Digitalized Russian Language Classes

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Abstract: In recent years traditional teaching is being replaced by different methods, especially, with the help of IT or computer mediated programs in the Russian language classes. In the modern time we all struggle to cope with difficulties due to new technologies. The IT applications can increase the mental abilities of human kind, of course, the students too. Even at present time, a lot of students and scholars are using web pages to interpret the contexts and words, terminology according to any specialty. This paper highlights some peculiarities concerning on the impact of IT applications on the students’ mental behavior.

Keywords: IT application, computer mediated programs, Russian language.

Introduction. In teaching and learning Russian language IT is the vital to improve one’s knowledge in language skills and all spheres of life. Digitalized society is being developed day by day due to request of population because it could ease their jobs or other issues in the workplaces. Education system has already been in favor of IT applications accomplishing in the classes, enhancing the quality of teaching system, better educating the students according to their needs. One of the needs of the students is to use IT applications, multi-media resources to reach their goals. We conducted a research the advantages of IT applications in education system.

Literature Review. Language learning is lifelong process needs a lot of efforts to acquire vocabulary through some teaching methods but it enables learners to be familiar with other cultures (Kh. Abdinazarov.2021). Active methods in teaching of translation are one of the most effective means of engaging students in learning activity (Kh.Abdinazarov. 2020). Translating contexts with the help of IT applications are being applicable.

Scientists (M.D. Abdulrahman, N. Faruk, A.A. Oloyede, N.T. Surajudeen-Bakinde, L.A. Olawoyin, O.V. Mejabi, Y.O. Imam-Fulanli, A.O. Fahm, A.L. Azeez) stated that multimedia is a combination of more than one media type such as text (alphabetic or numeric), symbols, images, pictures, audio, video, and animations usually with the aid of technology for the purpose of enhancing understanding or memorization (Guan et al., 2018). It supports verbal instruction with the use of static and dynamic images in form of visualization technology for better expression and comprehension (Alemdag & Cagiltay, 2018; Chen and Liu, 2008). The hardware and software used for creating and running of multimedia applications is known as multimedia technology (Kapi et al., 2017). Multimedia technology has some characteristics like integration, diversity, and interaction that enable people to communicate information or ideas with digital and print elements. The digital and print elements in this context refer to multimedia-based applications or tools used for the purpose of delivering information to people for better understanding of concepts. Communication Technology (ICT). ICT involves the use of hardware and software for the purpose of collecting, processing, storing, presenting, and sharing of information mostly in digital forms. Multimedia technology is an important aspect of ICT that deals with how information can be represented and presented digitally, using different media such as text, audio, video, among others.
It involves the combination of several technologies provide information in the best possible formats, packages, and sizes.

**New technology.** Jeremy Harmer (2007: 30-48) highlighted that the acquisition of -versus-learning debate may seem to be a relatively recent argument, yet for as long as languages have been taught people have argued about the best way of doing it, and how to help students to learn more effectively. Apart from the ability to create and foster good teacher-student rapport and possession of skills necessary for organizing successful lessons, teachers need a lot about the subject they are teaching. They will need to know what equipment is available in their school and how to use it. They need to know what materials are available for teachers and students. They should do their best to keep abreast of new material, online resources, and by attending, where possible, development sessions and seminars, conferences.

**Materials and resources.** Over the last few decades the growth in different types of classroom equipment has been incredible. Once upon a time we only had pens, board and chalk to work with. But then along came the tape recorder, the language laboratory, video machine, the overhead projector, computers, data projectors and interactive whiteboard.

Some teachers are more comfortable with these various pieces of educational technology. learning how to use various types of equipment is part of modern teacher training. Thus modern podcasts (downloads listening which can be played on individual MP3 player) gives students many more listening opportunities than before. they can also write their own blogs (internet diaries) and put them on the web. They can burn CDs with examples of their work and the material used in class to take home when a course has satisfied. They can search for a wide range of language and information resources in a way that would have been impossible a few years ago.

As teachers, we need to do everything we can to keep abreast of technological change in educational resources but we shouldn’t never technology drive our decisions about teaching and learning. we should, instead, decide what our learners want to achieve and only then to see what kind of techniques and technology will help them to do this (Jeremy. Harmer. 2006:31-32).

**Conclusion.** A lot of scientists (Jeremy. Harmer. 2006; M.D. Abdulrahaman, N. Faruk, A.A. Oloyede, N.T. Surajudeen-Bakinde, L.A. Olawoyin, O.V. Mejabi, Y.O. Imam-Fulani, A.O. Fahm, A.L. Azeez. 2020; Guan et al., 2018; Alemdag & Cagiltay, 2018; Chen and Liu, 2008; Kapi et al., 2017) stated that IT application is essential to better acquisition knowledge in science.

**References**
