliy va madaniy xususiyatlar, kommunikativ kompetentsiya.

Introduction

Today, the world is developing rapidly, and it is also setting a task for us to acquire and develop new knowledge, skills and abilities. And one of such important skills is media literacy. To improve their media literacy, a person must be able to create, analyze, and evaluate information using various forms of communication in the media environment.

Media literacy is a set of skills and abilities that allow people to analyze, evaluate, and create messages in different media types, genres, and forms.

Media literacy is based on a model that encourages people to ask questions about what they are watching, seeing, and reading. Media literacy aims to make students experienced media creators and producers, facilitate and understand the benefits and limitations of each type of media, as well as create independent media. The goal of media literacy is to transform media consumption into an active and critical process, helping students better understand potential manipulation (especially in advertising and PR), as well as helping people understand the role of media and civic, collaborative media in building views on reality. For example: In the first year, we introduce students to the lexical topic "My Institute," show the history of the creation of the Institute, videos and slides. For students' independent work, we propose to prepare a video "Our One Day at the Institute," "Our Institute."

What does the term media mean? The media environment is the process of spreading messages using technical means of communication, in other words, it is a whole system. This includes: newspapers, magazines, radio, television, etc. They convey to people all kinds of social information: economic, scientific, political, aesthetic, etc. Mass media takes on educational, educational functions, is a kind of "parallel school" for the younger generation, which is increasingly called "media."

It is also important to note that media education is a process of personality development through mass media, the goal of which is to develop a culture of communication with media, creative, communicative abilities, critical thinking, skills in fully perceiving, interpreting, analyzing, and evaluating media texts, etc. The educational process is a purposeful process of upbringing and learning, implying the interests of the individual, society, and the state. The process is not only the acquisition of certain knowledge, but also the formation of a person's spiritual appearance through moral values.

A.N. Bogomolov emphasizes the cultural component in defining media text. A media text is a "model of national-cultural specifics of speech communication, a fragment of national culture, providing a fairly complete understanding of the socio-cultural processes taking place in modern society, helping students to adequately perceive the reality of a foreign language...." [1]

It is important to note that it is precisely the text that preserves all the value of a particular national culture that is mentioned in it.

When choosing a text, the teacher must take into account the preparedness of the students.

Let's consider the significance of using media texts in Russian language classes. Text is a means of forming a common culture between the learner and the teacher.

The main goal of Russian language learning is to develop communicative competence, that is, the ability to apply acquired knowledge in practice, to create one's own opinion taking into account language norms and communication situations.

Media resources can be used in the study of phonetics, orthography, morphology, syntax, preparation for intermediate and final control.

When teaching Russian, ready-made electronic materials, multimedia presentations (video films, diagrams, drawings, illustrations) can be used, which in turn allows the teacher to save time.

The teacher's primary goal in working with video technologies is to control the process of perceiving video materials. Therefore, the teacher must take into account the age and level of training of the students when choosing the video material. It is advisable to offer video content for students who have developed elementary skills in independent work. Especially effective is the use of video lessons in the repetition and generalization stage. [3]

Including video materials in the structure of the lesson helps to diversify the types of educational activities, to activate mental processes (attention, thinking, memory, emotions), to increase motivation and strengthen their desire to learn and in the preparation of references, reports. Using video content contributes to the formation of students' independent work skills, develops the ability to observe and generalize what they see, activates the process of acquiring knowledge, and as a result of such work, students communicate not only with the teacher, but also with each other. [4]

However, there is no systematic approach to using video content in Russian language classes, although it provides great learning opportunities. The video should be accompanied by students' active learning activities. They can make notes on the course of the video, fill in the proposed tables, record their examples and communicate with each other, all this depends on the teacher.

The video allows you to save time during the explanation stage and spend more time on completing the exercises. Using video content allows, on the one hand, to actualize students' knowledge, and on the other hand, to develop independent work skills.

When working with video recordings, it is possible to use reproductive and creative tasks, from the elementary reproduction of the rule to the completion of the project. The inclusion of video recordings in the educational process not only awakens students' interest in the material being studied, but also stimulates independent search for ways and options for solving the set educational task, forming important communicative competencies.

Therefore, in Russian language teaching, media text and media education technologies are an aspect of teaching that develops reading, listening, writing, and speaking skills and educates the individual, as well as helping students to understand the linguocultural component of the language and the socio-cultural environment, and to strengthen their position as an effective educational tool.

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