

THE ROLE OF COMPUTER TECHNOLOGIES IN TEACHING RUSSIAN AS A NON-NATIVE LANGUAGE

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Abstract

Computer technologies are methods, techniques, methods, means that are used to collect, process, store, operate and transmit information using electronic computing devices and systems, software equipment. The article substantiates that the use of computer technologies in the study of Russian as a non-native language has certain advantages: they improve the educational process, contribute to the development of independence and creativity in building an educational trajectory. Computer technology is a tool that complements traditional teaching methods and serves as auxiliary elements within the lesson. When organizing independent work or independent study of Russian as a foreign language, computer technologies can act as the main ones.

Keywords: computer technologies, Russian as a non-native language, creative approach, educational process, foreign language, information transfer.

Introduction

In the last two decades, computer technologies have been actively entering human life and becoming an important element in various areas of life or displacing existing methods, techniques, techniques used in a particular field of activity and knowledge. By computer technology, we mean the computer itself and the programs with the help of which the computer operates, as well as all high-tech means and systems that are accessed using a computer or other electronic computing devices.

A set of methods, techniques, methods, means used for collecting, processing, storing, operating and transmitting information with the help of computer equipment, means of telecommunication communication, software, within the framework of methodological science is called "computer technologies of education" [2; 3; 4; 8], "information and communication technologies" [1; 9], "information technologies" [6; 7], "innovative technologies" [5]. All these terms, in one way or another, reflect the new methods that are used today in the educational process in order to improve existing technologies, develop new strategies and methods, intensify and effectively education. Within the framework of this work, we will use the term "computer technologies", since we will talk only about the use of computer equipment and



programs, devices, systems that function on the basis of a computer and other gadgets in education.

At present, the use of computer technologies in the process of teaching and learning foreign languages is necessary from the point of view of optimizing the learning process. In the field of teaching Russian as a foreign language, the Tashkent State Technical University (hereinafter referred to as TSTU) uses the following technologies:

\u2012 search engines (Yandex, Google, Mail.ru);

\u2012 online dictionaries (Gramota.ru, <https://slovar.cc/rus/tolk.html>);

\u2012 software (programs: Russian Language – Literacy, Glaze of the Language, Spelling);

\u2012 virtual editors (Internet projects dedicated to the literacy of Russian speech: Gramotey. Online – <https://gramotei.online>);

\u2012 websites for learning Russian as a foreign language (Ruspeach – Russian for foreigners, Russian on-line);

\u2012 electronic textbooks, interactive teaching aids;

\u2012 computer presentations.

The use of computer technologies in the study of Russian as a non-native language has certain advantages: the ability to build an individual educational trajectory of the student, convenience and effectiveness in learning, a wide range of communication opportunities, free access to modern methods from anywhere in the world, the organization of independent work taking into account the individual characteristics of students.

Despite the obvious advantages, we use computer technologies only as an auxiliary element in building classroom work and organizing independent work. We are of the opinion that computer technology is an assistant in the educational process, where the teacher still plays an active role. Of course, not only and not so much as a person who imparts knowledge, but as an expert, mentor, consultant, project manager, co-author, etc. And the main form of organization of the educational process in teaching the Russian language remains the lesson, within which the teacher can and should use computer technologies, such as video and audio materials, electronic and online dictionaries, Internet resources of various formats. At the early stages of learning Russian as a non-native language, especially during the period of articulation of Russian sounds, it is necessary for the teacher and the student to be present in the same spatial plane, because it is important to see and hear clearly whether a sound or a combination of sounds is pronounced correctly, whether the articulatory apparatus is correctly "arranged", whether the student hears the difference between certain sounds that can be semantic differences. etc.

An obvious disadvantage of using only computer technologies in teaching Russian as a non-native language is that live, natural communication is replaced by virtual communication, the possibility of dialogue and polylogue communication is often reduced to zero, the student mainly learns to build monologue statements. A huge disadvantage is also that the student spends a lot of time in front of the computer, which cannot but harm his health. In addition, when monitoring and assessing the quality of material assimilation, problems arise with adequate assessment, the teacher does not have the opportunity to track how the student



performs online tests and exercises, answers questions: independently or with the help of various resources.

So, if it is important for us, teachers, to improve the educational process, then we can undoubtedly say that it would be right to use computer technologies along with traditional methods in teaching Russian as a non-native language. And only in such a tandem will the percentage of material assimilation be higher, the created artificial language environment will be as close as possible to the natural one. Recent events that are taking place all over the world, including in the field of education, when all or most educational institutions were forced to switch to distance learning and use only computer technologies, indicate the impossibility of successfully organizing communicatively oriented education without the use of classical technologies.

Thus, we can assert that computer technologies are an effective means of teaching Russian as a non-native language, if they are used together with traditional methods and techniques and are aimed at creating conditions for successful communication between foreign speakers

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