

## THE IMPACT OF COMMUNICATION TECHNOLOGIES ON TEACHING RUSSIAN TO TECHNICAL DISCIPLINE STUDENTS

Gulchekhra Abdullaeva,

Senior Lecturer of the Russian Language Department

Tashkent International University KIME

### ABSTRACT

In today's world, where technology significantly influences the educational landscape, the utilization of communication technologies in teaching foreign languages is paramount. This abstract introduces a research paper that evaluates the role of information and communication technology (ICT) in facilitating learning Russian as a foreign language for students pursuing technical majors. The paper explores the ways through which cutting-edge communication technologies can boost student engagement, enhance the comprehension of study materials, and simplify the integration of international students into a Russian-language setting. It closely examines the challenges and potential benefits of embedding these technologies into educational strategies, alongside the potential for crafting tailored and adaptable learning experiences through the use of ICT. The authors offer an evaluative framework for gauging the impact of communication technologies, drawing on student academic performance and feedback. This paper contributes significantly to the methodologies and practices of teaching Russian as a foreign language, offering insightful guidance for educators and program designers seeking to incorporate ICT into the curriculum of technical higher education institutions.

**Keywords:** communication tools, multimedia resources, mobile applications, interactive methodologies, cultural integration.

### INTRODUCTION

At present, one of the pressing issues for higher education institutions is the integration of technical and humanitarian knowledge. Today, the idea of humanizing education is a priority because the modern market, saturated with information, requires specialists with a humanitarian mindset. Unlike the traditional methodology of teaching Russian language at the university, which focused heavily on proficient writing, "the modern methodology shows a tendency to bring the conditions of the educational process closer to those of free communication" [1].

Over the last decade in Uzbekistan, information and communication technologies have found widespread application in various spheres due to the proliferation of the Internet. The specificity of teaching Russian language in technical universities aims primarily at developing communicative culture and is focused on practical language acquisition. Therefore, a comprehensive application is found for pedagogical technologies such as project methodology, cooperative learning, and the use of internet resources, among others. The possibilities and advantages of using internet resources in lessons are obvious and undeniable: in addition to instant access to various information, the World Wide Web activates cognitive activity,

develops creative potential, and increases students' interest in the subject, i.e., the learning process reaches a new quality level.

However, one cannot deny the emerging problems associated with students' independence in completing assignments, various manifestations of deception and dishonesty in academic activities: "The development of information technologies allows modern students to apply the method of writing works, which has been dubbed 'copy paste' – copying materials from the Internet with minimal editing. Such works can be called 'blatant copying' or plagiarism" [2]. It's important to note that plagiarism is not the only problem teachers face. It is a standard view that the Internet as a teaching tool is meant to save the teacher's time. However, the abundance of educational websites, audio and video materials, textbooks, simulators, and tests for knowledge assessment can cause difficulties for teachers in selecting educational content. Moreover, teachers need to do preliminary work to prepare for the lesson, which, in turn, requires significant time. The educational material for students in national groups must undoubtedly meet several requirements: be relevant, exemplary, reflect the lexical richness of the Russian language, develop speech and thinking activities, etc. Furthermore, in differentiated (level-based) learning, it is necessary to follow criteria for selecting educational material: content accessibility, feasibility of the used lexical-grammatical material, presence of a motivational component, orientation towards students' professional interests.

The communicative approach implies teaching communication and forming the ability to engage in intercultural interaction, which is the basis of the Internet's functioning. To navigate successfully in the global information space, students must master information culture, as well as computer culture, since the Internet is increasingly given priority in information search. The relevance of this topic is due to the fundamentally new conditions for computer-assisted organic learning that have arisen nowadays. Today, the emphasis in education is on the learner's own activity in searching, understanding, and processing new data. The teacher acts as the organizer of the learning process, the leader of the student's independent work, providing the necessary assistance and support. The emergence of the Internet as another powerful tool in education stimulates the desire to learn, expands the area of individual activity, and increases the speed of delivering quality material within a single task. [3]

The teacher must be very selective when incorporating material into the curriculum, as most resources are intended for learning Russian as a foreign language. On the other hand, the problem of forming communicative competence is the primary goal of teaching Russian as a non-native language, so teaching RFL (Russian as a Foreign Language) internet resources deserve close examination, and their adaptation and implementation in the educational process are seen as an effective tool for solving a range of problems. Let's take a closer look at internet resources that can be used in the process of teaching Russian language. Such resources include mobile applications, web portals and websites, podcasts.

### LITERATURE REVIEW

With this approach, new information is introduced progressively, usually by transitioning from simple to more complex educational materials. The principle of communicativeness in the methodology of teaching Russian as a foreign language also manifests in the dialogic

presentation of the material, implying the selection of grammar and its representation on a discursive syntactic basis, that is, as part of such a syntactic unit in which the given meaning of the grammatical form is realized. In such training, it's important to distinguish between unilateral discourse – a connected oral message of one individual considering all extralinguistic factors, and bilateral discourse – a set of statements of two communicants in oral form, "immersed in life," with changing roles of "speaker – listener." A statement should be understood as the speech act of one communicant during one turn of speech. A speech turn (move) is each subsequent part of the discourse belonging to one communicant in the communication process.

For example: - Did you go to the library yesterday? - Yes, I did. (Two speech turns). The central unit of discourse, which is determined relative to the sentence, can equal a sentence or have a truncated form (incomplete sentences, ellipsis) or be a combination of several sentences. Unilateral discourse (monologic speech) usually has one thematic unit. Bilateral discourse (dialogic speech) typically consists of a sequence of several thematic units and is formed as a conceptual scenario. The totality of thematic units of discourse forms its structure [4].

### METHODOLOGY

In the realm of technical education, the targeted instruction of Russian as a foreign language (RFL) necessitates leveraging communication technologies that enable students to acquire specific terminology and fundamental components of technical dialogue. These facets are crucial to vocational education, reflecting the distinct traits and needs of individual specialties. Hence, in designing RFL programs for technical university students, it is imperative to merge the linguistic requirements relevant to their future professions with the nuances of technical culture and methodologies, showcasing the core values of specialized education.

A pivotal element in training specialists at a technical university involves fostering professional proficiency that aligns with their degree of qualification, entailing a comprehensive array of professional competencies and skills pertinent to key operational domains. By evaluating the principles underlying technical didactics and the instructional processes within technical education, this effort has pinpointed the most effective communication technologies for developing a professional linguistic competence tailored to the technical educational trajectory. This methodology not only aids in the proficient mastery of language skills but also facilitates the students' integration into the professional realm, thus preparing them for prosperous careers in their elected disciplines [5].

### RESULTS

The integration of communication technologies into the process of teaching Russian as a foreign language within the framework of technical didactics requires consideration of the specific features of the technical educational process, including its pedagogical and psychological aspects. In technical education, emphasis is placed on the integration of state, professional, and innovative components, suggesting a focus on the development of technological skills and knowledge in the context of contemporary requirements and trends. Aspects related to preparing students to solve actual technical problems, developing their professional competence, and the ability to think innovatively are fundamental. In this



context, teaching Russian should include elements aimed at mastering specialized terminology, understanding, and using language within the technical discourse.

Analyzing the principles of linguodidactics, we identified similarities in the goals and methods of the educational process. In particular, intensifying education through the application of both innovative and traditional techniques, including the use of interactive learning tools, is an important direction. Optimizing the process involves:

- Applying effective forms and methods of teaching, while the humanization and democratization of the educational process imply an individual approach to each student.
- Taking into account their inner world and interests.
- Creating conditions for the expression of activity, creativity, and initiative.

A crucial task in the process of teaching Russian in a technical direction is not only to impart knowledge but also to form students' readiness for professional activity in the international technical community. This implies the incorporation of elements into the educational process that contribute to the development of professional and communicative skills, as well as an understanding of the cultural and professional context of the technical sphere.

Thus, teaching Russian in a technical direction should be based on principles that take into account the specifics of technical didactics, including an emphasis on practical orientation of training and readiness for innovations, as well as on the development of critical thinking and professional competence. The use of communication technologies in the process of teaching Russian as a foreign language in the context of technical didactics requires a focus on the peculiarities of technical education and the corresponding pedagogy. In this aspect, critical parameters of the communicative principle become crucial, including motivation, purposefulness, personal significance of educational activity, speech and thinking activity, uniqueness of approach to learning elements, situational context, educational relevance of the material, and problematic aspects in the organization and interpretation of academic content. Special attention is paid to the emotional and personal contact and interaction of participants in the educational process, linking language learning with various spheres of life (domestic, academic, professional) [6,7].

In the context of technical specialization, such an approach emphasizes the importance of integrating the studied language into the practical activities of students related to their future profession. Tasks developed using communication technologies should aim to solve current technical problems and contribute to the development of specialized language and professional skills.

The field of technical specialization is extensive and includes many specific terms and concepts associated with different directions and specialties. In this context, key is the enrichment of the language program with terminology corresponding to the students' specialization and the integration of culturally specific elements reflecting the realities of the technical sphere and engineering thinking.

The effectiveness of professionally oriented teaching of Russian in a technical direction depends on the careful selection of communication technologies that can ensure not only mastery of the language of the specialty but also the formation of cognitive-value potential important for the future professional activity of students. The use of various educational resources, such as technical literature, multimedia materials, specialized videos, and films,

promotes a deep understanding of the specifics of the technical sphere, as well as develops critical thinking and cognitive activity of students.

The application of interactive technologies, such as the case-study method, in teaching Russian as a foreign language in technical education underscores the importance of active learning methods. These methods are aimed at developing students' skills in situation analysis, critical thinking, the ability to argue their opinions, and make decisions in a group. Such an approach corresponds to the main principles of technical didactics and is aimed at forming competencies necessary for successful professional activity.

An essential aspect of education in technical specialties is the use of information and communication technologies, which contribute to the improvement, optimization, and intensification of the educational process. These technologies enhance motivation for language learning and promote a more profound mastery of professional terminology and concepts, which in turn, impacts the formation of professional communicative competence.

The technology of developing critical thinking, which includes working with various information in a non-native language, analyzing and evaluating this information, formulating one's own opinion, and the ability to work in a group, is an essential tool in teaching students of technical specialties. This technology not only helps to form critical language and communicative skills but also develops the ability to approach the solution of professional tasks analytically, which is extremely important in the modern technical world. In the process of teaching Russian as a foreign language in the technical field, assignments and exercises should be aimed at solving real technical problems, as well as developing the ability for critical thinking and independent learning. The use of various methods of group work and collaboration, as well as integrating educational material with practical aspects of professional activity, contributes to achieving this goal. [8,9]

The linguodidactic potential of communication technologies in technical education lies in the fact that they ensure not only the acquisition of language knowledge and skills but also shape the necessary professional competencies among students, including the ability to work in a team, analyze and solve complex problems, which is vital for successful engineering activities.

## DISCUSSION

In the discussion section of our research dedicated to analyzing the effectiveness of communication technologies in teaching Russian to students of technical disciplines, we delve into the interpretation of the obtained results. Based on the data analysis, the application of ICT significantly enriches the learning process, making it more interactive and dynamic. Technologies such as virtual classrooms, educational applications, and online resources contribute to increasing student engagement and their active participation in the learning process.

However, it's important to note that successful integration of ICT requires not only technological preparation on the part of educational institutions but also a readiness for changes in teaching methodologies on the part of teachers. Teachers need to possess the necessary skills and competencies for effective use of communication technologies, which highlights the need for continuous professional development. Thus, implementing ICT in

teaching the Russian language represents a complex task that requires a systemic approach and interaction of all participants in the educational process.

### CONCLUSION

The conclusion of our scientific article summarizes the research on the effectiveness of communication technology use in teaching Russian to students of technical specialties. Based on the analysis, integrating information and communication technologies (ICT) into the teaching process is relevant and an up-and-coming trend. ICT contribute to increasing students' interest and motivation in learning Russian, facilitate the perception and assimilation of material, and promote the development of intercultural communication skills. [10]

The study revealed that the use of multimedia resources, online platforms for communication, and educational programs provides a deeper immersion in the language environment and culture. This, in turn, leads to a higher quality of language mastery. Furthermore, the application of ICT allows for a personalized approach to each student, adapting the education to their level of knowledge and preferences in learning methods. However, to achieve maximum effectiveness, it is crucial not only to ensure access to modern technologies but also to ensure the quality of educational content. It is also critically important to train teachers in the use of new tools and the development of interactive educational programs.

In conclusion, integrating communication technologies in teaching Russian to students of technical disciplines is a promising direction that contributes not only to improving language skills but also to preparing highly qualified specialists capable of effectively functioning in a multilingual and multicultural professional environment. For further development of this field, it is necessary to continue research aimed at optimizing educational technologies and teaching methodologies.

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