

THE ROLE OF INFORMATION TECHNOLOGIES IN THE EDUCATIONAL PROCESS OF THE UNIVERSITY IN THE ASPECT OF TEACHING RUSSIAN AS A FOREIGN LANGUAGE

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Abstract:

The article explains the role of information technology in the educational process of higher educational institutions in the aspect of training of foreign nationals Russian as a foreign language. Reveals the potential of information technology in the aspect of the efficiency of the formation of multicultural value orientations in teaching Russian as a foreign language. The correlation between the formation of valuable orientations of multicultural competency and conduct of foreign students in the university environment, socio-cultural, mediated for their context of learning Russian as a foreign language.

Keywords: information technology, Russian as a foreign language, practice-oriented aspect, educational and educational process in high school, sociocultural integration, socialization of foreign students.

Introduction

The innovativeness of information technologies as one of the main and most important opportunities for the formation of various general cultural and professional competencies in the field of teaching Russian as a foreign language to students is recognized, justified, purposeful and is a practice-oriented aspect of the educational process at the university for foreign citizens. The possibilities of information technologies in the theory, practice and methodology of the above discipline have a progressive impact on various aspects of the academic and extracurricular activities of foreign students both from the point of view of

educational activities and from the standpoint of their social and cultural adaptation and socialization [2; 7; 9].

Today, information technologies, as a special kind of innovation, penetrate almost all areas of educational activity at the university. Quite a large number of academic disciplines and educational modules are implemented on multimedia platforms. Information technologies currently solve the problems of communicative interactions in the educational process, which have entered the sphere of educational activity during globalization and changes in educational paradigms [1; 6; 8].

The emergence of the need on this basis to solve problems of a theoretical, methodological and socio-cultural nature when studying at universities of students – representatives of foreign countries – justified the search for an effective solution to achieve the tasks facing higher education.

In the field of teaching Russian as a foreign language, the innovation and productivity of information technologies are reflected primarily in the fact that they allow foreign students to perceive, reproduce, process and effectively use information from a wide variety of fields, which leads to a conscious and more effective overcoming of the language barrier. Therefore, the methodological support of this discipline is undergoing qualitative changes in terms of new forms of education for foreign citizens, whose prerogative is increasingly becoming information technologies and their capabilities [5; 6; 8].

If we consider information technologies from the point of view of effective methodological innovations in the practice of teaching Russian as a foreign language, then, first of all, it is impossible not to note the increase in efficiency and productivity in the development of foreign students' knowledge, skills and skills of mastering the structure of the language, its linguistic features, idioms, a variety of styles, etc. All this contributes to the education of the student's personality and is aimed at highly qualified professional training that meets international standards and conditions of demand in the international market of services and labor. In this regard, the methodology of teaching Russian as a foreign language can operate with such means of information technology as the use of a variety of training programs that increase the effectiveness of language teaching, virtual Internet resource provision of discipline, control programs, information means of activating the cognitive activity of foreign students in the educational process, etc. The entire methodological



aspect of teaching Russian as a foreign language when using the possibilities of information technology is primarily related to the effective presentation of educational material, effective presentation of theoretical and practical calculations of the discipline, ensuring the interactivity of educational tasks, which together is aimed at productive activities for the development of skills in all types of speech activity and communication.

However, familiarity with the language in traditional and interactive forms allows not only to master the material creatively and effectively, having access to a huge variety of electronic tools and resources [1]. Information technology as a multidimensional innovation, which is within the framework of the discipline we are considering, allows us to combine resources (video, audio, text, communication, etc.), which contributes to the formation of linguistic, cultural, linguistic, and socio-cultural competencies and key qualifications of foreign citizens at the university.

The above resources, as one of the most widely used and accessible opportunities, including means of electronic communication of young people studying, positions the educational process of teaching Russian as a foreign language not only as effective from an educational point of view, but also as really flexible from the point of view of communicative interaction in terms of understanding the culture of the language itself, its deep features and productive formation skills of contact communication, reading, speaking, etc.

Educational and communicative resources implemented with the help of information technologies in the context of teaching Russian as a foreign language act as a regulator and catalyst of competence-oriented behavior of foreign students and include the possibility of forming a specific system of values and social patterns of personality. These values, patterns and attitudes, in turn, become a need-motivational factor of such social behavior, which is necessary both in the field of higher education, and in the implementation of communicative interaction with native speakers of a different language and culture, and in the formation of a positive household, professional and social context.

Naturally, the academic discipline "Russian as a foreign language" brings its own special cultural meaning, the peculiarities of semantic activity, and a specific system of values into the life and activities of a foreign student. In this aspect, information technologies and information resources help to accelerate the process of adaptation



to this language environment, understanding the essence of language and effective mastery of it, and therefore the information potential of innovation makes it expedient and achievable the process of internationalization associated with the proposals of universities (from the point of view of international cooperation) on the organization of exchange educational programs, individual student mobility and the effectiveness of the recruitment of foreign students is not only in terms of achieving the university's targets, but also in terms of the effectiveness of the educational activities of foreign students within the walls of an educational institution.

The effectiveness of the educational process, which largely depends on the productive assimilation of the necessary amount of knowledge by foreign students obtained when learning Russian as a foreign language, is also ensured by the possibilities of multicultural education, which is fully implemented within the framework of teaching this discipline. The value orientations formed in the process of mastering the potential of the language with the broad involvement of information technologies allow achieving a certain mobility in the organization of the training itself. This is manifested primarily in such opportunities as differentiation and individualization of language skills training, an increase in the volume of creative and independent work of students, the manifestation of the tutor role of the teacher, the widespread introduction of various forms of counseling and coordination of the educational process into the educational process.

One of the most important elements of such an organization of the educational process in teaching Russian as a foreign language in the context of the use of information technologies is the possibility of various creative innovative tasks for foreign-speaking students, which allows the formation of multicultural value orientations to be more manifested by activating regular mental activity and productive types of educational activities at the stage of initial adaptation, initiation and socio-cultural integration. Thus, the manifestation of the widespread use of information technologies in the educational process of teaching Russian as a foreign language, the active use

of international resources provided not only new opportunities in teaching foreign students, but also became a globalized interactive information environment that allows for fairly prompt, efficient and productive adaptation in microsociums of other cultural groups [4].



Information technologies act here not only as a source of educational information and a means of group and independent learning. They are the regulator of the formation of behavioral patterns that allow foreign students to successfully adapt to a new cultural and linguistic environment, effectively mastering those necessary communicative, general cultural and professional competencies that contribute to the harmonious development of the personality of a foreign student, the full structuring of personal behavior in a foreign language communication.

The success of mastering the knowledge, skills and communication skills of foreign students in Russian leads to the successful mastery of all the educational potential that is necessary for their further professional activity, which is in demand on the international labor market and professions. In addition to the above, information technologies in teaching Russian as a foreign language allow you to diversify the content side of information in terms of its presentation, presentation. The absence of restrictions on access to such information helps to form students' interest and desire for more in-depth independent work, creatively approach its selection, reinterpretation, representation, and also significantly increases the ability of foreign students to take an active part in discussing educational material, expressing their specific point of view on the structure of language and culture, to conduct interesting lexical and grammatical analogies, express their individual linguistic perception.

Conclusion

Russian as a foreign language, directly influencing the organization and regulation of the educational process, has a profound impact on the formation of multicultural value orientations of foreign students, fixing in the emotional and behavioral memory of students the features of Russian-speaking communication, samples of Russian culture and socio-cultural characteristics of Russian society.

It is possible that the possibilities of information technology in the context of teaching Russian as a foreign language will expand, providing the creation of information search features, the formation of various databases, task banks, conditions and the organization of interactive communication in a virtual environment. The innovativeness of this component will allow foreign students to provide a higher degree of early adaptation in new conditions for them, acquire skills of creative and independent activity, and fruitfully use the tutor activity of a



teacher. Forming multicultural value orientations will allow foreign countries to integrate into their personality structure the enriching aspect of a new culture for them from the point of view of not replacing existing values, but from the point of view of cultural enrichment, community and tolerant interaction.

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