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APPLICATION OF COMPUTER TECHNOLOGIES IN ORGANIZING WORK WITH SPECIALTY TEXTS IN RUSSIAN LANGUAGE CLASSES

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Abstract: The integration of modern computer and telecommunication technologies into education has significantly transformed teaching methodologies. This article examines the use of electronic educational resources in Russian language classes, focusing on specialty texts. The study highlights the development of electronic study materials, including digital lecture courses, test systems, and interactive learning tools. The implementation of electronic textbooks and tests enhances students' engagement, facilitates independent learning, and improves knowledge retention. A case study on an electronic study guide for 1st-year biology students illustrates the effectiveness of digital resources in language acquisition. The article also addresses challenges in developing computer-based learning materials, emphasizing the need for interdisciplinary collaboration in their creation. The findings suggest that incorporating modern technologies into Russian language instruction significantly enhances students' mastery of professional terminology and independent reading skills.
Keywords: omputer technologies, electronic textbooks, digital education, Russian language teaching, specialty texts, interactive learning, educational methodology, knowledge testing systems, independent learning, pedagogical innovations.

With the application of modern computer and telecommunication technologies in education, significant changes are occurring in teaching activities. The development of educational courses is becoming more complex, the requirements for the quality of educational materials are increasing, and the function of student support is being strengthened.
Currently, various computer programs and educational systems, such as electronic textbooks, study guides, and knowledge testing systems, are being developed worldwide.
Electronic lecture courses and study materials on various disciplines have been prepared and compiled into lecture sets (cases) for students. For example, a case for 3rd- and 4th-year students of Russian philology includes electronic manuals on modern Russian language and historical-linguistic disciplines.
Each of these materials generally contains well-structured summaries of educational content, supplementary materials, explanations on organizing independent work, and test assignments.
Student interaction with the study guide is organized as follows: upon launching the program, the screen displays two vertical and one horizontal frame. The horizontal frame contains navigation buttons and date information; the left vertical frame includes links to lecture courses on necessary disciplines, program details, and author information; the right vertical frame displays the selected content.

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The student selects a lecture course in the left frame, after which a list of lectures and related assignments appears. Upon selecting a lecture or assignment, its content is displayed in the right frame for study.

The creation of these programs has increased student interest in the subject. The next step in developing the electronic version involves integrating lectures with various tests.

An essential aspect of incorporating computer technologies into Russian language instruction is the use of tests created in MS Excel, which contain multiple-choice answers to given questions. The test results are displayed in real-time.

The digital version of the study guide includes a large number of tests, ranging from the simplest to more complex ones. Completing a test takes a maximum of one minute.

An experimental model of an electronic study guide for the Practical Russian Language Course has been developed for 1st-year students of the Biology Department, Faculty of Natural Sciences. The guide consists of a list of topics, each containing a set of lectures, study materials, recommendations for independent work, and test assignments.

The texts used in the course are diverse, including excerpts from fiction, articles from biology and ecology journals, and newspapers.

For instance, 1st-year students work with texts about scientific and technological achievements in Uzbekistan's biology sector, joint projects and enterprises, biological history, and modern medical treatments. Examples include:

- "Lechiva - PharmSanat"
- "Achievements in Biology in Independent Uzbekistan"
- "Laser in Medicine"
- "History of Biology as a Science"
- "Abu Ali Ibn Sina"
- "Academician V.V. Vakhidov"
- "Biology – A Unique Science"
- "The Aral Sea"
- "Women, Health, and Ecology"

Text lengths vary, from short passages to those spanning one to one and a half pages. Longer texts are advantageous as they help reinforce vocabulary, increase lexical repetition, and develop contextual guessing skills for new words.

For example, when working with the text "Nature and Us", students receive the following tasks:

1. Explain the spelling of words like cycle, natural science, environmental studies, solstice, etc. Identify their part of speech, root words, and morphological structure.
2. Translate these words into their native language using a linguistic terminology dictionary.
3. Game: Who can write the most biological terms? (Before playing, students work with a table of biological terms, such as natural disasters, celestial bodies, cell, cytoplasm, microscope, flower pollination, etc., with translations into Uzbek).

The assignments focus on correct reading, mastering specialized vocabulary, and discussing topics while incorporating text vocabulary into oral speech.

The text content should enhance students' knowledge of professional terminology, develop independent reading skills, and familiarize them with age-appropriate scientific literature.

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Reading tests should be adapted. Classroom activities can incorporate materials from "Domashniy Doktor", "Arguments and Facts", "Uzbekistan Medical Journal", "Vokrug Sveta", and other publications.

Challenges and Findings:

During the development of computer-based study materials, we identified several challenges and formulated the following conclusions:

- The development process should involve a team of creators (text compiler, methodology developer, designer, psychologist, programmer).
- Instead of a complex programming language, a user-friendly integrated environment should be used.
- Lessons introducing new material should not simply display text on the screen but should involve interactive tasks that help students grasp new concepts.

Conclusion:

The application of modern computer and telecommunication technologies in education is significantly transforming teaching practices. The development of educational courses is becoming more complex, quality standards for materials are rising, and student support functions are expanding.

At Gulistan State University, a program for integrating modern pedagogical technologies into the educational process has been developed and implemented.

The methodological resources for practical Russian language lessons for 1st-year students of non-philological faculties, created under this program, mark the first phase of course development using modern technologies. The next stage of the program involves designing electronic educational-methodological complexes.

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