

## THE ROLE OF THE INTERNET IN TEACHING RUSSIAN LANGUAGE

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### Abstract

The article substantiates the need to use the Internet in the educational process to ensure a high level of teaching the Russian language, enhance speech activity and enhance cognitive activity of students. It is proved that the use of electronic resources from the Internet contributes to the effectiveness of teaching the Russian language and makes classes more interesting and entertaining.

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The active use of electronic resources is becoming an integral part of the modern model of the educational space, the distinctive features of which include "greater openness, accessibility and flexibility due to the widespread use of self-education tools based on new information and communication technologies", the use of which "contributes to the development of internal motivation of students to acquire new knowledge" [4, p. 30].

With the improvement of information technologies and means of communication and their rapid spread around the globe, economic and social interaction between people has increased. This marked the beginning of a new stage of human development called the "era of globalization".

In a world where globalization has affected all aspects of life, knowledge of several languages is becoming an urgent need for every person.

The importance of the computer in the process of language learning is also evidenced by the field of language teaching methodology - computational linguistics, which has been rapidly developing in recent decades. M.A. Bovtenko, a Russian specialist in the field of computational linguistics, rightly argues that, "being an interdisciplinary field of knowledge, computational linguistics is closely related to the development of information technologies, applied and mathematical linguistics, developments in the field of artificial intelligence, computer program design, theory and practice of computer learning in general" [2, p. 66].

The advent of the Internet and its ubiquity plays an important role in language learning. "The Internet (English Internet, from Latin. inter - between and English net - network, web) is a worldwide association of computer networks, an integrated network web consisting of various physically heterogeneous communication networks combined into a single logical architecture. The Internet unites many servers, which contain a huge amount of information on various topics. The worldwide information network allows each user to choose their own learning path." The use of computer technology helps to make learning more independent and manageable. The form and content of

communication are becoming more diverse: such types of communication as verbal, non-verbal, informative, visual, audio, etc. are involved.

The main task of teaching the Russian language is to teach the use of the language system, i.e. it is necessary not only to study the language system, but also to teach students to apply language material in practice. In this regard, the combination of classroom work with the impact of the language environment on students is of particular relevance. Therefore, the most important task of modern methods of the Russian language can be considered a comprehensive study of the language environment, its impact on enriching the vocabulary of students, developing their speech skills, as well as identifying opportunities to enhance the speech activity of students in this environment.

With the rapid development of the Internet and communication media, the environment is becoming one of the main sources of knowledge. Modern schoolchildren receive almost half of the information outside of class, outside of school.

There is a natural relationship between the availability of Internet-enabled devices for schoolchildren and the stock of certain thematic vocabulary from various fields of knowledge in the vocabulary of students.

Most of the words from the Internet are international terms and are included in the Uzbek language. Russian is a characteristic feature, however, that students learn them mainly through the Russian language, perceiving information from the Internet in Russian. Russian is also valuable for the development of schoolchildren's speech. It is the compatibility of these words with other Russian words, the development of appropriate speech skills in the process of using them in Russian speech, the assimilation of certain speech models. Words are included in the active vocabulary of students, they use them in phrases, sentences, in coherent speech, combine them with commonly used words.

It is necessary to activate speech activity during communication on the Internet, as well as to ensure active speech activity on their material. And it is necessary to organize this work through Russian language lessons.

The selection of websites that influence the enrichment of students' vocabulary, the compilation of a thematic dictionary and the verification of the stock of these words among students of schools with the Uzbek language of instruction will reveal huge reserves for improving the effectiveness of teaching the Russian language.

There is a need to identify topics on which the teacher will activate the appropriate words in the oral and written speech of students, develop tasks and exercises.

This will allow to provide a functional aspect of teaching the Russian language, to model the facts governing speech activity, in particular, speech actions, to suggest any situations, to put students in certain conditions, suggesting forms for production.

Access to multimedia courses and programs, foreign language websites, magazines, and films increases students' motivation and allows them to achieve significant results. The rich lexical, word-formation, and grammatical material is contained in the texts of social networks. By reading them, the student gets acquainted with the socio-cultural aspect of the language, the peculiarities of the speech behavior of its native speakers.

It should be noted that modern electronic resources must meet the following criteria:

1. Methodological expediency of use in the educational process. The resources involved are not an episodic didactic tool, but part of an educational package.
2. Saturation and quality of the content component. The presented material contains reliable objective facts, is relevant and fascinating.

3. Compliance with the declared level. Electronic learning tools are feasible for students, taking into account their level of knowledge of the material.
4. Flexibility of the learning path. An individual approach is being implemented, which involves taking into account the individual age, psychophysiological and national characteristics of the trainees.
5. Availability of tutor support. Trainees have the opportunity to receive consultations on working with the resource.
6. Ethics and morality. The information and facts provided correspond to the moral and ethical norms existing in Russian culture.
7. Resource availability. Trainees have the opportunity to use the resource at any time.

The demonstration of Internet content can be carried out in offline and online modes. In the first case, the material is presented during the classroom work. In the second, a unique virtual environment is created that has all the advantages of distance learning (flexible schedule, individual pace, familiar environment, etc.) and opens up wide opportunities for both the teacher and the student. A ready-made platform for learning any foreign language is social networks with their rich functionality for communication and user interaction.

Russian classes can use the following forms of information technology: creating computer presentations, working with sites focused on teaching the Russian language, using electronic dictionaries and encyclopedias, students performing tasks with audio and video materials from the Internet, distance language learning, contact with the sites of educational institutions teaching the Russian language, communication with native speakers in virtual communities and social networks. Each form of information technology use has its own characteristics.

The Internet is successfully used as:

1. The source of the material is a means of open storage and dissemination of information: scientific, business, educational and entertaining: newspaper, magazine articles, subscription to media sites.
2. A tool in the classroom for teaching reading, speaking, writing and listening skills. The Internet information resources used in the learning process include: databases, information systems, reference files, dictionaries, reference books; training systems, courses, programs for self-education; educational video and audio recordings; electronic libraries (newspapers, magazines, books in electronic form); distance learning courses; e-mail and others.

There are websites on the Internet that professionally teach Russian. These include Gramota.ru ([www.gramota.ru](http://www.gramota.ru)), The culture of writing ([www.gramma.ru](http://www.gramma.ru)) and others. These sites are publicly accessible, easy to use, registration on them is not mandatory. Russian language teaching using such resources broadens the horizons of students, increases the level of their background knowledge, and helps to arouse interest in the history and culture of the Russian people.

"Education in Russian" (<http://ac.pushkininstitute.ru>) is an educational portal created by the Pushkin State Institute of the Russian Language. To register, the user must send an application via social networks or email. After passing the test, the student is recommended a program of the appropriate level. The description of the elementary level course and its structure is given in Russian, and starting from the basic it is translated into foreign languages. Topics relevant to the specified level are offered for study.

The A2 - Basic course consists of four modules and two tests - diagnostic and final. The special course "Conversations with Russians" on the subject and lexical content corresponds to the B1 level (and higher), the sounding materials are difficult to perceive, although they have text accompaniment. Working with the course is possible as an appendix to the printed manual and under the guidance of a

teacher.

The B1 course consists of modules of scientific style of speech in various disciplines (mathematics, economics, literature, etc.).

These courses are built according to a modular system: lessons, each of which has a real educational lesson as its prototype, appropriate network resources in the format of interactive online and offline lessons. The basis of each lesson is the audio visualization of the teacher's conversation with the student, involving him in active actions, thereby creating and maintaining an atmosphere of direct communication with the teacher. Lessons of speech etiquette, reading, analysis of film and music works have already been posted on the studied range (up to B1) (without registration and with the possibility of access on different mobile devices). The exemplary speech of the speaker in the course videos sets a high bar for students. This course can be used by students with a higher level of Russian language proficiency.

Russian Education portal materials can be used to organize the independent work of students of courses or additional general education programs in Russian, as well as to contact them directly during classroom classes under the guidance of a teacher.

Multimedia materials of a regional or encyclopedic nature can be considered as educational materials. These are discs of a regional nature, informing about the political and economic structure of Russia, its geographical location. Also, an Internet user has the opportunity to take a virtual tour to any museum in Russia. Completing tasks with audio and video materials from the Internet stimulates communication, activates the development of skills for independent search and selection of information, and expands the vocabulary of students. For example, listening to poems by Russian poets, read by masters of the word, develops auditory skills, helps to learn intonation constructions of speech. The videos provide valuable experience in mastering the linguistic and cultural background of the Russian language. After all, knowledge of the language implies not only knowledge of grammar, but also culture, the history of the country, and rules of conduct.

When working with the Internet, a special role belongs to the teacher: he is not only the organizer, moderator, coordinator of the educational process, but also an active participant, as well as an analyst and evaluator of students' work. He should evaluate both the completion of tasks and the student's contribution to joint activities: participation in discussions, the level and depth of comments, understanding of the subject and constructivism.

The impact of the Internet on the effectiveness of teaching Russian, therefore, is to provide a wide range of resources and opportunities for learning. It provides access to various online lessons, language applications, Russian-language websites, forums and social networks, which helps students improve their skills in reading, writing, speaking and understanding Russian.

One of the advantages of using the Internet in teaching Russian is accessibility. Students can access the materials at any time convenient for them and from anywhere in the world. Online lessons and applications offer flexibility in the choice of educational material and allow you to learn a language at your own pace.

Online resources also provide an opportunity to practice communication in Russian with native speakers. Forums, chat rooms and social networks allow students to communicate with other Russian language learners or native speakers, which helps improve speaking and listening comprehension skills.

In addition, the Internet provides access to automatic translation and grammar reference books, which can be useful for students when studying complex grammatical structures or translating texts into Russian.

The Internet helps to go beyond the usual form of presentation of educational material, which contributes to its better assimilation. Thanks to the Internet, interest in language learning, education and

the general culture of students are increasing. The Internet is a global socio-cultural phenomenon of our time. He has tremendous communication capabilities and transforms traditional language teaching methods into new forms.

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