



CENTRAL ASIAN JOURNAL OF SOCIAL SCIENCES AND HISTORY

Journal homepage: <https://cajssh.centralasianstudies.org>



Using Video Materials in Teaching the Russian Language

Masalimova Alina Maratovna

Teacher of Russian at Tashkent University of Applied Sciences

Abstract:

Nowadays, video is gaining popularity and is becoming an alternative used in education. Its popularity stems from its widespread access to online videos like Youtube, Netflix, etc.

In our opinion, the best alternative is to study Russian as a foreign language using technology (video clips), as it is not expensive, can be enjoyable and can have a greater impact on their Russian language proficiency. Genuine Russian videos, for example, offer instructors a wide range of reference materials that can be used in Russian as a foreign language classroom to improve students' listening comprehension.

ARTICLE INFO

Article history:

Received 28-Sep-22

Received in revised form 29-Oct-22

Accepted 30-Nov-22

Available online 31-Dec-2022

Key word: Videos, internet, interactive work, Russian as a foreign language.

Today, the principle of variability has been proclaimed in the national education system, which makes it possible for teaching staff of educational institutions to choose and design the pedagogical process according to any model, including the author's. The progress of education is also in this direction: the development of various options for its content, the use of the possibilities of modern didactics in improving the efficiency of educational structures; scientific development and practical justification of new ideas and technologies. At the same time, it is important to organize a kind of dialogue between various pedagogical systems and teaching technologies, to test new forms in practice — additional and alternative to the state education system, to use holistic pedagogical systems of the past in modern conditions. In these conditions, the teacher needs to navigate a wide range of modern innovative technologies, ideas, schools, directions, not to waste time on the discovery of the already known, but to use the entire arsenal of pedagogical experience. Today it is impossible to be a pedagogically competent specialist without studying the entire vast range of educational technologies

Over the past few years, positive experience has been accumulated in using Internet resources for teaching students.

Researchers note that the introduction of the Internet into the learning process stimulates the activity of students, increases their desire to learn.

Interactive work involves the following interaction between all participants in communication.

Over the past few years, positive experience has been accumulated in using Internet resources for teaching students.

Researchers note that the introduction of the Internet into the learning process stimulates the activity of students, increases their desire to learn.

Interactive work involves the following interaction between all participants in communication.

Students are in contact not only with the teacher, but also with each other, which makes it possible to demonstrate creative activity.

Russian Russian as a foreign language using technology (video clips) is the best alternative, in our opinion, as it is not expensive, can be enjoyable and may have a greater impact on the quality of their Russian language proficiency. Russian Russian-language authentic video clips, for example, offer instructors a wide range of reference materials that can be used in Russian as a foreign language classes to improve students' understanding of speech by ear.

Therefore, using video clips with can be one of the best solutions. Russian Russian as a foreign language teachers and students successfully interact with Russian as a second language depends primarily on effective interactive listening skills. Video clips allow you to get acquainted with the real language, because it is used in its own community.

Russian-language video clips in the learning process helps students and encourages them to study and improves their learning skills.

The theory of multiple intelligence assumes that the learner has different abilities and aptitudes for acquiring knowledge, such as visual learning, which is believed to depend on the value of viewing skills in integrating language skills. Equally important, he says that watching develops listening skills when students pay attention to nonverbal communicative and visual components from videos, television, films and multimedia demonstrations.

Moreover, most of the training has now spread to theatrical trailers, demo videos, or any form of motion pictures.

The ability to listen expands the vocabulary of students compared to ordinary language learning.

Russian shares the fact that integrative tasks built on the basis of films can improve students' listening, in addition to conversational ones, for the development of listening skills, effective material used in Russian as a foreign language lessons is an important aspect of the teaching method.

Through the use of technologies such as video, it offers teachers a wide range of resources to improve students' understanding of speech by ear. Through auditory perception as a receptive skill, they serve productive skills such as speaking and writing.

The use of video content contributes to the formation of students' skills of independent work, develops the ability to observe and generalize what they see, and also activates the process of mastering knowledge. "The video series is an effective means of stimulating the speech and mental activity of students, creating conditions for the realization of learning problems, activation of cognitive creative activity, increasing the intellectual level of the student, expanding their horizons."

Russian practice shows that universities lack a systematic approach to the use of video content in

lessons and classes in Russian, although it provides great opportunities in teaching.

The demonstration of video material should be accompanied by active educational activities of the audience – trainees.

Students can compose various types of notes during the video segment, fill in tables, and record examples.

The role of a teacher is to organize work with video content. "... An important task of a teacher is to help students learn how to watch movies. Of course, there are highly motivated and gifted students who are able to master such skills on their own, but most motivated students need help."

List of literature:

1. Aitpaeva A.S. On the use of educational Internet resources in Russian language classes "Interactive Plus", 2015. p. 345.
2. Artamonova G.V. Authentic video materials as a means of increasing students' motivation for independent work 2016. No. 4. pp. 51-54.
3. Andreev A.A. Introduction to the Internet-education. M.: Logos, 2003. 76 p
4. Batraeva O.M. The use of video materials in the language classes of the specialty of foreign students. // Apriori. Series: Humanities. 2015. № 3.
5. Baranova Yu.Yu. Individualization of training: opportunities and resources in the aspect of the introduction of the Federal State Educational Standard[Text] / Yu.Yu. Baranova// 58 Scientific support of the system of advanced training of personnel. No. 1.- 2012.- pp.123-129.
6. Bleicher V.M. Pathopsychological diagnostics/ V.M. Bleicher, I.V. Kruk. - Kiev: Zdorov'ya, 1986.-280 p.
7. Bondarevskaya E.V. The humanistic paradigm of personality-oriented education. // 1997.. - No. 4,– 68 p. 7. Buzhigeeva M. Yu. Gender characteristics of children at the initial stage of education // Pedagogy. - 2002. — No. 8. — pp. 29-35.
8. Garien M., Boys and girls learn differently[Text]: a guide for teachers and parents. - LLC "Astrel Publishing House", 2004. – 304 p. 11