

PECULIARITIES OF DISTANCE LEARNING OF RUSSIAN AS A FOREIGN LANGUAGE IN UZBEKISTAN

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ОСОБЕННОСТИ ДИСТАНЦИОННОГО ОБУЧЕНИЯ РУССКОМУ ЯЗЫКУ КАК ИНОСТРАННОМУ В УЗБЕКИСТАНЕ

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О‘ЗБЕКISTONDA RUS TILINI CHET TILI SIFATIDA MASOFAVIY O‘QITISHNING O‘ZIGA XOS XUSUSIYATLARI

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Abstract: Information technologies have become an integral part of our lives. The rapid development of information and communication technologies and the growing popularity of technical resources and the Internet have led to the integration of information technologies into the educational process. The article shows the advantages and disadvantages of distance learning of RFL in Uzbekistan. To achieve this goal, theoretical research methods were used: scientific articles published in peer-reviewed journals; textbooks, teaching materials and manuals for studying the Russian language outside the language

environment, a comparative analysis of the positive and negative aspects of distance learning was carried out, and conclusions and findings were made.

Keywords: Foreign language, Russian language, Uzbekistan, distance learning, information technology, online platform.

Аннотация: Информационные технологии стали неотъемлемой частью нашей жизни. Стремительное развитие информационно-коммуникационных технологий и рост популярности технических ресурсов и сети Интернет привели к интеграции информационных технологий в образовательный процесс. Данная статья посвящена обзору и анализу дистанционного обучения РКИ с использованием информационных технологий в Узбекистане. В статье показаны преимущества и недостатки дистанционного обучения РКИ в Узбекистане. Для достижения поставленной цели использовались теоретические методы исследования: научные статьи, опубликованные в рецензируемых журналах; учебников, учебных пособий и учебных материалов для изучения русского языка вне языковой среды, проведен сравнительный анализ положительных и отрицательных сторон дистанционного обучения, сделаны выводы и заключения.

Ключевые слова: Иностраный язык, русский язык, Узбекистан, дистанционное обучение, информационные технологии, онлайн-платформа.

Annotatsiya: Axborot texnologiyalari hayotimizning ajralmas qismiga aylandi. Axborot-kommunikatsiya texnologiyalarining jadal rivojlanishi, texnik resurslar va internet tarmog'ining tobora ommalashib borishi axborot texnologiyalarining o'quv jarayoniga integratsiyalashuviga olib keldi. Ushbu maqola O'zbekistonda axborot texnologiyalaridan foydalangan holda rus tilini chet tili sifatida masofaviy o'rganishni ko'rib chiqish va tahlil qilishga bag'ishlangan. Maqolada O'zbekistonda rus tilini chet tili sifatida masofaviy o'qitishning afzalliklari va kamchiliklari ko'rsatilgan. Belgilangan maqsadga erishish uchun nazariy tadqiqot usullari qo'llanildi: resenziyalangan jurnallarda chop etilgan ilmiy maqolalar; rus tilini til muhitidan tashqarida o'rganish bo'yicha darsliklar, o'quv-uslubiy qo'llanmalar va o'quv materiallari, masofaviy ta'limning ijobiy va salbiy tomonlari qiyosiy tahlil qilinib, xulosa va xulosalar chiqarildi.

Kalit so'zlar: xorijiy til, rus tili, O'zbekiston, masofaviy ta'lim, axborot texnologiyalari, onlayn platforma.

Learning any foreign language requires a lot of effort and patience from students, especially if the foreign language is not studied in the native language's home country. In this case, there is no opportunity to practice the acquired knowledge through direct communication, since communication is limited to a narrow group of people, and if these are individual lessons, then communication

occurs only between the teacher and the student. Such a learning process is ineffective and leads to a decrease in learning motivation, since vocabulary and communication skills are not developed, and the acquired knowledge is quickly forgotten without being applied in practice. Students outside the language environment do not have utilitarian-consumer motives, which imply the use of a foreign language for the purpose of ensuring life, as well as subject-functional motives formed by an internal desire and urge to constantly use the foreign language being studied. Outside the language environment, an important factor influencing the student is the teacher, classmates, the training program and other circumstances. And in the language environment, the environment itself in which the student finds himself is conducive to learning and stimulates linguistic activity. Even if the recipient does not set the task of learning a foreign language, it is extremely necessary for him to master elementary language tools. It is impossible to completely recreate the language environment, but its absence can be partially compensated for with the help of information and communication technologies.

In addition, modern realities in the world dictate their own conditions to us. Humanity did not expect that all educational institutions in the world would be forced to switch to distance learning due to the spread of the COVID-19 virus. Modern society has gained invaluable experience in terms of organizing the educational process in all general education institutions in the distance learning mode. It is the unique properties of information technology and such features of distance learning as accessibility, mobility and flexibility that made it possible not to interrupt the learning process under quarantine conditions. During the global pandemic, when people were forced to self-isolate and the further scenario of events is unknown, teachers of foreign languages, like other disciplines, are forced to switch to distance learning using information and communication resources.

In their practice of teaching Russian as a foreign language in Uzbekistan, teachers are also forced to adapt to the proposed conditions without lowering the quality and level of education. What is distance learning? According to experts from the United States Distance Learning Association (USDLA), distance learning is a process of acquiring knowledge in which a teacher and student interact with each other while being at a distance. Distance learning as a form of learning, in which the interaction of a teacher and students, as well as students among themselves, occurs within the framework of the accepted concept of learning, but this interaction, like all cognitive activities of students, is implemented with the help of information technology.

The first attempts to introduce distance learning in Uzbekistan via the global Internet network were made in the education system in 2018 for students of a special correspondence department and classes were conducted remotely online. Based on the decree of the head of state of the Republic of Uzbekistan dated August 9, 2017 "On the organization of special correspondence departments in pedagogical areas in higher educational institutions" No. PP-3183, special correspondence departments were organized in 15 higher educational institutions in 8 areas.

With the help of the introduced online platform of the training system, students began to receive the opportunity of distance learning, remotely, without interrupting their main work. The online learning platform was implemented by the Center for the Implementation of Electronic Education in Educational Institutions under the Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan. More than 300 electronic textbooks for specialized distance education have been developed. All the necessary elements were created on the platform designed to organize online training courses. In particular, lectures, video lessons, tests, assignments, chats, forums, glossaries, feedback and a webinar from among them. And also, in order to create the necessary conditions for users, the platform was integrated with social networks.

Even before the Covid-19 pandemic, which affected the education system, three universities in Tashkent planned to introduce distance learning. Distance learning was planned to be introduced as an experiment at Tashkent University of Information Technologies, Tashkent State Pedagogical University and Tashkent State Law University. The change was introduced from the 2020/2021 academic year (source: <https://upl.uz>) and based on the results of the experiment, distance learning began to be introduced in other universities.

In recent years, many studies have been conducted in the world practice of teaching Russian as a foreign language concerning the use of information technologies in distance learning of a foreign language (E.S. Polat, M.Yu. Bukharkina, E.G. Azimov, G.G. Molchanova, T.Yu. Tambovkina, T.V. Karamysheva, etc.). However, the opinions of specialists regarding the effectiveness of distance learning differ. Based on the analysis of studies conducted in this area, the following advantages of distance learning can be identified:

1. Accessibility: By studying Russian remotely, students can gain knowledge anywhere in the world where there is internet. Learning can take place at home,

while traveling or on vacation. Thus, thanks to information technology, learning becomes accessible to people of different social groups. In addition, distance learning is often the only way for people with disabilities to gain knowledge without leaving home.

2. *Flexibility*: In the process of distance learning, the student masters most of the material independently. The student is free to choose the time for classes. It can be easily adjusted to any work schedule. Many of those who enroll in distance learning are working people. Distance learning allows such students to find time for studying without interrupting their work activities. They can study after work and on weekends, and educational materials and instructions can be obtained online at any time. Thus, working students can study and work at the same time. The course curriculum and materials are always available online, so students do not need to waste their time searching for materials.

3. *Individual learning pace*: In distance learning, students, advancing at their own pace, independently determine the learning path, level of difficulty and speed of completing learning tasks. Students have a choice of receiving information. This can be a text file, a graphic image, an audio recording or a video lesson. When studying a foreign language, repetition is very important in order to generalize and systematize the knowledge gained, as well as to prevent it from being forgotten. For example, when working on phonetics, comparing the sound system of Russian and native languages, you can identify sounds that are characteristic only of the Russian language. When studying these sounds, students are required to do a whole range of different types of work: students imitate a certain sound; listen repeatedly and repeat after the teacher; repeat independently; read aloud exercises and texts. Pronunciation is practiced at the level of sound in a syllable, in a word and in a sentence. Information technology provides the ability to record a lesson and then play it back, that is, you can always return to the material covered, repeat, listen, review. Students can independently evaluate their results and quickly solve problems by completing the necessary tasks to consolidate the material.

4. *Mobility*: An important advantage of distance learning using information technology is constant feedback between the teacher and the student, which can be carried out both online and offline via e-mail. Students have the opportunity to ask the teacher a question, send homework and receive an answer as soon as possible. It is also possible to attend various online courses, master classes and online excursions in Russian without leaving home.

5. *Saving time and money:* Information technology provides the learning process without additional material costs for transportation, accommodation and meals during the period of study, since the educational process is carried out remotely. A person can study without disrupting his usual way of life, even if his educational institution is located on the other side of the globe. Let's not forget that many students who prefer this format of study combine study with work. This means that without spending their money and time on moving to another country or city, they continue to earn money and build a career, while simultaneously learning foreign languages and getting a profession.

6. *Availability of educational materials:* An important advantage of distance learning is the availability of educational materials. There is no need to spend additional funds and time searching for educational literature, since all educational material is provided in digital format, and the search for information of interest can be carried out through electronic libraries and search engines. Using information technology, you can effectively solve a number of didactic tasks in a foreign language lesson: develop reading skills; develop listening skills; support dialogues and discussions; develop writing skills; expand your vocabulary; form motivation for foreign language activities of students in the lesson. The Internet erases geographical boundaries. Online learning opens up new opportunities for realizing the interests and skills of an individual. Despite the fact that the student works independently, the teacher still monitors his or her academic performance. With the help of Internet resources, you can not only find the necessary teaching aids, but also study the history, culture, communication styles and dialects of the language of the country being studied. Educational materials are available for all ages and are also provided for different levels of foreign language proficiency. Thus, it is possible to choose the topic and level of difficulty of the tasks.

7. *Convenient search for a speech partner:* The lack of a language environment is a significant obstacle to the formation and development of communicative competence of the Russian language in students. Students who have mastered certain knowledge, can read and write in Russian, do not have the opportunity to practice the acquired knowledge, since the only speech partner in this case is the teacher. One of the ways to develop communication skills in everyday and professional spheres is distance linguotandemics. The tandem method appeared in the last century and has not lost its relevance to this day. This form of language exchange allows partners to get conversational practice in learning each other's languages in the process of virtual communication.

According to Tambovkina T. Yu., linguotandemics are based on two principles: 1. Partnership interaction of native speakers, which implies the presence of mutual interest in mastering each other's languages of training partners. In this case, everyone fulfills their obligations and both receive equal returns and benefits from communicating with a native speaker. 2. Autonomy of partners, which assumes an independent approach of each participant to training, namely, determining the goals of learning a foreign language, desired results and training tools. In this case, everyone takes responsibility for the results and effectiveness of their training.

Online tandem learning helps to: - start speaking a foreign language faster, because it is learning through communication; - eliminate the language barrier: with such learning, fear and internal tension before communicating with a native speaker quickly disappear, because communication takes place in a familiar home environment in a friendly atmosphere; - acquire constant practice of communicating with a native speaker and quickly master live conversational speech in the language being studied. Methodologists recommend agreeing with the speech partner in advance to correct each other, explain the meaning of unfamiliar words, expressions, etc.; - you can form a model of confident speech behavior in a foreign language, taking the speech of your tandem partner as a model. This means that when communicating with other foreigners, you can rely on how your partner (or partners) formulates and expresses their thoughts; - improve your understanding of someone else's speech by ear, develop almost all skills in all types of speech activity: in the process of such mutual learning, there is an exchange of letters, interesting Internet links, materials. It is easier to remember set expressions, collocations, because they are used not in a contrived, but in a natural communication situation; - training partners have complete freedom to choose the topic, materials, methods, frequency of communication; At present, it is quite easy for a foreign specialist studying Russian to find a speech partner for a remote language tandem, in addition, there are sites designed to find a speech partner.

Despite the listed advantages of distance learning of Russian as a foreign language, this type of learning also has its disadvantages:

1. Lack of direct communication, weak emotional contact: The task of the teacher, regardless of the type of learning, is to hold the attention of students and ensure the activity of each student. In a distance learning environment, in the absence of live communication, it is much more difficult to solve such a problem. The teacher does not have the opportunity to monitor the facial expressions and reactions of

students, students can be distracted from the lesson by opening several applications at the same time without the teacher noticing. It should also be noted that despite the fact that online learning offers flexibility, the lack of live contact between students and teachers can create a feeling of isolation in students and reduce motivation and learning effectiveness. Also, the distance learning format does not provide high-quality interaction between the teacher and the student, so the teacher does not always know which of the students was the first to give the correct answer.

2. *Pronunciation training*: Learning a foreign language usually begins with an introductory phonetic course, in which students must learn the pronunciation features of the language being studied and acquire strong skills in articulating sounds and their combinations. The Russian language, like other languages, has its own system of articulating sounds and their combinations. Learning the correct articulation of sounds is interconnected with their correct listening comprehension, i.e. recognizing those properties of sound that distinguish the meanings of words and their forms. In a distance learning environment, it is very difficult for Uzbek students to catch by ear the subtle difference in pronunciation between the sounds l-l, d-d', b-b', m-m', just like in the words: ugol - ugol, mel - mel, klad - klad', rab - ryab'. The initial stage of learning a foreign language is the most important and responsible. Sound training, vocabulary and grammar training at this stage occur simultaneously. Let's not forget that Uzbek students study Russian outside the language environment, since after the collapse of the Soviet Union the need to study Russian gradually decreased by half, the need to use Russian only in everyday life, one might say, weakened.

3. *Stress placement*: Each language has its own peculiarities of stress placement. Stress plays an important role in Russian. For example, in Uzbek, stress is fixed and falls on the last syllable, while Russian stress is mobile and, if placed incorrectly, can completely change the meaning of a word: *д ма – д ма, м ка – м ка, хл пок – хл к, за мок – за к*. Since stress in Russian is not fixed to any specific syllable, the place of stress in words must be remembered. Even in the conditions of the usual traditional education, the topic of stress in Russian causes serious difficulties for students. When studying stress in Russian in a distance learning format, students are required to be extremely attentive and diligently complete all assignments and exercises.

4. *A large amount of independent work*: Distance learning requires a certain amount of organization, composure, and self-discipline. Not all students meet these requirements. With live contact between a teacher and a student in the classroom,

the teacher has the opportunity to see everyone in front of him, walk around the room, watch students' notes, correct them if necessary, or make a remark if the student is distracted. In an online lesson, the teacher does not have the opportunity to monitor all the students' actions, so the students themselves must take control. In this case, high motivation, discipline, and hard work from the student are required. Some students find it difficult to concentrate on their own, so this type of learning may not be productive for everyone.

5. Difficulty of conducting communication games: To form and develop communicative competencies of the Russian language, not only theoretical knowledge is necessary, but also the application of this knowledge in practice. In this context, communication games are very important. They help to increase the interest and motivation of students, get closer to the situation of real communication, remove the language barrier and increase the volume of speech activity. In distance learning, the task of conducting group communication games is quite difficult, since it is difficult to form teams of students online to solve certain communication problems. In this case, various communication games adapted to the online format or the search for communication partners, which were mentioned above, can come to the rescue.

6. Technical failures: Technical problems during distance learning may depend on the server load, the capabilities of the chosen platform and other reasons. Unstable connection, problems with the image or sound can significantly spoil or even disrupt the lesson. Low internet speed can contribute to the fact that the video during the online lesson will be slow, which can lead to echo and delay in the transmission of voice information. Interruptions in connection, extraneous noise, lag in audio and video signals can also negatively affect the quality of learning.

To sum up, we can say that distance learning of the Russian language outside the language environment has its pros and cons. In general, distance learning promotes the development of elements of creativity and responsibility in the learner. Of course, on this path, both teachers and students face various difficulties that did not arise in the traditional format of education. The teacher performs such functions as coordinating the cognitive process, adjusting the taught course, consulting when drawing up an individual curriculum, and manages the educational process.

Thus, distance learning in RKI in Uzbekistan should be conducted taking into account the above-mentioned advantages and disadvantages of distance learning. To achieve this goal, it is necessary to immerse students in the language

environment with the help of information resources, demonstrate video materials, provide texts for listening, teach students how to independently use electronic learning programs, dictionaries and reference books. For example, conducting a joint viewing of documentaries and feature films in Russian with subsequent discussion of the material viewed gives positive dynamics in the acquisition of communication skills and expands the creative potential and horizons of students. Also, the creation of a virtual Russian-language environment with native Russian speakers using a teleconference with web cameras helps overcome the language barrier and introduce acquired knowledge into speech.

Thus, it can be concluded that the above disadvantages of teaching Russian as a foreign language in a distance format can be partially eliminated using the described methods, which will improve the quality of teaching Russian in Uzbekistan using information and communication technologies. Such an approach will make the learning process not only interesting and exciting, but also effective, minimizing the disadvantages of teaching Russian as a foreign language abroad.

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