WEB OF SCIENTIST: INTERNATIONAL SCIENTIFIC RESEARCH JOURNAL
ISSN: 2776-0979, Volume 5, Issue 4, April - 2024

USING IMMERSIVE TECHNOLOGIES IN THE LESSONS OF RUSSIAN AS A SECOND LANGUAGE

Makhmadiyeva Gulchehra Sait-Abdullayevna
Teacher of Termiz State University

Abstract:
This article examines the use of immersive technologies in the context of teaching Russian as a second language. Immersive technologies such as virtual and augmented reality create new opportunities for creating authentic language environments, interactive lessons and exercises, and personalized learning experiences. The author reflects on the advantages of using such technologies in Russian language classes and their impact on the effectiveness of students' learning.

Keywords: Russian language, technology, immersive, educational methods, student, lesson, innovation, virtual, educational material, pedagogical technology.

Introduction

In the world of ever-changing educational methods and technologies, teaching and learning foreign languages has become one of the areas where innovation is of great importance. In recent decades, technological progress has led to the emergence of new approaches to education, among which immersive technologies stand out. Used in a variety of fields from entertainment to business, they are also widely used in education, including teaching Russian as a second language.

What are immersive technologies? Immersive technologies are virtual and augmented reality tools that create immersive scenarios and environments where the user can interact with content and learning materials. These include virtual reality (VR), augmented reality (AR), mixed reality (MR), and other similar technologies that allow users to feel like they are in a different place or environment. It is important to use immersive technologies in teaching the Russian language. Immersion in the language environment: One of the main advantages of immersive technologies is the ability to create a real language environment in which students can immerse themselves in a Russian-speaking environment without being physically present in the country. Scenarios recreated using VR or AR help students practice Russian in a variety of everyday situations, such as shopping, ordering food at a cafe, or communicating with native speakers. Speech recognition technologies and virtual assistants help students practice listening comprehension and correct pronunciation of Russian words and

phrases. Interactive training with voice instructions and feedback will allow you to improve your communication skills in Russian.

The origins of immersive technologies are based on various scientific and technical fields such as virtual reality, augmented reality, mixed reality and other forms of interactive interaction. Here are a few key points that have defined the evolution of immersive technologies:

The development of virtual reality: ideas for virtual reality appeared in the middle of the 20 th century. One of the first devices designed to simulate a virtual environment was the Sensorama developed by Morton Haylin in the 1950s. Later, in the late 20 th century, companies like Sega and Nintendo began experimenting with virtual reality on video game consoles. Advances in Computer Graphics: Advances in computer graphics in the 1970s and 1980s made more realistic visual effects and simulations possible, laying the groundwork for more interactive and immersive virtual environments.

At the end of the 20th century and the beginning of the 21st century, with the increase in the computing power of computers, it became possible to create more complex and realistic virtual worlds and scenarios. With the advent of mobile devices such as smartphones and tablets, virtual and augmented reality has become more accessible and widely used in various fields, including education and training. In recent decades, there has been a growing interest in the use of immersive technologies for educational and training purposes. This has led to the development of special programs and applications for the use of immersive technologies in education, including language teaching. Scientists are increasingly studying the impact of immersive technologies on perception, learning and memory, which can help optimize and improve the educational experience. Thus, the origin of immersive technologies is related to the evolution of computer technology, increased interest in virtual environments and its potential impact on education and other areas of life.

Immersive technologies also allow the creation of curricula and scenarios tailored to the individual needs and language proficiency of each student. This allows for effective use of class time and increases students' motivation through interesting and effective learning. Immersive technologies open up new opportunities in teaching foreign languages, including Russian. They allow students to immerse themselves in the language environment in an interactive and exciting way, practice communication skills and improve their understanding of the Russian language. As technology advances and the availability of immersive learning solutions increases, we can expect to see more of these methods being used in education, enriching the foreign language learning experience for students around the world. The traditional education system

is a little behind the needs of society. The modern concept of education has defined the goal. The teacher's professional activity is the formation of students' abilities, successful socialization in society, active adaptation to the labor market. The result of this is the development of innovative technologies in education. Innovative methods are characterized by a new way of organizing the educational and cognitive activities of students. Modern teachers recognize this

Problem-based educational technology provides maximum opportunities for the development of creative abilities and intellectual activity. Problematic and developmental education, which greatly contributed to revealing the problem of intellectual development, N.A. Menchinskaya, P.Ya. Galperin, N.F. Talyzina, T.V. Kudryavtsev, Yu.K. Babansky, I.Ya. Lerner, M.I. Makhmutov, A.M. Matyushkin, I.S. Yakimanska, A.K. Mynboeva, Z.M. Sadvakasova. In general, you can talk about two groups: those who directly affect learning and those who help learning. The first may include:

a) Cognitive, they are used by students to understand the material;

b) Memorization - to keep it in memory, they help to overcome difficulties that arise in the process of communication. The latter is related to creating conditions for learning and helps to overcome psychological difficulties in language acquisition. With the help of this technology, the student becomes a truly active subject in the educational process, independently acquiring knowledge and making decisions. The purpose of such methods is to activate, optimize, enhance the cognitive process. Innovative education includes mandatory inclusion of students in activities, forms of teamwork; exchange ideas. Features of innovative training include: working ahead, waiting for development; openness to the future; pay attention to the person and his development; mandatory presence of elements of creativity; partner type of relationship: cooperation, co-creation, mutual support, etc. Innovations in education are innovations, innovations in the content of education, forms and methods of teaching, "teacher-student" relationships, the use of educational information technologies, the introduction of new equipment in the organization of the educational process, its management, etc. Innovative technologies allow one of them to be implemented the main goals of teaching the Russian language are to ensure the ability to pass the study as a systematic and structural education, as a means of learning it, communication and thinking, conducting educational and knowledge activities at an effective and creative level.

In modern education, the use of innovative methods to make learning more interesting, effective and convenient for students is becoming increasingly important. In this context, immersive technologies such as virtual and augmented reality are

taking center stage. Their use as second language lessons in Russian opens up new perspectives for students and teachers. Immersive technologies such as virtual reality allow the creation of virtual environments in which students can immerse themselves in the Russian-speaking environment. They can explore virtual streets, shops, restaurants and other scenarios where the Russian language is used on a daily basis. This will help students to be comfortable in the language environment and improve their communication skills in Russian.

Using augmented reality and other immersive technologies, you can create interactive lessons and exercises that help students learn Russian. For example, using a mobile app, students can scan real-world objects and get translations into Russian, as well as listen to audio guides to learn new vocabulary. Immersive technologies can also be used to develop listening and pronunciation skills. With the help of virtual assistants and speech recognition software, students can practice pronunciation and listening comprehension in Russian by interacting with virtual characters. Immersive technologies also make it possible to create educational programs tailored to the individual needs and language proficiency of each student. This allows you to personalize your lessons and ensure maximum learning efficiency. The use of immersive technologies in Russian language classes opens up new opportunities for students and teachers. They help to create a real language environment, make learning more interactive and interesting, and allow for individualization of training programs according to the needs of each student. This leads to more efficient and effective teaching of Russian as a second language.

References

1. Sait-Abdullaevna M. G. METHODS AND MEANS OF TEACHING USING IMMERSIVE PROGRAMS IN CLASSROOM AND EXTRACURRICULAR ACTIVITIES IN THE RUSSIAN LANGUAGE //Intent Research Scientific Journal. – 2023. – Т. 2. – №. 9. – С. 177-181.
2. Гульчехра Саид-Абдуллаевна Махмадиева. Инновационные методы формирования устной и письменной речи учащихся в процессе обучения русскому языку // Общество и инновации 2021. №2 (3). URL: https://doi.org/10.47689/2181-1415-vol2-iss3/S-pp84-89 .
3. Гульчехра Саид-Абдуллаевна Махмадиева. Основа частей речи в русском языке // Научный журнал Интернаука 2020 № 7 (136). URL: https://internauka.org/archive2/internauka/7(136_1) . pdf (дата обращения: 06.12.2021).

4. Махмадиева Гулчехра Саит-Абдуллаевна 2023. МЕТОДЫ И СРЕДСТВА ОБУЧЕНИЯ С ИСПОЛЬЗОВАНИЕМ ИММЕРСИВНЫХ ПРОГРАММ НА УЧЕБНОЙ И ВНЕУЧЕБНОЙ ДЕЯТЕЛЬНОСТИ НА РУССКОМ ЯЗЫКЕ. Научный журнал Intent Research . 2, 9 (октябрь 2023 г.), 177–181.
5. Sait-Abdullaevna M. G. About Specific Training of a Foreign Audience in Russian //Texas Journal of Philology, Culture and History. – 2021. – Т. 1. – С. 56-57.
6. Uralovich T. F. Conducting classes on fine arts based on information and communication technologies //International Engineering Journal For Research & Development. – 2021. – Т. 6. – С. 3-3.
7. Toshpo'Latov F. U. et al. Bolalarni o 'yin texnologiyalari asosida kasb-hunarga qiziqishlarini shakllantirishda rivojlantiruvchi o 'yinlar //Science and Education. – 2021. – Т. 2. – №. 4. – С. 487-491.
8. Toshpulatov F. U., Turopova R. B. Games that develop children's interest in the profession based on game technology //Science and Education. – 2021. – Т. 2. – №. 4. – С. 487-491.
9. Baratovna T. R. Developing Dialogic Speech of Pre-School Children on the Basis of a Variative Approach //American Journal of Social and Humanitarian Research. – 2022. – Т. 3. – №. 10. – С. 272-275.
10. Turapova R. MAKTABGACHA YOSHDAGI BOLALARNING BADIIY-ESTETIK MADANIYATNI O'YINLAR ORQALI SHAKLLANTIRISH MUAMMOLARI //Физико-технологического образование. – 2022. – Т. 4. – №. 4.
11. Тошпулатов Ф. У., Туропова Р. Б. Игры, которые развивают интерес детей к профессии на основе игровых технологий //Наука и образование. – 2021. – Т. 2. – С. 487-491.
12. Ra'no T., Maftuna B. Variative Approach Based on of Children Dialogic Speech Development Methodology Improvement //European Journal of Higher Education and Academic Advancement. – 2023. – Т. 1. – №. 1. – С. 99-104.
13. Baratovna T. R., Abdurakhmanova S. LEGAL AND REGULATORY BASIS OF ORGANIZING ACTIVITY CENTERS IN PRESCHOOL EDUCATIONAL ORGANIZATIONS //E Global Congress. – 2023. – Т. 2. – С. 65-68.
14. Ra'no T., O'ralova F. History of the Origin of Dialogical Speech //International Journal of Discoveries and Innovations in Applied Sciences. – 2023. – Т. 3. – №. 9. – С. 92-97.
15. Turapova R. Mechanisms for Improving Children's Dialogical Speech //Vital Annex: International Journal of Novel Research in Advanced Sciences. – 2023. – Т. 2. – №. 9. – С. 49-53.

16. Турапова Р. Developing dialogic speech of pre-school children on the basis of a variative approach //Современные тенденции инновационного развития науки и образования в глобальном мире. – 2022. – Т. 1. – №. 4.
17. Turapova R. et al. WAYS TO TEACH PRESCHOOL CHILDREN TO ACT TALE //International Conference On Higher Education Teaching. – 2023. – Т. 1. – №. 11. – С. 42-46.
18. Turapova R., Abdusalomova G., Khalilova S. MAKING DIFFERENT TOYS FROM NATURAL AND WASTE MATERIALS IN A PRESCHOOL EDUCATIONAL ORGANIZATION //International Conference on Multidisciplinary Research. – 2023. – Т. 1. – №. 7. – С. 14-18.
19. Mushtariy S. et al. Ways of Using Games in Forming the Activity of Preschool Children //Eurasian Journal of Learning and Academic Teaching. – 2023. – Т. 18. – С. 119-135.
20. Fazilat B. et al. Methods of Involving Children who are Not Included in Pre-School Education Organizations to Private Pre-School Education Organizations //Eurasian Journal of Learning and Academic Teaching. – 2023. – Т. 18. – С. 104-118.
21. Toshpo'Latov F. U. Ra'No Barat Qizi Turopova Bolalarni o 'yin texnologiyalari asosida kasb-hunarga qiziqishlarini shakllantirishda rivojlantiruvchi o 'yinlar //Science and Education. – 2021. – Т. 4.
22. qizi Maktabgacha T. R. B. yoshdagi bolalarning badiiy estetik madaniyatini o'yinlar orqali shakllantirish EURASIAN JOURNAL OF LAW //FINANCE AND APPLIED SCIENCES https://doi. org/10.5281/zenodo. – Т. 6341593.
23. Turapova R. B. et al. MAKTABGACHA TA'LIM TASHKILOTIDAGI BOLALARNI NUTQINI RIVOJLANTIRISH. – 2023.
24. Toshpulatov F. Use of geometric patterns and their types from eliminations of drawing and applied art in architectural facilities //Физико-технологического образование. – 2022. – Т. 1. – №. 1.
25. Toshpulatov F. U., Norqochqorov R. E. O., Maxmudova X. N. Q. Xalq amaliy san'atining chizmachilik fani bilan bog'liqligi //Academic research in educational sciences. – 2021. – Т. 2. – №. 2. – С. 138-142.
26. Urolovich T. F. et al. TASVIRIY SAN AT DARSLARIDA TASVIRNI TO G RI CHIZISHDA PERSPEKTIV POZITSION VA METRIK MASALALARDAN AMALDA TO GRI FOYDALANISH //Innovative Society: Problems, Analysis and Development Prospects (Spain). – 2022. – С. 41-44.
27. Нормуродов И. ОБ ИЗУЧЕНИИ СИНТАКСИЧЕСКОЙ СИНОНИМИИ // Экономика и социум. 2022. №5-2 (92). URL: https://cyberleninka.ru/article/n/ob-izuchenii-sintaksicheskoy-sinonimii (дата обращения: 27.03.2024).