

The Use Of Information And Communication Technologies In Russian Language And Literature Lessons For The Development Of Students' Speech

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Annotation. This final work examines the theoretical problems of using information and communication technologies in the classroom of the Russian language and literature in order to develop the Russian speech of students. In addition, this graduate work presents the theoretical foundations for the use of new information and communication technologies in the university educational process.

Keywords: Innovation, information technology, multimedia, electronic portfolio.

Introduction

The high information capacity of materials for information and communication technologies of education and computer programs should not be at the expense of the perception and assimilation of educational information by students. There is an optimal information capacity of perception, the excess of which will inevitably lead to a decrease in the quality of assimilation of educational material, and as a result, a significant part of the information will remain undeveloped. Therefore, it is unacceptable to infinitely increase the information saturation of the pedagogical process with the help of ICT.

The principle of strength, awareness and effectiveness of learning and development results, unity of knowledge and behavior prompted the development of control TSO, all kinds of simulators, and since the beginning of the use of computer technology to develop appropriate programs. At the beginning, it was mentioned about virtual learning environments, where a complete illusion of a student's real participation in those situations that are modeled using computer technology is created, and it is necessary to act on the basis of what you know, understand, know how, appreciate.

When preparing a teacher for classes with students using ICT, he needs to do a lot of work and

take into account not only what is described in the previous chapter, but also a number of other points.

Pedagogical activity includes cognitive, constructive, organizational and communicative components, which are also manifested when using modern ICT.

The use of information and communication technologies for teaching students allows a creative approach to solving organizational issues. Both informational and controlling and information-controlling ICTs can be applied here. They significantly affect the organization of the teacher's activities in a very wide range: from simple, elementary inclusion of them in the explanation (with the leading role of the teacher) to the transfer of the entire organizational function to a computer-based training complex. Naturally, in the second case, the constructive activity of the teacher will be the main one, as a result of which a model of the educational process should be created.

The communicative activity covering the area of teacher-student relationships also undergoes certain changes when using TSO. Instead of a teacher – student dialogue, most often of a verbal nature, it becomes possible to organize rational communication between the teacher and students through a vehicle. TSO removes elements of tension that often arise in students during direct interaction with the teacher, semantic barriers, expands the range of contacts and interaction

options, especially when making manuals for TSO and using personal computers.

Information and communication technologies of training, modern technical means of training, as follows from their very name, are means of training, i.e. carriers of information of various kinds. They are used in the educational process using methods. In some manuals on pedagogy, which appeared in the late 90s, an attempt is made to present the use of ICT as a new method - the video method, which seems to be illegal.

Students can use ICT at such stages of their research activities: when observing and studying facts and phenomena; when posing a problem related to the identification of unexplored phenomena; when implementing a research plan; when verifying the solution found.

Computers are largely capable of solving the same methodological tasks as traditional TSO. But in the conditions of computer training, this is done on a more powerful, advanced and fast-acting technique. The computer implements training in an interactive (TSO - student) mode. Computerized educational materials (educational computer programs) they are able to adapt more fully and more deeply to the individual characteristics of students.

Documentary video lectures. These include traditional lectures recorded in universities in ordinary classrooms in order to create manuals for applicants and (or) students. This is the simplest and low-budget type of video lectures, since only chalk and a blackboard are used here, and directing is reduced to a simple change of plans: a lecturer is a blackboard and vice versa. According to its pedagogical parameters, such a lecture, as a rule, is inferior to a live lecture in a university audience. The advantage can be attributed to the possibility of repeated reproduction by individual users at home.

The next step in the development of the genre of audiovisual presentation of educational information was the first lectures recorded in video studios of centers and institutes of distance education. In them, teachers-lecturers, on the appropriate thematic background, remaining practically motionless at the table throughout the lecture, presented the educational material,

accompanying their story with the display of graphs, diagrams, photographs, etc. In the absence of a director's study of the lecture script and with minimal computer processing of video material (linear editing), the audience success of the lecture was determined by how physically free and emotionally uninhibited the teachers felt in front of the camera lens. With all the undoubted benefits for the purposes of individual use in the system of correspondence and distance learning, these lectures received the ironic name of a "talking head" from students. Which, in fact, highlights the main drawback of these lectures.

The practice of using multimedia technologies has revealed some problems in creating this type of video lectures. The main difficulty is the teachers' lack of the skill of working "in front of the camera". In addition, the quality of the educational video is influenced by factors such as the attractiveness / unattractiveness of the appearance of the lecturer's video; speech features (articulation clarity, repetitions, speech errors, etc. D.), which in the conditions of direct communication with students can be "softened" by the effect of the presence of the teacher, and in the situation of working with video material appear especially vividly. Currently, in the educational process, along with overview video lectures, simpler 45-minute slide lectures on the ZOOM program are used as everyday material. They are a recording of the voice-over of the speaker or the lecturer himself, accompanied by a set of slides (100-200 per lecture). Specially prepared and animated slides provide text and graphic accompaniment to the lecture.

In the traditional educational process, nonverbal means of communication are an essential addition to verbal communication: kinesics (gestures, facial expressions, pantomimics), paralinguistics (voice quality, range, tonality), extralinguistics (inclusion of pauses, laughter, coughs, etc.), proxemics (spatial and temporal organization of communication), visual communication (contact eyes).

The semantic content of the message, during a live conversation of the interlocutors, is transmitted verbally (by words) by 7%, by 38% - by the intonation of the speaker and more than 50% is transmitted by facial expressions, gestures, the

pose of the "source of information". Therefore, in a slide lecture, the production of audio accompaniment is of great methodological importance.

From a didactic, psychological and emotional point of view, the presence of an interlocutor-lecturer on the screen is necessary in slide lectures. Especially when a problematic situation has been created or when it is necessary to highlight the moments of resolving a scientific (industrial, social) conflict or problem. Taking into account this didactic requirement, when creating slide lectures for the purposes of full-time and distance learning, it is necessary to introduce the author of the manual (teacher) into the slide lecture, which is filmed in a video studio. For further presentation of the educational material, the MS PowerPoint editor is used. The lecturer reappears on the screen when discussing fundamental and problematic issues, commenting on the presentation of the material, as well as when summarizing the lecture. This allows you to create an atmosphere of psychological contact between students and the lecturer in the audience, switch the attention of the audience, manage the change of types of thinking (emotional-figurative and rational-logical).

Thus, the use of various forms of video lectures and video materials, the support of the academic discipline pursue a propaedeutic goal and are created for the discipline as a whole or for its individual, most difficult to assimilate sections. They are a technical means of activating, organizing and managing students' cognitive activity.

A video lecture is a type of lecture, an educational event designed to convey thematic content to students in order to form knowledge or ideas and using video material for this purpose, usually broadcast on a screen, computer monitors or an interactive whiteboard. The most effective use of video lectures in distance learning is when there is a video broadcast of the lecturer's speech via satellite or terrestrial Internet channels, or via the air with a conventional television signal.

Video hosting is a service for providing computing power for the physical placement of information on a server permanently located on the network (usually the Internet). Hosting is also

called a service for placing the client's equipment on the provider's territory with ensuring its connection to communication channels with high bandwidth (collocation, from the English collocation).

Multimedia (multimedia, from Latin. *multum* – set and *medium* – intermediary, carrier). Simultaneous use of various forms of information presentation and processing in a single medium. For example, one medium (English container) may contain text, audio, graphic and video information, as well as, possibly, a way of interactive interaction with it. The term multimedia is also often used to refer to electronic media. In this case, the term multimedia means that the computer can provide information to the user through all possible data channels, such as audio, video, animation, image, and others in addition to traditional ways of providing information, such as text.

Each teaching tool must correspond to the informative and functional–didactic side, i.e. the material, the study of which is provided by the program, and from the point of view of the correspondence of this information to those particular methodological tasks that are solved when disclosing certain content.

Choosing a learning tool for each training session is an individually creative process. For each subject, it is difficult to centrally develop and select teaching tools in accordance with the specifics and content of each topic. The individual style of the teacher's work and the level of development of the trainees make their own adjustments to the use of these funds.

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