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## DISTANCE EDUCATION IN TEACHING THE RUSSIAN LANGUAGE

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### ABSTRACT

In the article, the content of teaching "Russian language" in the distance form and the organization of the training process, as well as the issues reflecting the features of the selection for the distance course, are discussed.

### KEYWORDS

Information-communication competencies; educational resource; distance course; information and educational environment; speech activity; amount of speech practice; educational paradigm.

### INTRODUCTION

The modern paradigm of education is based on such concepts as learner-centered education, individualization, and differentiation. These concepts are foundational for educational activities, the formation of learning motivation, and the development of students' self-improvement, grounded in scientific and theoretical skills.

Currently, the conceptual ideas of using remote information and communication technologies, ensuring the proper organization of the educational process, are successfully implemented through the

Internet network and skillful use of the information therein. One of the most important directions of this process is to prepare teachers to use technologies in the learning process and to form their information and communication competencies (ICT competence).

Distance education technologies are understood as education conducted indirectly (via electronic distance learning), primarily involving the use of information and telecommunication networks by the community of students and teachers. E-learning involves using data available in databases through cooperation between

students and teachers, using information in learning programs, and processing this data with educational technologies, technical tools, as well as information and telecommunication networks, ensuring the transmission of this information over communication lines and organizing educational activities interactively.

In the distance education system, teaching is mainly organized in three forms: full-time, part-time, and distance learning forms. Education can take place in two main forms: in organizations that carry out educational activities, or external (home education or self-study).

One of the features of self-study is that it often involves a large percentage of the use of Internet resources for independent work during online courses. The modern educational process is presented as a blended form, which combines both face-to-face education and online distance education using distance and e-learning technologies.

“Online distance education has provided students with opportunities for more independent work, scientific creativity, and reading books. Teachers are striving to develop their professional skills by regularly participating in online videoconferences held with the involvement of foreign scholars.

Nowadays, objective conditions have been created for the rapid transition to new teaching and upbringing technologies, as innovative processes in economic and social life necessitate fundamental changes in education itself. No educator can afford to stay away from this process,” [1].

Among the scientists and leading experts who have considered distance education as a structural component and form of the education system in the

CIS countries, Doctor of Pedagogical Sciences, Professor E.S. Polat has emphasized that "...distance education is a form of education in which the interaction between teacher and students takes place at a distance and all the components of the educational process (goals, content, methods, organizational forms, and teaching tools) are carried out specifically through Internet technologies or other interactive tools" [2].

For distance education courses, special software like LMS (Learning Management System) such as Moodle (electronic learning) is used for course development and education management.

A distance course is an interactive system for participant interaction during the learning process. It can be seen as an educational source (a website) comprising several pages that are interconnected within a certain course. The distance course includes elements like:

Educational-methodological complex (EMC);

The program website or LMS where educational materials are posted;

Internet Web 2.0 services as needed during the course teaching process.

Traditionally, the EMC consists of the following blocks:

Organizational block: Introduction (video, text), meeting place for the study group members (forum, social network), instructions for using the course software (which may be LMS, Web 2.0 services, and guides for course study, the course program, netiquette, etc.);

Theory: Educational materials in various formats, including graphical text, video lectures, webinars, or open Internet resources;

Practical exercises: Workshops, assignments, theses, cases, and essays;

Control types: Tests, self-management, mutual control, final qualification projects, portfolios, etc.;

Pedagogical communication: For example, a conference, forum, or virtual classroom in Zoom for interaction between teacher and students.

This distance education model may vary in terms of the number and order of course blocks or sections, depending on the course's goal, student needs, and the software.

Each model of distance learning has unique organizational forms and methods. Key models of distance education that retain relevance and are moving toward new development points include:

Integration of full-time and distance learning;

Freedom of the distance education course;

Information and educational delivery environment (virtual school, department, university);

Network education, case technologies, and videoconferencing.

The leading component of teaching Russian is not the fundamentals of the subject itself, but the methods of activity — teaching various types of speech activities such as speaking, listening, reading, and writing. Developing communicative competence and understanding linguistic concepts and the language

system as a means of communication is the aim of teaching Russian.

The difference between the "Russian Language" subject and "Native Language" lies in the amount of speech practice (e.g., at home, with friends, acquaintances) versus the limited scope of weekly practical seminars at the university. To teach and learn Russian more effectively, it is essential to increase the volume of speech practice, fostering speech skills through traditional face-to-face activities.

Distance education is distinguished by its emphasis on the following characteristics: independent work through the use of information and educational services available on the Internet, systematic organization of learning materials, interactivity, modern pedagogical technologies, and engagement with native speakers of Russian to enhance communicative competence.

Reading texts and watching videos on Russian-language Internet resources based on relevant information, such as recent world events (sports, culture, politics), speeches of native Russian speakers (political figures at conferences, presentations), films, videos, electronic libraries, and other resources, can enrich one's language skills. The process of accessing relevant information also forms students' information and communication competence, increases individual motivation for learning Russian, and requires the development of tasks related to information, project, creative, and research activities.

During a distance course, it is important to take into account the pedagogical technologies that contribute to more effective learning of Russian, including

discussions, role-playing, project activities, and other study materials.

In the modern world of information, various types of digital devices (mobile phones, smartphones, iPhones, tablets, computers, etc.) that facilitate communication in Russian can increase the intensity of speech practice. Due to mobile learning, which is evolving as a concept, institutions are expanding through specialized courses, formal and informal education integration, and increasing the professional development of teachers, coaches, and others.

Thus, it should be noted that introducing information and communication technologies in language teaching, forming communicative competence in learning Russian, student-centered education, individualization and differentiation of learning activities, self-study, and self-development of students are factors stimulating distance education.

The tasks facing pedagogical science for modern distance courses include selecting educational goals and models based on specially designed online education, methodically developing existing study guides, researching new ones, selecting prospective technical tools for teaching Russian, and using software capabilities and competencies in distance courses.

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