

**INNOVATIVE TECHNOLOGIES FOR THE FORMATION OF SPEECH
COMPETENCE OF FUTURE RUSSIAN LANGUAGE TEACHERS IN A DIGITAL
EDUCATIONAL ENVIRONMENT**

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Abstract: The article reveals the theoretical and methodological foundations of innovative technologies for the formation of speech competence of future Russian language teachers in the context of a digital educational environment. Special attention is paid to variable modeling as a didactic technology that ensures individualization and interactivity of the learning process. Author's models and methods are presented: 3D-method (Diagnostics - Dialogue - Dynamics), linguistic-training variable approach, RUS-TALK and CERTILOG models aimed at developing communicative, cognitive and reflexive components of speech competence. The necessity of integrating digital tools and interactive platforms into the professional training of future philologists was substantiated.

Keywords: speech competence, innovative technologies, digital educational environment, variable modeling, language training, 3D method, RUS-TALK, CERTILOG.

Introduction

The modern system of professional training of future Russian language teachers is aimed at the formation of professional and speech competencies that ensure their readiness for pedagogical interaction in the context of digitalization of education. The development of the digital educational environment (SOS) requires the introduction of innovative pedagogical technologies that contribute not only to the assimilation of knowledge, but also to the development of speech activity, critical thinking, and intercultural communication.

In the context of updating the content of philological education, variable modeling plays a special role, which assumes a flexible combination of traditional and innovative teaching methods, taking into account the individual characteristics of students and the digital capabilities of the educational space.

Theoretical and Methodological Foundations of Innovative Technologies

Innovative technologies in linguodidactics are considered as a system of pedagogical means, methods, and models aimed at increasing the effectiveness of learning through the integration of digital, cognitive, and communicative components.

The key methodological foundations of the research are:

- competency-based approach, which determines the priority of forming functional skills of speech interaction;
- a system-activity approach that ensures the active involvement of students in educational and communicative situations;
- a linguistic and educational approach aimed at forming internal motivation and reflection of speech activity;
- an acmeological approach that contributes to the personal and professional growth of a future teacher.

The interaction of these approaches in the digital environment forms the basis of innovative pedagogical modeling, where digital tools act as a means of implementing personality-oriented learning.

Digital educational environment as a factor in the formation of speech competence

Digitalization of education opens up new opportunities for the formation of speech competence through:

- multimedia presentation of educational material (video, podcasts, interactive dialogues);
- the use of an online platform and artificial intelligence for diagnosing and correcting speech errors;
- organization of remote and hybrid forms of communication, developing the variability of speech behavior.

For a future Russian language teacher, the digital environment is becoming not only a technological tool, but also a space of professional socialization, where interactive communication skills, media competence, and academic speech culture are formed.

Variable modeling as an innovative technology

Variable modeling is a pedagogical technology based on the creation of various learning scenarios adapted to individual styles, the level of speech development, and the professional needs of students.

The model includes three interconnected components:

1. Diagnostic - determination of the level of formation of speech competence and typical difficulties;
2. Procedural-activity - organization of interactive forms of work (discussions, dialogues, project assignments);
3. Reflexive-evaluative - self-analysis and correction of speech activity using digital tools (forums, podcasts, chats, speech recordings).

Such modeling ensures individualization of learning and creates conditions for self-development and self-correction of the future teacher.

Author's innovative models and technologies

During the research and pedagogical experiments, author's technologies aimed at developing the speech competence of future Russian language teachers were developed and tested:

1. 3D-Method (Diagnostics - Dialogue - Dynamics) - a system that ensures three-stage speech development through consistent diagnostics, active dialogue, and dynamic improvement of skills.
2. LINGUISTIC COACHING Variative Model - a linguistic training technology aimed at forming internal speech motivation, developing students' confidence and communicative autonomy.
3. RUS-TALK is an interactive model of speech practice, implemented in the form of discussion clubs, media dialogues, and online forums.
4. CERTILOG - a model of self-assessment and certification of speech achievements, based on logical-competency analysis of expression and digital fixation of results.

Each of these models is integrated into the digital educational environment, supporting students' individual development trajectories and creating conditions for reflexive self-learning.

Results and conclusions

The application of variable and innovative technologies in the process of training future Russian language teachers allows:

- ensure the sustainable development of speech competence as a key professional quality;
- activate the digital and communicative activity of students;
- increase motivation for professional self-development;

- to form readiness for digital pedagogical interaction at the level of international standards. Innovative technologies based on variable modeling contribute to the creation of a new linguodidactic paradigm, where the digitalization and humanization of education are complementary processes.

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