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Research Article

EFFECTIVENESS OF USING VISUAL AND TECHNICAL TEACHING TOOLS IN TEACHING THE RUSSIAN LANGUAGE

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ABSTRACT

This article explores the effectiveness of integrating visual and technical teaching tools in the instruction of the Russian language. With the growing importance of technology in education, the study examines the impact of visual aids, such as multimedia presentations, interactive whiteboards, and educational software, on the acquisition and retention of Russian language skills. Additionally, the article investigates the role of technical tools, such as language learning apps, online resources, and virtual reality simulations, in enhancing student's engagement and proficiency in Russian language learning.

KEYWORDS

Visual aids, technical teaching aids (TTA), russian language instruction, multimedia presentations, educational software, language learning apps, online resources.

INTRODUCTION

Interest in the Russian language is an indispensable, but the only condition for sufficient mastery of it. It is important to instill in students the ability to work independently, teach them how to use a book, dictionary, reference books, and think creatively. The effectiveness of

lessons can be discussed only in cases when students have a conscious need for active mastery of the Russian language.

Today, a special role is assigned to the lesson-the main form of the educational process. It is

necessary to overcome the fear of the new, boldly apply TTA, computers, visual aids in lessons, and create speech situations. Today it is already becoming obvious that the use of new teaching methods should be provided with appropriate TTA, computers and vice versa: the use of the latest TTA, computers should be provided with new teaching methods.

The most common and traditional means of visual visualization in Russian language lessons are tables. The main didactic function of the tables is to arm students with a guideline for applying the rule, revealing the pattern underlying the rule or concept, and facilitating memorization of specific language material.

With the help of speech tables, work is organized to enrich the vocabulary of students and improve their spelling literacy. Tables can be used at the stage of awareness, comprehension of rules, definitions, concepts, at the stage of consolidating what has been studied, when repeating and systematizing the material. Students can be offered the following types of tasks: answers to teacher's questions, through which students understand the essence of a concept or rule; drawing up an algorithm for applying a rule; grammatical construction according to a given model; independent compilation of tables; making a coherent statement on a linguistic topic, etc.

A modern lesson is a developing lesson. Developmental tasks are the development of attention, memory, dialectical thinking, will and emotions, interests, abilities, talents, sensory

capabilities of the student. While working in the classroom, the student must be sure that he will certainly succeed. Every teacher should be ready to successfully solve this problem – to know thoroughly not only what to teach, but also how to teach.

Knowledge is the substantial basis of thinking, its foundation. Knowledge should arouse active mental activity, be problematic, i.e. those that students have mastered as a result of solving some problems or that students use to solve problems that encourage them to search. One of the achievements of the methodology of teaching Russian as a foreign language is a communicative method based on a functional approach to language description and aimed at developing students' skills of active use of the studied grammatical forms in speech. Students should feel the need for language material to expand and deepen their speech capabilities. Speech exercises are designed to create an atmosphere of communication in the lesson and make the transition to the central part of the lesson. The central part of the lesson is fractional in nature. All types of speech activities (listening, speaking, reading and writing) support each other and are based on a common language base without an active language minimum. When teaching Russian as a foreign language, training is necessary to ensure multiple meetings with educational material, whether it is a word, a phrase, a grammatical structure. It is impossible to master the Russian language without training. It is also necessary to apply the learned material in the act of oral and written communication.

Modern teaching tools at the disposal of teachers and students create the necessary conditions for the organization of training and its implementation. Intensive training can be provided by using a laboratory workshop, which allows each student to repeatedly perceive the educational material presented by a native speaker of the language being studied and reproduce it by completing tasks according to a sample.

Training can also be organized with the help of exercises in reading behind the speaker, when working with video recordings. It is important that everyone trains in listening, speaking, reading and writing as much as necessary to develop the skill, and does it with interest. During training, a special role belongs to control, since skills are being formed, and therefore the student must perform actions with the educational material correctly. Errors should be prevented and corrected whenever possible in case of their occurrence, the most economical form of control is tests. With their help, you can quickly check how each student knows the educational material and how they can use it.

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