

**THE USE OF MODERN TEACHING METHODS AND INFORMATION AND  
COMMUNICATION TECHNOLOGIES IN RUSSIAN LANGUAGE LESSONS**

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**Annotation.** The use of computers, the Internet, software, and other modern technical devices helps to stimulate students’ interest in learning the Russian language, making lessons more interactive and effective. With the help of ICT, it is possible to conduct audio and video lessons, use online resources to enrich the learning material, create interactive tasks and tests, which contributes to a deeper assimilation of knowledge.

**Keywords:** activity, sphere, communication, technology, resources, information, informatics, industry, skill improvement.

The main goal of the teacher of the Russian language and literature is the soul of the child, the issues of morality, the development of a creative personality, as well as the problem of preparing the student as a linguistic personality. Where and how is it advisable to use information technologies in teaching the Russian language, considering that modern computers allow the integration of texts, graphics, sound, animation, video clips, and high-quality images within a single program?

Firstly, when presenting new material: visualization of knowledge (demonstration-encyclopedic programs, presentation creation software, interactive boards). Secondly, at the stage of reinforcing the studied material (training programs). Thirdly, in the control and testing phase (testing and monitoring software). Fourthly, during students’ independent work (tutoring programs, electronic encyclopedias, educational software). Finally, for the individual training of specific student abilities such as attention, memory, and thinking.

The technical facilities of the Russian language and literature classroom — the presence of an interactive whiteboard, a collection of educational discs and software, and online Internet access — make it possible to use interactive tables, non-traditional exercises, and demonstrate flash videos that students greatly enjoy.

Knowledge of ICT significantly facilitates lesson preparation, making lessons non-traditional, memorable, interesting, and more dynamic.

Many useful programs can be found on the website [www.school-collection.ru](http://www.school-collection.ru), designed for different age groups.

When studying the topic “*The Noun*” using the same software product, students learn that in ancient times the category of number of nouns included not two, but three forms: singular, plural, and dual. Again, it is not the textbook but the computer program that helps us here, and working with it takes only 3–4 minutes of lesson time. Thus, the use of ICT contributes to an in-depth study of individual sections of the science of language.

Informatics is a field of knowledge widely used in various spheres of human activity. It studies the methods and processes of information processing using computers and other technical devices, as well as develops tools for data analysis, storage, and transmission. Due to its development, informatics has become an integral part of the modern world, covering all branches of the economy, science, and technology. It plays an important role in the development of the digital economy, the Internet industry, artificial intelligence, bioinformatics, and many other fields.

In the modern world, computer technologies play a key role in all spheres of life, ensuring effective information exchange and the formation of a global information space. The introduction of computers into education is becoming an integral part of this process. The educational system of Uzbekistan strives for active integration into the global information and educational environment.

At present, computer technologies have become an inseparable part of the educational process, significantly increasing its effectiveness. Over the past five years, there has been a tenfold increase in the number of children proficient in using computers. According to most researchers, these trends will continue to develop regardless of formal education.

Russian and foreign scholars have made a significant contribution to the development of computer technologies in education. **G.R. Gromov**, a Russian scientist specializing in informatics and education, studied the use of computers in the educational process and developed a number of methods and programs for their effective application in teaching. **V.I. Gritsenko**, a Russian pedagogue and researcher, worked on integrating computer technologies into educational programs and teaching methods.

However, many studies show that most children mainly use computers for entertainment and are familiar primarily with entertainment software. During this period, the cognitive aspects of computer use, including educational purposes, often remain in the background and do not attract much attention from children. School students have realized that to successfully defend their projects, they need a rich vocabulary and the ability to speak confidently before an audience.

Analyses and results show that there are many programs and online resources that can help improve literacy levels as well as assist in learning and reviewing spelling and punctuation rules. Some of them include:

1. **“Gramotei!”** – an educational software designed to improve Russian language skills. The program includes exercises on spelling, grammar, punctuation, and stylistics, offers various levels of difficulty, and helps develop language competence.
2. **Yandex.Speller** – an online tool that helps check the correctness of words and sentences in Russian. It also provides correction suggestions and explanations of spelling rules.
3. **Microsoft Word Text Editor** – a widely used program that includes spelling and grammar checking functions. When writing text in Word, the program automatically underlines errors and suggests possible corrections.
4. **“Linguist” Platform** – a learning tool that helps study and review Russian language rules, spelling, and punctuation through tests and exercises.

The use of modern teaching methods and information and communication technologies (ICT) creates opportunities for establishing mutual connections between the teacher and the student, among students themselves, and between the university and the family. At present, interactive teaching methods and ICT are widely applied as modern approaches to education.

The analysis and recommendations on the use of modern teaching methods and ICT will guide the teacher in creating groups of students who are ready to become worthy citizens of society—active and interested in everything around them. This means the teacher’s never-ending search for innovative approaches across the world, giving true meaning to intellectual development.

Various methods are proposed to reveal the creative essence of the learning process and to enable students to master and perceive any information through different approaches. With the development of technology, methodological innovations involving ICT in the educational process not only increase students’ interest in learning but also influence the acquisition and assimilation of knowledge.

In conclusion, it is important to take these factors into account in a non-linguistic audience, where former school students often find it difficult to organize themselves in class, to cross the

threshold from school to university, and to absorb a large amount of information. In this case, the use of ICT in Russian language and literature lessons for non-linguistic students becomes an indispensable assistant for the teacher in fostering persistence, interest in the subject, and the organization of collective work in the classroom.

With the help of these technologies, the teacher can display pre-prepared materials on the screen, so that lesson time is used solely for solving the assigned tasks. This approach leads to an increase in the pace and efficiency of lessons. All materials prepared for the lesson (audio recordings, graphics, questions, biographical data, etc.) are stored on the computer, allowing the teacher to reopen them for review or share them with a student who missed the class due to illness.

The image on the computer monitor is transmitted through a projector to an interactive whiteboard. Touches on the surface of the interactive board are sent to the computer via a cable or infrared connection and interpreted by special software installed on the computer.

The use of an interactive whiteboard in the learning process makes it possible to take into account students' age and psychological characteristics, create a favorable psychological climate in the classroom, maintain interest in the subject, and provide opportunities for self-expression.

Using an interactive whiteboard also diversifies classroom activities, promotes scientific organization of students' work, and incorporates such an important element of learning as play. Bright images, vivid colors, and limitless opportunities for imagination allow students to easily assimilate learning material in a playful form.

When using an interactive whiteboard, the most important aspect is the proper selection of teaching materials. We have examined the opportunities that information and communication technologies provide in education and have become convinced that they represent a modern tool that makes classroom learning more effective.

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