

## Teaching Russian as a Foreign Language through the Usage of Videos as Part of Multimedia Technology

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**Abstract:** *Russian language is also condemned as one of international languages for its usage in a wide scale. Russian language teachers are demanded to conduct the lessons based on communicative approach to language teaching and learning. in this regard, multimedia technology, namely, videos are of high importance as they ease the learning process and have nature of adaptability, that encourage students learn the language everywhere and prioritize the communicative skills in the Russian language.*

**Key words:** teaching, teacher, Russian language, multimedia technology, video, language learning process, adaptability, communication skills.

Teaching foreign language and learning it are on increasingly wide scale and Russian language is also no exception. Modern trends of teaching the language require the teachers to use modern and up to date technology. In this respect, in the era of intensely developing technology, the teachers are required to have interactive and effective lesson that

is based on the development of communicative skills.

Multimedia technology is deemed as the technology that owns numerous sorts of expressing content. The usage of graphics, photos, animations, sound effects and videos and others can be enumerated as the type of multimedia technology. As for Azimov and Schukin, the usage of multimedia technology requires from the instructor and the learner to have the capability of utilizing software as well hardware utensils. Additionally, these technologies might be easily applied into electronic courses in terms of language teaching.

One of advantages of the multimedia technology use in teaching Russian language is that its nature of flexibility as it easily modifies the environment of language teaching and learning. Videos, as part of multimedia technology, stimulate the language learners to participate more actively, instead of keeping silence and be passive. Moreover, the essence of video usage in teaching is of great significance as students are involved to enhance communication skills. Besides, the usage of videos in teaching Russian language

can be part of educational programs that make students experience distance learning.

No one can deny refuting the fact that language learning process can be diversified and advanced by means of multimedia technology. In particular, had the instructor does not use the modes of video communication, such as computer graphics, films and TV channels, he or she cannot boost the students interest and zeal to study and learn Russian language. The reason is that the systematic structure of Russian language, namely, grammar is so difficult and complex that makes the language learning process complicated and tedious. The media for Russian language teaching might be downloaded from the websites of TV channels, YouTube and other internet sources.

It should be admitted that when the videos and items of multimedia technology used, students have more confidence as young generation show preference of working with e-material, electronic information, and other multimedia tools. And the usage of means of multimedia technology eases and fastens the process of language learning. From the one side, one may argue that videos have negative impact on teaching process as it provides readymade material for conducting the class. However, they have wrong impression. On this occasion, the educator has the greater responsibility in terms of video material selection and

evaluation. In this regard, the teacher should take several steps including the choice of appropriate materials in accordance with the language level of target students, the development of tasks, the understanding of the content of multimedia material, which is going to be presented in the Russian language class and in particular, the understanding of the overall goal of applying the video.

The issue of teaching the Russian language is of great concern for not only the teachers, but also others including the learners, linguists and theorists. For this reason, the implementation of teaching principles must be worked out that develops both group and individual's language skills. As the source of multimedia technology such as videos, animated films, news reports and others can be displayed at any level of language learning, namely from beginner to advanced language learning proficiency. It is the teachers' responsibility and duty to select appropriate material, topic and genre that is relevant to the target students. In this respect, the Russian language teacher should take into account the students' levels, needs, interests, age and others. Through maintaining the data about the language learners, the educator can teach Russian language proficiently.

One of key aspects of teaching the Russian language that the teacher should encounter is the cultural background of the language learners. On this occasion,

the nationality, mentality and religion of the students should be identified beforehand so that the language learners are not discriminated or insulted. The reason is that students who have Asian origin might have negative influence on the scenes of video material that demonstrate the lifestyle of Western countries, in particular European ones. To illustrate, it is common and ordinary for European youth, namely teens and adolescents to have girlfriend or boyfriend till maturity. The other side of the coin however, is that this sort of incidence is not allowed according to the social norms of Asian or Eastern countries. Thus, the instructor must take into consideration background of the language learners and the plot of the means of multimedia technology, namely videos and animated films.

The usage of video material in the process of language teaching may be of different objectives including learning the lexical resource, grammatical structure or newly conversation word stock. It is expedient to mention that multimedia technology and videos in particular are good example for the provision of not only linguistic aspects, but also extra-linguistic information as well. As the film or videos are not based on language learning and language teaching, the implementation of videos and animated films enable teachers and students to create the authentic atmosphere. In this

respect, Russian language learners would be able to practice authentic material and task authenticity.

It must be stressed that in terms of "authentic" and "authenticity", it is meant that is done or made in traditional or original ways. The authentic material is not designated for teaching purposes. It is natural. It is original that serves for observing real Russian language. In its turn, one thing should be highlighted is that films and video materials allow language learners to enhance their receptive skills, namely listening. When the students watch videos, they have opportunity to develop their listening skills as they hear the usage of language by native speakers, who speak with various intonations, articulation, pitch, tone, and pronunciation in general.

What is more, videos and films provide Russian language learners with the information about different historical events about the country of target language, with the social phenomena, as well as enable them to be aware of the etiquette of Russian society, stereotypes of Russian nation, different aspects of everyday life, means of non-verbal communication such as gestures, postures, body language and others. All the aspects mentioned above help language learners to realize real, live and natural Russian language and understand the points of authentic language and its

usage in various occasions and contextual situations.

In addition to this, Russian language teachers may benefit from the use of multimedia technology, videos and animated films in many types of lessons. For instance, activities and practical exercises can be diversified and enriched and serve for efficacy of the language classroom. Additionally, boring and tedious lectures and lessons might be enlivened as well as strained. And the main thing is that videos raise the students' motivation and curiosity toward Russian language learning.

For the implementation of videos, animated films in particular, the teacher should develop several criteria and questions that language learners should reply before, while and after film viewing, because Russian language learners should not watch the films just for interaction and entertainment. However, the process of film-viewing should serve for benefit fruitfully with specific guidelines and precise objectives.

At the end, the satisfactory conclusion can be drawn that the role of videos and films are of high significance that enhance language learning process and Russian language is also no exclusion. However, the implementation of videos in Russian language classrooms is not an easy task that teachers should take into account the level, age, interest, motivation, failures and especially, the

cultural background of the learners. Additionally, videos and films are regarded as one of the best representatives of authentic material.

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