



# THE ADVANTAGES OF USING INFORMATION AND COMMUNICATION TECHNOLOGIES IN TEACHING RUSSIAN AS A FOREIGN LANGUAGE TO THE CADETS OF THE NATIONAL GUARD INSTITUTE

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## ANNOTATION

*The article deals with identifying the advantages of using information and communication technologies in teaching Russian as a foreign language at the Military technical Institute of the National Guard. The author describes methods and techniques of using ICT technologies in teaching Russian as a foreign language. The article analyzes a set of e-learning materials for teachers, who should take into account the specifics of professional information and communication competence of the corresponding audience. Analysis of modern ICT showed that the methodologically correct use of ICT in teaching Russian as a foreign language contributes to the enhancing the development of passive speech, without which there is no active foreign speech, thinking in foreign language, nor full mastery of the Russian language in written form.*

**KEYWORDS:** *ICT technologies, advantages, modern technologies, communicative competence, language competence, teaching Russian as a foreign language.*

## INTRODUCTION

The use of innovative technologies in the educational process determines the quality of modern education. The introduction of advanced teaching experience in the educational process is aimed at transferring knowledge and skills that allow you to form a person capable of scientific, technical, innovative and creative activities.

An important role at this stage is played by information and communication technologies that allow integrating professional and foreign language training of a future competitive specialist and significantly improve the efficiency of the professional and educational process.

The article analyzes the Russian scientific and pedagogical literature on the use of ICT tools for teaching a foreign language. The main purpose of the study was to identify all types of ICT tools that have already been developed and used, all didactic opportunities and advantages, and the main directions for optimizing foreign language teaching. Today, graduate students should not only be able to speak a language, but also know a professionally oriented Russian language that will help in their professional activities.

## OBJECTIVES

The law of August 29, 1997 № 464-I «On education of the Republic of Uzbekistan» defines several new requirements for the informatization of the educational process, among which special attention should be paid to the improvement of forms of education, the emphasis on the use of active and interactive teaching methods, including those based on ICT, which should be put into practice at all stages of the educational process, the implementation of new pedagogical technologies within the competence approach [1].

It was assumed that ICT tools should be used in teaching Russian in a non-linguistic Institute in fragments i.e. for forming and developing separate skills (lexical, grammatical, phonetic) or skills (speaking, reading, writing, listening), while the trend towards the implementation of multi-platform courses, when the teacher creates and simultaneously uses a variety of sites shows much effective results. The disadvantage of fragmentary application of technologies is a violation of the conceptual approach to teaching the Russian language, since all the author's developments are not used comprehensively.



The author of this article adheres to the idea of implementing ICT into the process of her Russian language lessons and also conducts a research in this field. Moreover, the author is developing her first e-book for the cadets of Military-technical Institute studying in the direction of «Legal support national security». This study involves the analysis of experiments conducted to identify the development of skills and abilities in Russian language acquisition through using ICT for reaching the professional goals of cadets in their future specializations.

## LITERATURES REVIEW

The concept and role of information technologies as an element of modern methodological knowledge in the process of teaching the Russian language were considered in their works by scientists and practical teachers. For example, E. S. Polat asserts that «New pedagogical technologies... are unthinkable without the widespread use of new information technologies, computer in the first place», since they «allow us to fully reveal the pedagogical, didactic functions of these methods, to realize the potential inherent in them» [2].

In the work of P. V. Sysoev, the didactic properties and functions of modern information and communication technologies are considered, which make it possible to significantly intensify the educational process.

The authors note that the thinking of both the teacher and the student changes, and they become partners in the information search for relevant information for each of them. Didactic properties of ICT are described in detail in the works of P. V. Sysoev:

- a) Multilingualism and multiculturalism;
- b) Multilevel;
- c) Multi-genre;
- d) Multimedia content;
- e) Hypertext structure of documents;
- g) The ability to create a personal user zone;
- h) The ability to organize synchronous and asynchronous communication;
- i) The ability to automate the processes of information and methodological support and organization of management of educational activities of students and its control [3].

At the present stage, this list of didactic properties shows that the development of ICT and methods of teaching foreign languages based on ICT should be perceived not as an additional, but as one of the alternative learning options that can enrich and expand the active and passive vocabulary, give new cultural knowledge, form a stable motivation for cognitive activity and the skill of working in cooperation.

Analysis of foreign sources has shown that the issue of using ICT in the educational process in

the field of foreign language learning was raised at the end of the XX century. The use of appropriate software in the field of teaching modern languages, according to J. Highema provides a multi-level, flexible process of mastering a foreign language and allows you to improve the quality of students' education. Many foreign authors emphasize that the Internet is a unique means of increasing students' motivation, creating conditions for continuous self-education of students, forming their language and «information competence».

## METHODOLOGY

An important factor that ensures the effectiveness of the result when using ICT in teaching Russian as a foreign language is the development and purposeful use of a set of e-learning materials for teachers, which should take into account the specifics of their professional information and communication competence.

With the help of educational materials with the use of information and telecommunications technologies, the teacher can prepare: 1) project, creative, personal-oriented tasks using authentic Internet resources; 2) various types of presentations; 3) interactive tasks for students; 4) lesson plans using educational and authentic electronic materials. Exercises with the use of ICT allow students to develop mechanisms of comprehension and auditory memory, which ensures the acquisition of phonetic, lexical and grammatical baggage, which contributes to the increase in the volume of operational memory of students.

At the Department of foreign languages of the Military technical Institute of the National Guard of the Republic of Uzbekistan, the practice of using ICT in working with cadets is quite common. At the moment, teachers of the Department have developed and used in the educational process more than five textbooks. Using this technology, teachers of the Department solve the following tasks:

- Distribution of electronic versions of educational and methodical manuals;
- Distribution of additional material used in classes or when preparing homework;
- performing test and assessment work;
- performing tasks for memorizing and practicing various language skills;
- performing tasks for memorizing, working out and checking the studied vocabulary.

Teachers of the Military technical Institute use the following technology: given the level of proficiency of educational groups – language portfolio, the principle of concentric, division of education for the academic blocks and use of demonstrative forms and work with the following types of exercises:

- 1) presentative;



- 2) Imitative;
- 3) Substitution.

Video tutorials as one of the most popular forms of training allow us to present all the training material for both speech development, strengthening grammatical skills, and for the formation of cross-cultural competence among National Guard cadets.

It seems appropriate to differentiate video lessons into:

- 1) Forming linguistic and cultural competence (the informative content of the lesson and the proposed exercises are aimed at obtaining linguistic and cultural knowledge;
- 2) Lexical training aimed at enriching and fixing the vocabulary;
- 3) Re-stimulating (formation of skills for building lexically correct phrases, expressions and discussions)
- 4) Speech training (assimilation of speech forms "description", "message", etc.).

Consistent use of video lessons allows you to develop speech skills efficiently and in a short time.

In the process of teaching Russian as a foreign language, we can also use the following methodological techniques:

- 1) Listening to authentic foreign-language audio and video materials from simple replicas to dialogues;
- 2) Special audio-visual programs that can control speech samples demonstrating in Russian;
- 3) Verbal interaction in the framework of the "teacher – trainee" model»;
- 4) Audio visualization of images;
- 5) Use of thematic classes;
- 6) Creating problem situations in the learning process and setting specific tasks;
- 7) Use of exercises to develop the pace of speech of students;
- 8) Use of role-playing games to consolidate the skills acquired;
- 9) Use of exercises for the development of regional knowledge;
- 10) use of exercises to study the vocabulary and dialectics of native speakers of the studied language (features of speech behavior);
- 11) Use of texts to test theoretical knowledge and practical skills of language acquisition as a means of communication.

The main goal of ICT training is to improve the level of Russian language proficiency and to develop and improve the socio-cultural competence of cadets. According to the researchers, multimedia and network technologies can be used with the involvement of language material in this type of teaching. There is an application in the educational process of special training programs, the main content of which are cognitive and communicative exercises, question and answer dialogues, dialogues with a

freely constructed and selective response, exercises to fill in gaps, for self-control of vocabulary, etc.

## CONCLUSION

Our experience with cadets allows us to say that in most cases they have a fairly high level of motivation, experience of independent work, including research and of course experience in using information resources for training purposes. Students' knowledge, skills and abilities allow to successfully involving them in the use of electronic resources when learning Russian.

The analysis highlights the following technological features of information and communication technologies:

- Interactivity
- Multimedia (use of materials in different formats: text, audio, photo, video)
- Hypertext structure (creation of hyperlinks on active links), which opened up wide opportunities for the use of ICT for the formation and development of foreign language communicative competence.

Thus, teaching Russian language using ICT is the most effective form designed for the formation and development of internal speech, without which it is impossible to have an active external oral speech, or foreign language thinking, or a full-fledged mastery of Russian speech in writing.

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