

Preparation of Study Materials for the Development of Speaking Skills in Distance Learning of the Russian Language

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Abstract: In the article, teaching the Russian language through the method of synchronous education, the advantages of using the form of distance education, the similarities and differences between classroom training and the form of synchronous education, the participants in the process of teaching the Russian language, various types of lessons - working with text, webinars, audio exercises, audio and video chats, thought about a system that allows you to engage in a single course content through online tests and homework.

Keywords: synchronous class, online, offline, asynchronous teaching methods, training, webinar, audio chat, video chat.

There are different forms of education. In particular, in recent years, due to the pandemic conditions, distance education is becoming more active. The practice of conducting classes with students remotely through the ZOOM platform is becoming more and more popular. However, this platform also has its own disadvantages. This tool cannot be used in areas with low Internet speed. As a result, very few students can be covered. If a synchronous approach is used in the educational system, some of the problems of distance learning can be solved.

In distance education, the student and the teacher are in constant communication with the help of specially created training courses, control forms, electronic communication and other technologies of the Internet, while being separated from each other. Distance education based on the use of Internet technology provides access to the world information educational network, performs an important series of new functions with the principle of integration and interaction. Distance learning enables all learners to continuously improve their skills. In the course of such training, the student learns independent teaching and methodical materials in an interactive mode, passes control, performs control work under the direct supervision of the teacher and communicates with other students of the "vertical learning group" in the group.

Distance education uses various information and communication technologies, that is, each technology depends on the purpose and nature of the issue. For example, if traditional print-based teaching tools (study guide, textbooks) are based on introducing students to new material, interactive audio and video conferences are designed to communicate over a certain period of time, e-mail to establish direct and feedback communication, that is, to send and receive messages. Pre-taped video lectures allow students to listen and view lectures, while facsimile communication, instant exchange of messages, assignments over the network allows students to learn through mutual feedback.

K. Atabaeva notes that distance education began to develop rapidly in the US in the mid-1960s, and in Europe in the early 1970s. According to him, this form of teaching consists of a goal-oriented interactive process of interaction of learners and teachers with each other and with teaching tools, in which the learning process does not depend on their geographical spatial location. The educational process consists of small systems, that is, it takes place in a unique pedagogical

system that covers such elements as the purpose, content, methods, tools, organizational forms, control, educational-material, financial-economic, regulatory-legal and marketing.

Teaching of the Russian language in our republic is based on the competence approach, on the basis of basic competences separate competences for each subject have been developed and put into practice. Speaking and linguistic competences related to the subject of the Russian language were selected, teaching all levels of the language was based on these two criteria. Adaptation of students' knowledge, skills and qualifications of the Russian language to international assessment systems and training based on these requirements is underway. After all, "We will mobilize all the strength and capabilities of our state and society so that our young people can become independent thinkers, have high intellectual and spiritual potential, become people who are not inferior to their peers in any field on the world scale, and become happy"¹, – It is emphasized that Russian language education has the urgent task of educating the youth of our country to become independent thinkers who can freely and literately express their opinion orally and in writing.

In higher education, there is a need to improve the methodological supply of educational materials for the development of speech competence in students through the teaching of the Russian language, in particular, the ability of literary pronunciation, the development of spelling literacy, the development of vocabulary, and the development of independent thinking. In today's conditions of rapid information exchange, alternative options for educational tools are also increasing. Especially in this regard, the availability of voice and video chats organized through telegram channels allows to cover the majority of listening participants.

All types of education (online and offline) are divided into two large groups: synchronous and asynchronous. This division is based on the synchronization of receiving and sending information between training participants. While asynchronous learning involves a delay in receiving information, the synchronous format is based on real-time interaction between students and teachers. Synchronous education includes various forms of interaction:

students receive information, work with it independently or in groups, discuss it with other students and teachers; the teacher evaluates the reaction of students, understands their needs, answers questions, takes a pace convenient for the group, monitors the listener's participation in the process and, if necessary, "returns" it to the group " is possible.

E-learning is widespread in foreign countries, so the number of tools and technologies that allow the participants of the educational process to communicate in real time is still limited. Popular formats of synchronous training are webinars, live broadcasts on social networks, collaborative work on documents, online lectures and online presentations.

Research how synchronous learning differs from classroom learning. Despite the obvious similarities between face-to-face classroom and synchronous formats, classroom and synchronous learning are not the same. In fact, both formats involve students gathering in the same space at the same time, and the teacher presents the theoretical material using different teaching and visual aids. Additionally, many of the audience engagement techniques used in audience training can be transferred to a synchronous environment.

However, there are also differences. First, the room and the synchronous format include various tools for collaboration: the synchronous format is focused on mobile educational tools — mobile applications, chats, online team boards, etc. Second, with synchronous training, the teacher usually

¹ Мирзиёев Ш. Эркин ва фаровон демократик Ўзбекистон давлатини биргаликда барпо этамиз. –Т.: Ўзбекистон, 2016. –14-б.

does not have the opportunity to check whether the students are listening to him, so the success of teaching largely depends on the students' minds.

However, learning in a synchronous environment can be more interactive than a traditional classroom course. In classroom learning, you can never get every student's opinion, while in synchronous learning, the use of chats and online whiteboards allows the teacher to gather feedback in minutes.

The leading component of the content of teaching the Russian language is not the fundamentals of the subject, but the methods of activity - the teaching of various types of speech activities: speaking, listening, reading and writing has its own characteristic. The formation of communication skills (communicative competence) and the creation of knowledge about linguistic concepts and the language system are part of the purpose of teaching the Russian language.

Current information based on reading texts and watching videos from Russian-language Internet resources, for example, the latest events in the world (sports, cultural, political, etc.), texts by native speakers of Russian (speeches of political figures at conferences, seminars, announcements by presenters), films, videos, electronic materials, libraries and other information will allow you to work on enriching the language reserve. Dolzarb forms the information and communication competence of students in the process of receiving information, increases the individual educational trajectory and motivation for learning the Russian language, and requires the development of tasks related to information, project, creative, research activities.

How effective is synchronous teaching in Russian language teaching? The synchronous format is more effective than the asynchronous format: the real-time audience's attention is higher. In addition, in the synchronous format, students often complete the course by the end. It's easier for remote students to get help with their studies, and students in their classrooms get additional tools to learn new material. Although students want to study at their own pace, face-to-face or online meetings are necessary to discuss the topic or ask questions of the instructor.

In addition, for some subjects - for example, for teaching Russian or foreign languages - a mixed educational format is more suitable: learning grammar with an online teacher and writing assignments for the formation of speaking skills is not a suitable format for communication. For example, an e-course can be supplemented with a webinar, during which important points are verbally emphasized, the teacher is given the opportunity to ask questions, and problematic points are discussed.

When choosing a platform to organize synchronous education, it is possible to combine them all into one course. In the process of teaching the Russian language, it allows participants to be involved in the content of a single course through various types of lessons - text content, webinars, audio and video chats, online tests and homework.

Today, modern information technologies demonstrate unlimited possibilities for placing, storing, processing and delivering information at any distance, in any size and content. Therefore, pedagogical, meaningful and structural organization of educational material comes to the fore in distance education. The main methodological problem of teaching is related to how to ensure the achievement of the goal and the teacher's control over the progress of the learning process. The purpose of distance education is to make the student interested in learning the necessary information, to study the subject of the lesson in a wide way, which leads to the development of critical thinking, organization, perseverance and goal-seeking in the student.

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