



WAYS TO INCREASE MOTIVATION TO LEARN RUSSIAN IN DISTANCE LEARNING CONDITIONS

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ABSTRACT

This article discusses ways to increase motivation for learning Russian language in the conditions of distance learning of Russian professional vocabulary in the Russian language classes, and the main motivating factor for students is the distance learning technologies, accompanied by online control of the teacher in real time, in which students have the opportunity to improve personal qualities, form practical skills and abilities, develop communicative abilities.

KEY WORDS: *motivation, distance learning, motivating factor, formation, practical skills, abilities, distance technology, Russian language, education, MOODLE and ZOOM systems.*

INTRODUCTION

Under the conditions of the pandemic one of the leading and possible types of education stood out distance learning students. The educational process has acquired a fundamentally different character. Of course, blended learning provides a teacher and student with an effective educational environment based on traditional interaction ("face-to-face" in the classroom) and distance learning offline or online. When the instructor accompanies the independent work of the medical student in an advisory mode, correcting and guiding learning activities, combining distance learning technologies carried out in the ZOOM system.

THE CONTENTS OF THE ISSUE

At present, modern technical capabilities provide almost complete transfer of all forms of work in electronic space. If properly organized, the distance form of work makes it possible to bring the learning environment as close as possible to the face-to-face format. At the same time, the available electronic environment along with the positive qualities has a number of negative features. Lack of experience in MOODLE and ZOOM systems, the need to practice the form of learning work and

organization of the learning process in these systems; availability of low-quality electronic resources from untested sources, the possibility to use additional gadgets during the class, the lack of clear boundaries of control lead to a decrease in student motivation. Which inevitably leads us to the study of learning motivation of the future specialty, and gives an opportunity to correct students' motives, influence their future attitude to the profession and, as a consequence, the quality of education received.

Formation of proper learning motivation of students is one of the most difficult problems in the distance learning environment. The variability of the learning environment, the lack of a rigid system of knowledge control, the presence of additional sources of information during testing and oral response contribute to the reduction of responsibility of students and weaken their motivation in the distance learning environment. Lack of student motivation reduces the quality of education received, reduces the amount of knowledge received, which negatively affects the formation of necessary professional competencies. Thus, improving the quality of medical education directly depends on the motivation of the students being trained. Therefore, the study of students' motivation is an urgent task for research, on



the basis of which conclusions can be formed to effectively improve the quality of students' education, professional formation of their careers. Where an essential part of it is the knowledge of Russian language.

Providing a distance learning format is a voluminous and challenging task for the entire faculty.

How to conduct practical Russian language classes in MOODLE and ZOOM systems in national groups of medical university, where Russian is not a native language? How to motivate students remotely? When the main requirements of the discipline are students' skills:

- perceive sounding speech and give an adequate response to it, participating in a dialogue (both professional and other orientation);
- To conduct a discussion, professional conversation within a proposed stereotypical situation, to conduct standard dialogues in everyday life, etc.

The teacher faces special didactic tasks:

- Assisting students in the organization of academic work in a distance mode;
- Formation and development of students' skills in rational ways of learning;
- Formation of general abilities and skills in independent work.

It should be noted that in the system of distance learning the activity and independence of educational activities of students themselves are of particular importance. As a rule, more than half of the time allotted for subjects is devoted to students' independent work. It is obvious that for effective organization of independent work, it should be provided with educational-methodical literature, both in the traditional printed and electronic versions.

As it turned out, the specifics of the pedagogical process organization in the system of distance learning generates a number of problems and contradictions related to the quality assurance of training, where it is necessary to take into account the following features:

- Weak motivation for learning;
- Short time for learning on MOODLE and ZOOM platforms;
- Lack of well-developed distance learning technologies;
- Lack of educational and methodical literature;
- Lack of the instructor's guiding role during this period;
- Lack of students' independent work skills;
- Problems associated with the quality of the Internet, in remote regions of our state residence in rural areas, etc.

During the period of distance learning at the department of Uzbek language and language literature of the Urgench branch of the Tashkent Medical Academy, various work options were

developed, including written assignments and online testing on the Moodle platform, online classes using Zoom conferences. Assessing the results of the conducted classes, a survey was conducted among the first-year students of the Pediatric Faculty, studying the discipline of Russian language at the department. A questionnaire was used to determine the level of motivation of students in different variants of distance learning. Students were asked to answer questions and compare the motivation of learning when performing tests, written assignments and situational tasks only on the educational platform without direct contact with the teacher and the option of learning when the work on the educational platform was accompanied by an interview and discussion of the topic online, using the format of conferences platform Zoom.

In the course of the survey it was revealed that when performing tasks only on the Moodle platform without the use of the interview, only 25% of students had sufficient motivation to master the material, obtain the information necessary in the future profession. This result can be attributed to the possibility of using additional sources of knowledge and the lack of a clear system of control over the independent performance of the work.

In the case when students performed tasks on the educational portal under the control of online conference and interview, student motivation increased dramatically, 75% of students had a positive motivation to prepare for classes and study the material, explaining it by the fact that the form of control with online conference is more understandable in the study of the language of specialty. In addition, the likelihood of receiving an unsatisfactory grade or academic arrears is higher when the class is conducted online. In addition, student motivation was associated with the opportunity to get reliable, accurate and useful information from the teacher, the opportunity to ask questions, discuss difficulties encountered and providing educational needs of students and motivation for individual achievement.

Thus, the main conclusion of the study was the fact that distance learning technology, accompanied by online control of the teacher in real time, is the main motivating factor for the study of students. With this form of work students have the opportunity to improve personal qualities, form practical skills and abilities, develop communication abilities. In addition, the whole process of learning using Zoom conferences is as close as possible to full-time learning. The study of students' motivation shows that online-variant of distance learning is crucial in mastering new skills and improving professional growth. It plays a decisive role in the formation of interest in learning Russian professionally-oriented orientation, readiness to work



in the specialty, orientation in mastering professional competencies. Based on the results of the study, as well as the study of relevant literature, the following recommendations for the formation of positive motivation of students to streamline the learning process can be offered:

- To increase students' interest, it is necessary to conduct all practical classes in conference mode with the use of Zoom;
- To devote most of the class time to the interview to discuss theoretical and practical issues, and to explain the class material;
- Along with a strict control of knowledge to use motivating technologies to maintain contact with students, to discuss emerging problems and find the best solutions.

CONCLUSION

Of course, distance learning cannot fully replace the face-to-face format of classes. However, with the proper formation of motivation, the distance format is capable of solving a huge number of problems that arise in pandemic conditions.

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