

Pedagogical Technologies in Online Education (Russian as a Foreign Language)

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Abstract: The relevance of this issue is due to the fact that organizing educational activities using pedagogical technologies requires solutions for university education in the country. The leading approaches to the study of this issue are analysis and generalization. The main methods of distance learning are listed. The materials in this article may be useful for further research on distance education and its improvement through solving identified problems.

Keywords: Digital Uzbekistan 2030, distance learning organization, private, specialized, online classes.

Introduction: In recent years, measures have been taken to improve the education system and prepare modern personnel. By the decree of the President of the Republic of Uzbekistan, a Comprehensive Program for the Development of the Higher Education System for the period of 2020-2024 has been adopted. In the current year, 13 new higher educational institutions, including branches of foreign universities, have been established. The Academy of Sciences and the Ministry of Innovative Development of the Republic of Uzbekistan have started working on preparing highly qualified personnel. [1, p. 20]

Certainly, the attention given to this issue will yield results in the near future. However, advanced personnel that meet the demands of accelerated reforms in all sectors are needed today. [2, p. 8]

The spread of online learning in the modern world requires a rethinking of approaches to teaching Russian as a foreign language (RFL). Pedagogical technologies provide teachers with effective tools to improve the quality and effectiveness of the educational process. This article discusses methods for using pedagogical technologies in online RFL teaching, highlighting their advantages and providing practical recommendations for their implementation.

The modern employer is interested in a worker who can think independently and solve various problems (i.e., apply the acquired knowledge to solve them); has critical and creative thinking; and possesses a rich

vocabulary. Students who successfully master the basic course of the higher education program will be able to apply their knowledge in familiar situations, receive diplomas, but will not be able to work independently with information and acquire knowledge, which will hinder their success in the information society of the 21st century.

Thus, a modern university graduate, who will live and work in the future, must possess certain personality traits that society demands today:

1. Be able to adapt to changing life situations, acquire necessary knowledge independently, and apply it to solve various emerging problems;
2. Be proficient in working with information (collect and analyze facts, make necessary generalizations and comparisons, identify patterns, make reasoned conclusions);
3. Be communicative, able to interact in various social groups, and work collaboratively;
4. Work independently on the development of their own intellect and cultural level.

It is important to note that under the traditional approach to education, it is very difficult to nurture a personality that meets these requirements. Several pedagogical technologies for online teaching of Russian as a foreign language (RFL) can be identified, including:

- **Survey and response systems:** Kahoot!, Quizlet, Mentimeter, which allow creating quizzes,

games, and surveys for checking students' knowledge in an interactive way.

- **Webinars:** Zoom, Google Meet, Cisco Webex, which are used for conducting online lectures, seminars, and discussions.
- **Electronic learning courses:** Moodle, Blackboard, Canvas, which provide platforms for creating and hosting online courses, including text, video, audio, and interactive exercises.
- **Learning management systems:** Google Classroom, Microsoft Teams, Schoology, which help instructors organize the educational process, upload materials, and communicate with students.
- **Collaboration tools:** Google Docs, Microsoft OneDrive, Miro, which allow students to collaborate on documents, presentations, and research projects.

In the existing conditions, the emergence of various personalized-oriented technologies has become natural. It should be noted that different types of these technologies are currently being applied—universal, subject-specific, narrow-specialized, and alternative (which imply comprehensive education and training without rigid programs and textbooks, project methods, and immersion methods, as well as creative activities of students without assessment). Personalized learning involves the use of various forms and methods of organizing educational activities that allow the disclosure of students' subjectivity.

In this context, new tasks arise for instructors:

1. Creating an atmosphere of interest for each student in the group work;
2. Stimulating students to express themselves, use different ways to complete tasks without fear of making mistakes or giving incorrect answers.

The methods mentioned above require extensive experience in implementing different types of technologies, which is difficult to achieve at the moment due to the COVID-19 pandemic. The emergence of alternative personalized technologies has become inevitable in this context, and distance education (online classes) has gained prominence.

We know that due to the COVID-19 pandemic in 2020, around 2 billion students worldwide were disconnected from education, including over 6 million students in our country—preschoolers, schoolchildren, university students, and graduates.

It is well known that the future of any country depends on where the intellectual potential of the younger generation lies, and this generation holds the future.

As a result of the measures taken in our country in the field of education during quarantine, students were

quickly returned to the educational process. This is a significant achievement, with distance education (online classes) playing an important role in this.

However, this type of teaching is fundamentally different from traditional classroom learning. In this situation, the instructor must adapt to virtual classrooms. I consider it important to focus on the following:

1. Thorough preparation for each online class, including the teacher's speech culture;
2. Deep knowledge of the theoretical and practical foundations of the subject;
3. Sufficient proficiency in modern ICT tools;
4. The focus of education should be on the productive use of time and appropriate information.

An online class is typically designed for students, as they are key to achieving the goal. The focus should not be on evaluating their performance, but on stimulating their activity. This situation contributes to the development of healthy relationships between the professor and the student, and their mutual motivation for learning.

This situation has made it possible to conduct online classes, which are now organized at Nordik International University for part-time students. Online sessions are held through video conferencing systems such as Zoom, and they are scheduled for 40-60 minutes. The faculty developed online classes in the following format:

1. Presentation content: a) Introductory part of the online course: topic, its purpose, its connection to everyday life, and basic concepts (5-7 minutes); b) Main part of the online training: description of the topic based on the presentation (15-20 minutes); c) Consolidation: listing the basic concepts and completing the training (5-10 minutes).

When preparing the presentation, the teacher sets several tasks:

- Provide a brief and simple explanation of the basic concepts of the topic in the presentation;
- Ensure that each idea presented is simple and clear;
- Use different color schemes for the basic concepts in the presentation;
- Ideally, the entire material should be covered in the presentation for the students.

In fulfilling these tasks, the principle of didactics from simple to complex should be followed. This ensures that the student with a low level of understanding of the subject will be able to grasp the content

adequately.

In the strategy aimed at students, active use of Internet resources must be recommended. Email addresses of existing resources should be provided. This method is being implemented by the teachers at our university, who have studied the experience of Finnish and Russian education systems in-depth.

Based on the experience of Finnish and Russian education, it can be noted that both countries actively support distance education, including both state and private universities, for obtaining qualifications.

It should be noted that Russian universities have been conducting their lectures online for several years. According to some Russian universities, simple lectures are seen as ineffective, as student attendance decreases, and the time allocated for scientific research by the professors is reduced due to the small volume of lessons. [3, p. 11]

It is known that every teacher in a university has an electronic learning environment for their subject, and students can easily upload their assignments. However, according to experts, transitioning to a distance format will increase student engagement in classes, ease the workload of faculty members, and simultaneously improve the quality of education.

Some methods of distance learning include:

- **Learning with technical resources:** This method increases the need for self-education and control under the guidance of the instructor;
- **Individualized learning:** Distance education is provided to each student, which enhances students' knowledge and optimizes the educational process;
- **Virtual lecture method:** This is carried out using voice tools like Skype and Viber. The advantage of this method is that students can record and replay lectures independently;
- **Method of collective online seminars:** This is done using voice electronic communication tools, so students can see and hear each other, not just the instructor.

Students who have completed a full course in this type of education show:

- A high level of personal discipline;
- Full control over themselves and a sense of responsibility for their future.

Among the various directions of new pedagogical technologies, the most adequate for achieving the goals and most universal are cooperative learning, project-based methods, gaming technologies, and a differentiated approach. [4, p. 28]

As a university lecturer, I closely monitor several distance learning platforms that you may also be familiar with, and I would like to share my opinion. The faculty at Nordik International University is doing an immense amount of work in organizing the educational activities for distance learning in online classes.

Thus, the use of pedagogical technologies in online RFL education is an important tool for enhancing the quality and effectiveness of the educational process. Teachers can choose from a wide range of technologies suited for different teaching goals, engaging students through individualized approaches, collaboration, and analysis. By implementing pedagogical technologies, instructors can create more effective and engaging online Russian language courses that meet the needs of modern education.

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