



ON IMPROVING THE COMMUNICATIVE TRAINING OF STUDENTS OF PEDAGOGICAL EDUCATIONAL INSTITUTIONS BASED ON VIRTUAL TECHNOLOGIES

Journal Website:

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Submission Date: January 11, 2022, **Accepted Date:** January 21, 2022,

Published Date: January 31, 2022

Crossref doi: <https://doi.org/10.37547/philological-crjps-03-01-20>

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ABSTRACT

Speaking skills are of great importance for both students and teachers. In the past few years, more and more attention has been paid to improving oral communication skills. This paper analyzes the educational and developmental potential of virtual excursions in the study of Russian as a foreign language. It examines issues such as the online tour program helped to develop the conversational skills of students in schools with Uzbek and other languages of instruction.

KEYWORDS

Innovative methods, Russian as a foreign language, virtual tour, oral speech development, communication skills in Russian and English, online trips.

INTRODUCTION

Modern education sets itself the task of actively using such forms of organization of educational activities of students that would meet their needs for using a large amount of information, on the one hand, and on the other hand, students had the opportunity to use

those resources that have become more accessible in the modern world of information streams. As the head of our state noted in his congratulatory speech on the occasion of the day of teachers and mentors, the main sources of development and the power that



makes the country strong and the nation great are science, education and enlightenment. The importance of introducing modern educational programs and teaching methods in secondary schools of our country was noted. At present, the country is modernizing the teaching of foreign languages in schools.

The development of international contacts causes the need for specialists of various profiles who are fluent in foreign languages, but their training does not always give the desired results. Practice has shown that the grammar-translation method used in recent years in teaching Russian as a foreign language to specialists of various profiles, in which the emphasis is on learning the rules and translating texts, and not on communication, has not fully justified itself. Having generally good knowledge of grammar, as well as skills in the field of written translation, university graduates experience great difficulties in communicating with Russian-speaking colleagues in the course of their professional activities, and when asked about the level of Russian language proficiency, modern specialists increasingly answer "I read and translate from dictionary", which actually means lack of knowledge and inability to carry out practical communication in Russian. In current school practice, less attention is paid to oral communication skills. Teachers pay more attention to reading and writing.

THE MAIN FINDINGS AND RESULTS

In universities, students do not have enough time to practice listening and speaking, as teachers miss speaking and listening classes, which leads to insufficient familiarity with the language.

The main reasons for this state of affairs are the excessive workload of training with theoretical issues, poor awareness of professional activities, insufficient

focus on solving communication problems, and the use of outdated materials from the point of view of language development.

Currently, both in Uzbekistan and abroad, the possibilities of developing various competencies (including foreign language communicative competence) in the information and educational environment created in cyberspace are being widely studied. The process of informatization in educational institutions is due to the requirements of a modern developing society, where the teacher must keep up with the times, use innovative technologies in education. The issue of using new communication technologies is, today, one of the most demanded. The use of various innovative technologies that use Internet resources is of great interest to students. We, teachers, are faced with the task of finding various teaching methods that cause not only interest in education, but also motivate students to learn the language. Since the Internet and the computer have firmly entered our lives, innovative methods are gaining more importance.

In this paper, I will dwell in more detail in the discussion of one of the innovative methods, which is called the "virtual tour". What is a "virtual tour"? To answer this question, we first turn to the history of the excursion, as one of the ways to convey the necessary information to the trainees.

Excursions arose in the late 18th - early 19th centuries as a teaching method that promoted the development of observation skills and independent work skills among students. They were introduced into the educational process by progressive teachers of Western Europe and Russia, who opposed scholasticism in teaching. During the 19th century, excursions gradually become an organic part of the educational process at school. Many didactic



scientists (such as P.I. Pidkasisty, I.P. Podlasy, E.Ya. Golant, V.V. Golubkov and many others) turned to excursions as one of the forms of educational work. In connection with the introduction of new information technologies in the educational process, the approach to excursions has changed significantly, new types of excursions have arisen - virtual, interactive excursions. The term "virtual" comes from the English word virtual - similar, indistinguishable.

The first virtual museums began to appear on the Internet in 1991. They were small sites with information about the museum itself, about its geographical location and working hours. In the future, virtual expositions began to appear on the pages of virtual museums. Many museums have created several virtual exhibitions and combined them into virtual tours. At present, the amount and depth of the presented material available via the Internet is constantly growing, and perhaps in a few years all museums in the world will have their own virtual tours.

A virtual tour is a 3-dimensional scene posted on the Internet, which allows a potential client to get an idea of a real object. The created model allows you to move around the virtual object, rotate the object, place interactive elements - in general, it offers complete freedom of movement. Thus, without leaving home and without making any effort, you can evaluate this product. This approach differs from other ways of presenting information. To solve the task (product evaluation), special software was created.

In a word, the "virtual tour" is a new effective presentation tool that can be used to demonstrate any real place in a visual and exciting way. Unlike the usual photo albums, pictures, videos and so on. However, the possibilities of virtual excursions to achieve the main goal - the development of the

communicative competence of students, have not yet been fully studied.

Excursions are often perceived as the basis of education by both students and teachers (eg Meyer, 2006). The provision of educational resources in digital form is becoming more commonplace. Although many examples of digital versions of trips have been developed, empirical research on their effectiveness has so far been scarce (Brendel and Schrufer, 2013). Virtual reality has become a buzzword among teachers over the past few years due to its availability and low cost. He goes on to say that any teacher can take their students on online tours, guiding, supervising them and drawing their attention to specific attractions. In the literature on the introduction of new technologies in teaching the Russian language, much attention is paid to the use of virtual reality.

If audio books, videos, and presentations among other tools are considered among the common applications of technology in language learning environments, then the use of blogs, websites, social networks, simulations, video games, online platforms, and other similar media is associated with computer-assisted language learning. In 2020, the Covid-19 pandemic has exposed gaps in the digital infrastructure of many schools. It also highlighted areas where the knowledge of teachers in schools, lyceums and higher education was missing from alternative approaches to teaching and learning.

Therefore, it is now even more clear that future teachers need to be competent in the use of digitally supported teaching methods. In this regard, the question arose of how to help future teachers gain experience in the development of digital resources.



Teachers these days want to continue to provide the same quality education during lockdown as they do in the classroom, but are wondering how. Luckily, as the rest of the world adapts, some new, innovative, and compelling options are emerging. There are learning platforms with learning games (like education.com) and interactive storytelling and virtual tours of museums. Similarly, teachers can apply different types of online tours; they can guide their students through various landscapes, wonders, landmarks, natural habitats, historical sites.

The availability of this treasure of online resources makes it so simple and easy for Russian teachers to use them. According to Yuskelir and Kumur (2017), the increase in communicative language theories, online video, and technology-based resources in recent decades has led to a significant trend towards the use of technology and its integration into curricula. They further note that the use of video as one of the most motivating tools in Russian language teaching and that the recent focus on communicative methods and the use of video in Russian language teaching groups (classes) has attracted the attention of researchers. Therefore, the goal is to explore how beneficial it is to use online virtual tours to improve the speaking skills of secondary school students.

Based on some of the existing challenges faced by learners in the area of conversational skills, as well as the lack of interesting and authentic listening and speaking materials and communicative activities that could help learners to communicate in Russian. As a result, an online tour program is offered based on the development of the conversational skills of high school students, where they can freely complete tasks. In addition, students can speak large chunks of speech without hesitation or pauses. They can communicate effectively with their peers and the

teacher. The pace of speech becomes faster with fewer slowdowns. They show flexibility in their use of language. Students can accurately express their ideas. Their use of fillers and false starts is decreasing. Students will be motivated and enthusiastic to speak Russian and complete oral assignments. They will express their willingness to continue their learning through online travel and express their wish that their traditional classes include more communication tasks. During the program, you need to emphasize specific points of pronunciation, such as stress and intonation. So that students can understand how certain syllables are stressed in words and how words are stressed in sentences.

They could also understand the rising and falling intonation that is discussed during the program. This showed up later in their performance. Moreover, they could communicate effectively with each other without the need to use their native language. As the results showed, the proposed program of online tours proved to be effective in promoting oral speech skills among students. In addition to developing targeted skills, it helps them work with authentic materials to improve a positive classroom environment and broaden their general knowledge.

CONCLUSION

Thus, in conclusion of the consideration of this issue, it should be noted once again that a virtual tour, of course, does not replace personal presence, the use of new information technologies in teaching the Russian language helps to form sociocultural knowledge, improve the learning process, make the lesson more interesting, and also allows work with information, paying more attention to the development of intellectual, grammatical, linguistic, auditory, oral and speech skills and abilities of students. Such excursions, of course, are quite



interesting and effective. But they can only be done if you have an Internet connection.

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