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"Enhancing Information Culture in the Study of the Russian Language"

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A B S T R A C T
This article reveals the features of information culture and interactive learning in Russian language and literature classes. It also contributes to creating an atmosphere of collaboration and developing such parameters as memory, meaningful reading, monologic speech, and proficiency in ICT tools.

A R T I C L E I N F O
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Introduction. Currently, Uzbekistan is making significant strides in the development of information and communication technologies in educating the younger generation.

In the Decree of the President of the Republic of Uzbekistan No. UP-5712 dated April 29, 2019, "On Approval of the Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030," among the main directions for developing the public education system are defined the improvement of teaching methods, the phased introduction of principles of individualization in the educational process, as well as the introduction of modern information and communication technologies and innovative projects into the sphere of public education [1].

It is time to establish the content of the information culture in teaching the Russian language in schools and universities.

Methods. Let us consider the necessary conditions for improving the quality of education and self-control:

Mastery of computer skills to achieve successful results in the educational process;

Working with electronic educational and methodological materials;

Creating multimedia educational complexes;

Electronic books, manuals, dictionaries;

Schemes, tables, presentations;

Using links when demonstrating artistic and animated films.

In the modern world, which is experiencing active development of digital technologies and information

resources, the formation of information culture is a necessary condition for successful educational outcomes. Electronic means such as online libraries, audio and video resources, interactive courses allow bilingual students to access a wide range of educational materials and use them in their learning activities when studying the Russian language. This approach helps to engage students and improve language teaching methodologies. Attention to this issue should begin from the elementary grades of general education schools, particularly concerning the teaching of the Russian language.

In practice, teachers in schools where Russian is the language of instruction often work with students for whom it is not their native language—primarily bilingual children. Many of these students struggle with Russian pronunciation, complicating their further learning of reading and writing. The speech of bilingual children is often filled with errors related to the characteristics of their native language. The teacher's task is to help bilingual children master Russian pronunciation while simultaneously keeping up with the entire school curriculum alongside the whole class [2].

One of the main tasks facing the teacher is the comprehensive development of the student without causing informational overload that leads to physical, mental, and psychological strain. In our age of innovative technologies, the teacher must help students overcome the barrier between the increasing volume of information they must process and their psychophysiological capabilities. Bilingual students, in the process of mastering Russian literacy, encounter various difficulties (phonetic challenges, syllabic difficulties, issues with correct stress and pronunciation). To teach students to speak, read, and write correctly in Russian, the teacher must be well-versed in the similarities and differences in the phonetic and grammatical systems of Russian and Uzbek languages and possess fundamental methods of teaching Russian literacy.

The use of educational software tools can be an effective instrument in distance learning processes, contributing to the development of students' information culture. Applying interactive learning and information technologies in Russian language lessons can greatly assist in this endeavor.

Discussion. Interactive learning in the modern educational process becomes an important tool that stimulates students' cognitive activity. The application of interactive methods in teaching the Russian language has several advantages, allowing for the effective development of speech skills and communicative competencies. This article examines the main aspects of interactive learning and its application in studying the Russian language.

The Importance of Interactive Learning

Interactive learning involves active interaction between the teacher and students, as well as among the students themselves. This approach creates an atmosphere of collaboration where each participant can express their thoughts, ideas, and feelings. Such a teaching method builds students' confidence, develops critical thinking, and enhances teamwork skills.

Methods of Interactive Learning

There are numerous interactive learning methods that can be used in Russian language lessons. Some of them include:

Discussions and Debates: These methods promote the development of argumentative speech and the ability to defend one's viewpoint. Students learn to listen and consider different opinions, which is crucial for shaping their speech skills.

Role-Playing Games: Game situations help students better assimilate material and develop their creative abilities and imagination. In role-playing games, students can assume various social roles, contributing to the development of communicative skills.

Project Activities: Projects related to real-world problems allow students to apply their Russian language knowledge in practice. This could involve creating videos, writing articles, or developing presentations. Project work develops not only language skills but also teamwork abilities.

Brainstorming Sessions: This technique actively involves students in the learning process, encouraging them to generate and discuss ideas. Brainstorming fosters creative thinking and language skills.

Modern technologies also open new horizons for interactive learning. The use of multimedia tools, interactive whiteboards, educational platforms, and applications makes the learning process more engaging and accessible.

Using Multimedia in Lessons

The incorporation of multimedia—utilizing computers, projectors, and audio systems—is the most evident way to modernize a lesson. These systems significantly expand the range of possible formats for presenting material. Here are several ways to use multimedia in reading lessons:

Accompanying the teacher's words with illustrations;

Displaying important phrases on the screen for students to record without the need for dictation and repetition;

Showing excerpts from films, including adaptations of the literary works being studied;

Conducting tests and quizzes using images and audio or video fragments;

Allowing students to present their own presentations and defend their projects.

Electronic Platforms and Resources

Electronic platforms and resources offer a wide range of opportunities for quality education:

They allow students to communicate with teachers and peers, access educational materials, take tests, complete assignments, and participate in discussions.

Students can access lectures, tutorials, video materials, and other resources anytime and anywhere, enabling them to study at their own pace and schedule.

They provide opportunities for communication and collaboration through chats, forums, emails, and other communication tools, allowing students to exchange opinions, ask questions, receive feedback, and learn from one another.

They enable knowledge assessment and progress monitoring through tests, assignments, and projects, helping students improve their knowledge and skills in specific areas.

Webinars and online conferences facilitate real-time communication between teachers and groups of students, which is beneficial for discussing complex topics and enhancing material comprehension.

They offer storage and information sharing between teachers and students, useful for course management, assignment organization, and progress tracking.

They provide various forms of feedback between students and teachers via forums, chats, emails, and other communication means. Feedback is crucial in the educational process as it helps students understand their mistakes and motivates further study [3, p. 90].

Conclusions. To achieve these educational goals, it's necessary to consider the specifics of each discipline and the students' level of preparedness. For instance, in teaching mathematics, programs with interactive tasks and tests can be used, allowing students to track their progress and receive feedback [4].

For learning foreign languages, programs with audio and video materials can help students develop comprehension and pronunciation skills.

Moreover, effective use of educational software tools requires accounting for the characteristics of distance learning, such as the absence of direct contact with teachers and peers. To mitigate these challenges, additional communication tools like video conferences, chats, and forums can be utilized.

It's also important to consider students' motivation and readiness for independent study. To enhance motivation, students can be engaged in interactive tasks and projects that require independent research and application of acquired knowledge [5].

In conclusion, mastering the main components of information literacy for a Russian language teacher is challenging without specialized training and comprehensive methodological support aimed at enhancing their professional competencies.

Online education is in high demand, actively developing across all fields, and is a necessary skill for professional mastery. Teachers should be familiar with concepts such as computer technologies, information resources, electronic textbooks, working with presentations, platforms, online learning, and electronic journals.

A modern educator, regardless of specialization, needs to be proficient with computer technology and navigate informational programs, be capable of working in Zoom format and chats, connecting with conference participants, and managing electronic information—that is, independently handling the technical aspects of the distance learning process.

Developing an information culture enables modern teachers to conduct online learning using advanced computer technologies. N.L. Sokolova notes that studying the impact of digital communication technologies on culture evolves into researching interconnected and interacting cultures—digital and "non-digital"—as well as different research paradigms, particularly domestic culturology and British Cultural Studies [6].

A diverse digital learning format involves creating presentations, individual pages of electronic textbooks, audio and video materials, and links to internet resources. Teachers can attach this educational material in chat windows as files that open during presentations.

"Multimedia and innovative technologies create new opportunities for assimilating educational material in the format of an academic lecture" [7].

Electronic Textbooks

Electronic textbooks present educational material using photos, videos, animations, and tables. An electronic textbook offers the opportunity to:

Learn based on information that aids in understanding spoken language;

Create a language environment conducive to communication and comprehension;

Formulate problem situations and solve them;

Practice speaking skills, eliminating speech errors and shortcomings;

Apply acquired knowledge and skills in practice [8].

By considering the methods and features of information culture and interactive learning—integral parts of teaching the Russian language—special emphasis is placed on information literacy. This allows the educational process to be engaging and informative, enhancing learning activities through modern computer technologies.

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