



The role of electronic literature in the formation of speech skills and abilities of learners and students in teaching Russian language with the Uzbek language of learning (on the example of electronic multimedia textbook in Russian language)

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Abstract

In this scientific article we take a look about education and that, one of the important components in the education of future specialists is language training. So, the main goal of teaching languages at a university is the formation and improvement of skills and abilities in the educational and professional sphere of communication, both orally and in writing. In this regard, the problem of studying language and literature by law students seems to us actual. For this reason we created self-education "Electronic multimedia textbook on the Russian language for law students" and we have discussed in this article its features, one of them is, that in the process of studying the program material, the student has the opportunity to receive current reference information. To do this, in our tutorial there is a section Reference, where a student with the help of a video can find commenting, interpretation, clarity of words and phrases, which interesting to him/her. Also we see, that the material of the textbook supports and enhances the interest of pupils and students of national groups in the country of the target language, which in turn contributes to the implementation of the principles of connection between learning and life and the development of cognitive activity of students.

Keywords: Electronic multimedia textbook; electronic (multimedia) knowledge control system; skills and abilities; education; Uzbek audience; tutorial; illustrative material; gaps.

1. Introduction

One of the important components in the education of future specialists is language training. So, if law and the legal sphere are a means that affects the behavior of people in society, then the language in

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this case is an instrument that each of the subjects of law must possess, performing the various functions of the language: communicative, spread and formation of knowledge, means of development and education of a person, as well as the formation of legal awareness and legal culture. In this regard, the main goal of teaching languages at a university is the formation and improvement of skills and abilities in the educational and professional sphere of communication, both orally and in writing. In this regard, the problem of studying language and literature by law students seems to us actual.

Created and used by us in self-education "Electronic multimedia textbook on the Russian language for law students", developed in the Windows XP Professional system and is intended for undergraduate students in the direction of "Jurisprudence".

The goals of the electronic textbook are to improve speech skills and abilities within the educational and professional sphere, taking into account the real level of language knowledge and communication skills of students of groups with the Uzbek language of teaching; bring up of civic position and legal culture, moral and legal responsibility for their actions, a sense of involvement in the global legal community, the formation of skills for reasoned participation in conversation and discussion.

2. Methodology

Having studied the works of scientists and methodologists on innovative processes (M.M. Potashnik, V.G. Afanasyeva, A.I. Prigozhin, O.G. Khomeriki, A.V. Lorensov, T.I. Shamova, M.V. Klarin, V.I. Zagvyazinsky and others) on the use of electronic computers in the educational process and on the problems of computerization of education and distance education (N.B. Baltuk, M.M. Bunyaev, V.L. Matrosov, A.V. Batarshv, I.I. Marhel, Yu.O. Ovakimyan, E.I. Mashbits, V.V. Rubtsov, V.A. K. Mulzarov, A.A. Grechikhin, V.B. Yasinsky, M.A. Aripov, V.N. Ageev and others), we created an electronic multimedia textbook, which is based on the theory of the phased formation of mental actions (P. Ya. Galperin, N.F. Talyzina).

3. Discussion

We consider it possible to single out three main genres that claim the title of "multimedia textbooks": multimedia educational games, multimedia encyclopedias and multimedia training programs.

This electronic multimedia study guide can be attributed to the genre of a multimedia educational program, which is presented in the form of a synthesis of an educational book, video clip, art, acting skill, directing, pedagogical and methodological experience, transformed into the final product - a virtual communicative learning environment.

In the process of creation of an electronic study guide, we were guided by the following definition and characteristics: "an electronic textbook is an electronic publication that partially or completely replaces or supplements a textbook and is officially approved as this type of publication". It includes hypertext (text presented in electronic form and equipped with a ramified system of links that allows you to instantly move from one of its fragments to another); intellectual core (a special complex of programs that implement operations in numerical and symbolic forms), computer explanation (explanation using visualization, inductive reasoning and concept formation by answering "yes" and "no" to the questions), a computer solution (a solution using a method that cannot be used without a computer), visualization (presentation in a visual form using drawings, graphs and animations"[2].

This electronic multimedia tutorial uses the following multimedia features:

- video clips (image + color + sound + animation);

- cartoons (simple, voiced);
- voiced video (linguistic and country commentary on the realities: visibility + color + sound + movement), addresses - speeches of the speaker to teachers and students, explanation of gaps, etc.

The perception of new educational material in the electronic teaching goes through the activation of not only vision (for example, the contextual clarity of M.Yu. Lermontov's poem "Borodino", the color and background-battlefield of Borodino, a video announcer reading the poem, animation - when studying the life and work of A.S. Pushkin, cartoon "Pop and Balda"), but also hearing – the voice of the announcer reading the context, musical and noise design (for example, in the cartoon "Pop and Balda"), which made it possible to create a certain, one might even say given, emotional background, which increased the efficiency of assimilation of the presented material. In addition, we used a branched structure of hyperlinks to definitions and explanations, which made it easier to obtain explanations, definitions, additional information in the course of acquaintance with the training material and at the same time the opportunity to return to the main text;

- a structure management system, where the teacher can set the most acceptable, in his opinion, form and sequence of presentation of the material, which makes it possible to use the same educational material for different audiences, for different types of educational activities, or simply as a reference system.

In addition, in the guide has an integrated electronic (multimedia) knowledge control system, with the help of which monitored the instant result in the form of a finished assessment for the completed task.

In the creating an electronic multimedia textbook, the authors were guided by a number of principles. Among them:

1. The principle of quantization: dividing the material into sections, consisting of modules, minimal in size, but closed in content.
2. Completeness principle: theoretical core, control questions, historical commentary.
3. The principle of visibility, where each module consists of a collection of frames and visualization that makes it easier to understand and memorize new concepts.
4. The branching principle, where each module is linked by hypertext links to other modules so that the user has the choice of cross over to any other module. This principle does not exclude, but even supposes, the presence of recommended transitions that implement the successive study of the material.
5. The principle of regulation, where a student can independently manage the change of frame, has the opportunity to bring up any material on the guide, solve tests, check himself.
6. The principle of adaptability, where an electronic textbook allows adaptation to the needs of a specific user in the learning process, allows you to vary the depth and complexity of the studied material in relation to the needs of the user and generate additional illustrative material, provide interpretations of the studied concepts and the obtained solutions.
7. The principle of collection, where an electronic textbook was made in formats that allow them to be assembled into single electronic complexes, or personal electronic libraries of a student, teacher or researcher.

To understand the structure of our electronic tutorial, we list its main features:

- the possibility of a simple and comfortable structure;
- a developed search engine within an electronic textbook;

- the possibility of built-in automated control of the student's knowledge level;
- the possibility of adapting the studied material to the level of knowledge of the student, which results in a significant increase in the level of motivation of the student;
- the possibility of including fragments of video films or cartoons in our electronic teaching guide to illustrate certain provisions of the educational material;
- the inclusion of interactive fragments in the electronic textbook to ensure an operational dialogue with the learner in natural language;
- full-scale multimedia design of the electronic textbook.

So, our e-tutorial includes the following material:

- a) sounded explanatory and informational (texts devoted to the life and work of the studied writer, texts of works of art);
- b) explanatory and illustrative (explanation, interpretation of gaps with synchronous demonstration of an object, painting: image + sound + color + movement);
- c) linguistic and cultural commenting of realities (contextual and graphic visualization);
- d) multimedia material on the works of classics (image + color + sound + animation);
- e) training and control tests based on the above material.

Thus, the student does not look at the continuously presented material, but separate screen fragments, discretely following each other. Having studied the content of one or another screen, the student clicks the "next" button, and receives the next piece of material. If he understands that he has not mastered everything or remembered from the previous frame, then he presses the "previous" button and goes back one step.

Based on such fragments (for example, on the topic "A.S. Pushkin"), designs a layered structure of educational material, from the following components:

introduction

the life and work of the poet

lyrics

Captain's daughter

Dubrovsky

video clips

tests

lacunae

life of the nobility

life of the peasantry

This electronic study guide was created by means of multimedia (the classification of the complex criterion includes traditional algorithmic languages; general-purpose tools, hypertext and hypermedia tools), this means that it has several ways of presenting information: text, still images (drawings and photographs), moving images (animation and video), and sound (sound and noise design).

All of this is an interactive product. In addition, the tutorial contains audio information: speech, music and sound effects, as well as video information - graphics and photos.

Graphics include drawings, symbols, paintings, and photographs include photographs and scans.

As for the theoretical part of the multimedia textbook, this means that all the material in the tutorial is divided into blocks, that is, sections and chapters.

The general menu of sections is called from the main page. The entrance to each specific section is possible only from this menu. The sections (chapters) we called topics. Each topic has information about the life and work of a poet (writer), texts of works of art, linguistic and cultural commentaries, video clips on the works of classics, visualization in the form of graphic images and photos.

In the process of studying the program material, the student has the opportunity to receive current reference information. To do this, in our tutorial there is a section Reference, where a student with the help of a video can find commenting, interpretation, clarity of words and phrases, which interesting to him/her.

In the developing an electronic multimedia study guide, we went through the following stages:

1. Selection of sources.
2. Development of a table of contents and a list of concepts.
3. Processing texts into modules and creating “Help”.
4. Implementation of hypertext in electronic form.
5. Development of computer support.
6. Selection of material for multimedia implementation.
7. Development of soundtrack.
8. Implementation of soundtrack
9. Preparation of material for visualization of electronic multimedia textbook
10. Visualization of the material.

At the *first stage* of development, the authors selected printed and electronic editions that most fully correspond to the standard program, are laconic and convenient for use, and are available in convenient formats.

At the *second stage*, a table of contents was developed, i.e. the material was broken down into sections, consisting of modules, minimal in size, but closed in content, and a list of concepts that are necessary and sufficient for mastering the educational material was compiled.

At the *third stage*, the source texts were revised in accordance with the table of contents and the structure of the modules, a system of contextual references was developed, links between modules and other hypertext links were determined.

The *fourth stage* is the implementation of hypertext in electronic form.

At the *fifth stage*, we developed computer support: we determined what actions were entrusted to the computer in a particular case and in what form the computer's response should be presented (for example, tests).

At the *sixth stage*, multimedia material was selected.

At the *seventh stage*, we developed sound texts for individual modules in order to unload the screen from text information and use the students' auditory memory to facilitate understanding and memorization of the studied material.

At the *eighth stage*, we recorded the developed soundtrack texts on video and implemented them on a computer.

At the *ninth stage*, we developed scripts for visualization of modules for the greatest clarity and use of the emotional memory of students in order to deeper understanding and memorization of the studied material.

At the *tenth stage*, we visualized the texts, did computer generation and implemented the developed scenarios using drawings, graphs, and animations.

The electronic multimedia training tutorial was prepared for operation: a technical passport, an operating tutorial was written, its methodological content was developed and registration was made in the State Patent Office under No. DqU 00849.

Modern education requires the creation of electronic literature, the presence of which will provide the same computer environment for students and teachers in the classroom and at home. This means that for a successful reform of modern education, it is necessary to make new sources of information (including electronic multimedia textbooks) equally accessible to everyone.

Obviously, with the emergence and improvement of various electronic publications, curriculum and plans of lectures and practical classes, as well as the role of the teacher in the educational process, must fundamentally change.

In our opinion, successful computerization depends not on the number of computers, but on the quality of teaching aids and methodological support for their use (here it is appropriate to recall the term "implementation").

The above does not mean at all that teachers should be immediately put at computers, and classes should be transferred to computer classes. This is not only impossible, but, according to experts, is also harmful to health.

The electronic textbook “Poets and Writers of Russian Literature of the 19th Century” developed by us is addressed to secondary school students with Uzbek language of teaching, students of Uzbek groups of lyceums and colleges, students of non-language faculties with Uzbek language of teaching in higher educational institutions.

The tutorial aims to give pupils and students a circle of knowledge about the most important period in the development of Russian literature, represented in the work of such Russian poets and writers as A.S. Pushkin, M.Yu. Lermontov and I.S. Turgenev.

In order to facilitate the assimilation of this material by students, to increase the volume of reading the text in a certain period of time, the author strove to optimally explain in each text new vocabulary material for students. After each text, an explanation of the gaps is given, i.e. linguistic and cultural vocabulary, which plays an important role in revealing the ideological and thematic content of the material and allows you to perceive and reproduce the main thing in it.

At present, three programs have been developed, which are components of an electronic training tutorial; in the future, we plan to develop the following programs dedicated to the life and work of Russian writers, which will be included in the electronic study guide. These training programs actively involve pupils and students in the educational process, help to overcome the language barrier, and strengthen internal feedback during learning.

By communicating with the machine, students concentrate their attention for a longer time and more easily perceive and comprehend the educational material.

In the methodical organization of feedback with accompanying control, reserves of restoration of communication skills are hidden. With the help of purposeful actions, a high degree of development of lexical skills is achieved.

In general, the introduction of linguistic and cultural material into the educational process contributes to an increase in the emotional level of the learning process, enhances the motivation for learning the Russian language, which ultimately deepens interest in the culture and history of the country of the target language.

The electronic study guide takes into account the linguistic and cultural features of the educational process in the Uzbek audience, which is reflected both in the content of the material contained in the textbook and in the detailed system for the assimilation of key knowledge by pupils and students.

Let us consider the general didactic principles of teaching, which became the basis for the compilation of the electronic multimedia textbook "Poets and Writers of Russian Literature of the 19th Century" as a component of the latest technology in conditions of interactive learning.

The didactic principles of teaching are actually a theoretical basis for the development and improvement of practical technologies. "Teaching principles should be understood as the basic assumptions underlying the method. There are general methodological principles that are used in teaching any subject, i.e. didactic principles and particular methodological principles used in teaching a certain subject, in this case a foreign language, which we will further call methodological principles for brevity". "A principle is often a law fulfilling the function of a principle. It is the principles that determine how learning is done.

As you can see, the principles of teaching form the concept of the didactic process, and at the same time they are components of a single system. Speaking as a category of didactics, the principles of teaching characterize the ways of using laws and patterns in accordance with the intended goals.

Ya. A. Komensky, as you know, considered the principle of conformity to nature in teaching as the basis for constructing the teaching system, and A. Distverg considered didactic principles in the form of requirements for: 1) the content of teaching; 2) tutor; 3) learners.

K.D. Ushinsky considered didactic principles a little differently, namely, as conditions for good teaching: timeliness, gradualness, consistency, consistency, firmness of assimilation, clarity, initiative, students, absence of excessive tension and excessive lightness, correctness. In addition, KD Ushinsky referred to the principles of teaching 1) the consciousness and activity of teaching; 2) visibility; 3) sequence; 4) the strength of knowledge and skills.

In this regard, the scientist considers it necessary "to create such a training system that would ensure the mastery of the language in its main functions - as a means of communication, communication, cognition, planning and organizing activities (especially collective), emotional, aesthetic and moral impact and education - with the priority of the communicative function".

The communicative principle of teaching is combined in the teaching process with other general didactic principles - conscientiousness, consistency, systematicity, scientific nature, an individual approach to students, upbringing and developing learning and the linguodidactic principle of taking into account the native language.

The principle of communication as a category of technique (V.G. Kostomarov, A.A. Leontiev, Yu.S. Stepanov, E.I. Passov) suggests:

- a personal-activity approach to learning a second language;
- the formation of the need to speak a given language as the root cause of this activity, which determines the speech-thinking activity of students;
- development of students' specific communication skills and abilities necessary for adequate perception and creation in Russian of texts of different genres, types, volumes, stylistic tonality in which students are interested;

- individualization and differentiation in training as one of the main means of creating motivation;
- functionality as the basis for the selection and organization of speech means, mastering the grammatical side of speech and lexical units;
- situational: recognition of the situation as a unit of organization of the process of teaching foreign language communication;
- ensuring the constant novelty of the content of the material, conditions, techniques, forms of organizing the educational process as the basis for maintaining interest in learning;
- formation of skills for independent acquisition of knowledge, mastering the experience of creative activity;
- a significant increase in the proportion of collective forms of work in the educational process, contributing to the restructuring of motivational orientation and the creation of an optimal orientation structure.

In accordance with the stages of the implementation of the cycle of pedagogical management of the cognitive and practical activities of students and taking into account the focus of all principles on the formation of the personality, individuality of each student, we distinguish the following system of principles of teaching in a modern secondary school: the principle of interdependence of teaching and upbringing, the principle of the integrity and unity of the pedagogical process, the principles of the unity of educational, developmental and educational functions of training; scientific content and teaching methods; systematicity and consistency in the students' mastering of science, culture, and experience; consciousness, creative activity; visibility, unity of the concrete and the abstract; rational and emotional, reproductive and productive as an expression of an integrated approach; availability of training; the strength of learning outcomes and the development of students' cognitive powers; the principle of connecting learning with life, with the practice of building a democratic society, a rational combination of collective and individual forms and methods of educational work.

All these principles are subject to the leading principle - the principle of the unity of educational, developmental and upbringing functions of teaching, which orients the teacher's work towards familiarizing students in the learning process with universal values.

Having studied the works of M. N. Skatkin, V. A. Sarapulov, A. F. Barannikov, E. I. Passov, V. I. Zagvyazinsky, V. I. Andriyanova, P. I. Pidkasiy, I. P. Podlasy, Yu.K. Babansky, the basis for defining the system of principles of which is based on the personality-activity and managerial approaches, we have identified several basic principles of teaching in a modern school and university, the use of which guided the creation of an electronic multimedia textbook and the organization of work with it in Russian lessons language in the Uzbek audience.

We took the principle of communicativeness as a basis, which provides many opportunities for mastering linguistic material as a means of communication. It is important that this principle allows you to combine the main tasks in the learning process: linguistic and communicative.

Practical experience of working with a multimedia textbook shows that at different stages of training, clarification, adjustment and deepening of knowledge of the language material can be carried out most effectively in the process of independent work in the Russian language with the help of a computer, which helps to activate the cognitive activity of students, the formation of a creative personality capable of self-education based on acquired skills.

Communication rules people, their life, development, behavior, their knowledge of the world and themselves as part of this world.

The communicative principle of language teaching “presupposes the formulation of skills of mastering all the basic rules for the implementation of foreign language communication with the

indispensable coverage of the following functions: 1) cognitive and informational (the ability to express a message, issue a request in order to obtain any necessary information), 2) regulatory (expression of a request, statement of advice, suggestions, etc.), 3) emotional and evaluative (expression of evaluation, wishes, opinions), 4) conventional or etiquette (mastering and using speech and non-speech norms of behavior).

This factor has become a determining factor for the entire didactic system of work with the use of an electronic teaching tutorial, designed to provide the subject-thematic and communicatively-directed content of the language teaching process. The point is that the computer acts as an accomplice, a partner in the process of communication between the student and him. Complicity in communication requires the machine to get used to the role that provides it with speech partnership. Our electronic training tutorial causes a very valuable response from a methodological point of view: it arouses interest. It develops creative activity, which, in turn, contributes to the formation of speech skills and abilities of students, since our material is based on the specific needs of students - communicative, cognitive and aesthetic. In addition, the electronic study guide is also based on such general didactic principles, which were mentioned above, such as consciousness, visibility, scientific nature, accessibility, strength and activity. The communicative principle of teaching is implemented in an electronic multimedia textbook due to the presentation of educational material, the inclusion of special elements in the program, as well as due to the special organization of communication with a computer and feedback, imitating real communication with a native speaker. The use of texts also contributes to the mastery of active speech communication skills, since the text is the basis of training.

Types of work based on the text and in connection with it help to overcome the barrier between the classroom and the real communication situation, facilitate the transition to the conditions of real communication. The use of video fragments accelerates the process of staging and correcting Russian pronunciation: a complex and visual presentation of educational material takes place and the skills of self-control of phonetic and intonational speech design are formed. The development of auditory-pronunciation skills is carried out on the basis of a whole connected text or its fragments.

Here we should say about the interdependence of the principle of communication with the development of the cognitive-value direction of our textbook. The setting and improvement of educational skills develops in parallel with the formation and expansion of the general cultural horizons of pupils and students of Uzbek groups, due to which memory, logic and thinking, feelings and emotions are intensively developed.

Thus, the material of the textbook supports and enhances the interest of pupils and students of national groups in the country of the target language, which in turn contributes to the implementation of the principles of connection between learning and life and the development of cognitive activity of students.

In our case, the student is considered as a "subject of intercultural communication", and an electronic textbook through a computer acts as a "repeater" of Russian culture, propagandizing national-cultural, historical, artistic and aesthetic facts of Russian reality. The tutorial contains culturally marked lacuna material. This is an important factor in upbringing, since it focuses on the dialogue of cultures in different forms of social activity of students. Uzbek students, being the carriers of the Uzbek language and Uzbek culture, must comprehend the spiritual values of world culture.

Students, realizing that they are representatives of a different culture, entering into the process of learning and interacting with a partner - a tutorial get acquainted with the specifics of a different vision of the picture of the world, ethics, traditions and spiritual values of the Russian people. In other words, the electronic tutorial also takes into account the didactic principle of the dialogue of cultures, which

presupposes “the formation of specific cultural ideas about the country of the target language in students.

The electronic training tutorial also provides for the principle of psychological activity of students (sensory, emotional, intellectual and motor).

In the tutorial, in the process of implementing the situational-thematic principle, we proceeded from the laws of the sociological and psychological nature of the educational process. Therefore, the main attention was paid to: 1) the development of students' thinking in the studied language; 2) activation of associative memory in students; 3) the need to practice the skills of speech activity; 4) awareness of the introduced language material. We also focused on 5) the specificity of the educational reference text in the reproduction of a characteristic (especially noteworthy, vital indicative) fragment of the linguistic picture of the world and on its linguo-pragmatic refinement, perfection, imagery.

For example, when explaining the lacunae found in the text of a work of art, we used etymological and ethno-connotative references when explaining, using multimedia tools: - video (image + sound + color + animation). For example, in the section "Gaps": "Life of the Nobility", the author acts as an explanatory one, explains, visually shows a certain gap.

In the interpreting of the lacunae, where multimedia material is used (image + sound + color + animation), of course, the principle of consciousness is taken into account (voluntary and involuntary memorization occurs), which contributes to the creative speech-thinking activity of students in the process of mastering knowledge, skills and abilities.

Speaking about the principle of visualization, it should be said that in the electronic training tutorial we have comprehensively applied visual, auditory and contextual visualization. Multimedia capabilities facilitate effective delivery of educational material.

In the revealing lexical meanings, to consolidate and assimilate linguistic and new national-cultural material, as well as in the process of developing speech skills, we relied on the principle of systematicity.

In the section “Lacunae” there is a thematic series “Life”, which, in turn, is divided into “Life of the nobility” and “Life of the peasantry”. If in the section “Everyday life of the nobility” presented lacunae “wig” are, then “French manners”, “corset”, “vest”, “beret”, “frock coat”, “bow”, “hat”, “lace”, “piano”, “Harp”, “contrabass”, “ball”, “pa”, “galloons”, “epaulets”, “frill”, “carriage”, then in the section “Life of the peasantry” by means of multimedia (visual and auditory visualization), i.e. (video - image + sound + color + movement) are given in the presentations of such lacunae as “sundress”, “cradle”, “hut”, “horn”, “kokoshnik”, “balalaika”, “accordion”, “balalaika”, “harmonic”, “armyak” “caftan”, “kerne”, “peasant woman”, “maid”, etc. Linguistic visualization is served in parallel with auditory and visual. Studying the work of M.Yu. Lermontov “Borodino”, students have the opportunity to see the text and hear the speaker's speech (contextual clarity + the speaker reading the text), moreover - against the background of the colored picture “Borodino: the battlefield” from the series “Panorama of the Battle of Borodino” (a set of postcards), that is, you can read the text after the announcer (since there is contextual clarity), see the picture, see and hear the announcer reading the poem. This is illustrative clarity, i.e. a real idea of reality, about the events that happened once.

Listening to the material, which is preceded by the entire process of assimilation, puts the student in front of the need to intuitively grasp the whole.

All of the above principles are closely related to the principle of novelty, which is revealed in the textbook through new transformations and combinations of language material. For example, the texts of fiction are the true basis for posing analytical and problematic questions. The interpretation of new

facts of the culture of the language being studied, which appear in the works of Russian classics, each time arouses interest, and, therefore, increases the involuntary assimilation of the content of the texts. The use of the same material in different situations is the most effective condition for the development of transferable skills, as well as for the development of dynamism and flexibility of speech skills.

In the process of developing an electronic multimedia study guide, we were also guided by the principle of accessibility: the tutorial has a certain optimal pace, where the material is given in such a way that the introduction of each concept logically follows from the set cognitive task and is prepared by the entire previous learning process. For example, in order to explain to students where the Svyatogorsk monastery is located and why exactly A. S. Pushkin was buried here, the tutorial provides linguistic and cultural commentary on the concept of “monastery”, specifies the historical circumstances of that time, the location of the Svyatogorsk monastery. The use of bright facts, examples from life and their clear presentation facilitates certain concepts. After all, the accessibility of perception, as well as persuasiveness and emotionality, depends on the clarity of presentation. Implementing the principle of accessibility, we focused on managing the cognitive activity of students: we tried to teach them to find the truth, gradually revealing the components of this process.

By teaching students to test and apply their knowledge in practice, we thereby implemented the principle of connection between theory and practice.

In the process of making up the electronic textbook, we also took into account the principle of optimality introduced by Yu.K. Babansky, which requires that the learning process reach not only the good, but also the best level of its functioning for a given situation. The principle of optimality makes requirements of intellectuality, rationality, a sense of measure in the use of various teaching means, including an electronic textbook in the educational process. It focuses on possible results with the minimum required investment of time and effort. This is its main humanistic significance.

Electronic multimedia programmed textbook promotes self-determination of the individual, which is a positive factor in an open democratic society.

The knowledge control system, integrated into the electronic training tutorial, allows you to control the instant result in the form of a ready-made assessment or value judgment (in points).

The developed electronic study guide is also an effective basis for the implementation of the principles of student independence, a rational combination of collective and individual forms and methods of educational work.

Students show cognitive activity, are subjects of activity, are involved in the process of independent acquisition of knowledge. In the process of performing tests, assessment from a compulsory learning tool turns into a method of rational determination of personal rating - an indicator of the significance (weight) of a person.

All of the above principles, on the basis of which the electronic multimedia textbook is built, are subordinated to a single leading principle - the principle of the unity of educational, developmental and upbringing functions of training, which orientates students in the process of language learning using the electronic multimedia textbook to familiarize themselves with universal values. It is this orientation of the training system, comprehensive harmonious education of the personality of pupils and students that is the first integrative property of the system. Its second property is its focus on achieving the harmony of pedagogical influences.

The work on lacunae in the Russian language classes in the Uzbek audience of language and non-language universities should be based on the modern theory of teaching this subject, on the general principles of didactics. One of the main tasks here is overcoming ethno-cultural barriers by students of Uzbek groups of lyceums, colleges and universities. Before talking about the principles of overcoming

ethno-cultural barriers in the study of foreign language and literature, it is necessary to characterize their relationship with the didactic principles of teaching. It should be noted, that the life experience of Uzbek students is unique - it combines the influence of the ethical and aesthetic experience of two cultures - Uzbek and Russian. Studying the works of Russian classics, Uzbek pupils and students often come across facts of a largely new national Russian culture for them. One of the main obstacles to intercultural communication is the national-specific features of the contacting cultures, which creates certain difficulties in the study of the Russian language and literature by Uzbek pupils and students. Due to the difference of cultures, the perception of the moral, ethical and aesthetic aspects of the content of the studied works of art becomes more complicated, which actualizes the importance of working on gaps.

In the course of interlanguage and intercultural comparisons, gaps can be identified in the national language both by the criterion of information conveyed in words about specific objects, phenomena, special events and other elements of national culture in its broad sense, and by the specific nationally determined attitude towards them on the part of carriers specific language.

Setting ourselves the task of defining the principles of work on gaps, we do not mean the creation of some new principles, but the definition of the specifics of the pedagogical implementation of general didactic principles in the specific conditions of classroom and extracurricular work of students, taking into account the current state of teaching Russian language and literature, opportunities to use the diverse connections of the Russian language and literature with other disciplines - native language, native literature, foreign languages, foreign literature, philosophy, history, ethics, cybernetics and other areas of knowledge. Before considering some of the above factors, let us dwell on those issues, without taking into account which it is impossible to work on gaps. These include:

- taking into account the planned and differentiated presentation of the material;
- taking into account the individual characteristics of students;
- taking into account interdisciplinary connections;
- taking into account the possibility of using the latest technology and interactive teaching methods, etc.

It is known that from early childhood a person absorbs impressions of the nature of his land, everyday life, folklore, art of his people, feels the originality of his native language. The combination of these and other factors forms the national taste, creates the psychological prerequisites for the formation of a certain system of imaginative thinking, corresponding to national ideas about the main categories of aesthetics. The psychological "switching" of an Uzbek student to the literature of a different aesthetic system, in particular, Russian literature, is a complex process.

Such work in which each student would maximally show his individual characteristic is gaining great relevance in the study of language and literature. An important role here is played by the principle of clarity: the lesson must be carried out, taking into account the rules of the transition from close to distant, relying on the facts of native literature and culture, the life of the region, the psychological sweetness of pupils and students of the Uzbek audience. The principle of visibility means that in learning, following the logic of the process of assimilating knowledge, at each segment of training it is advisable to determine its initial beginning in the facts and observations of the individual or in axioms, scientific concepts and theories, and then establish a natural transition from the perception of a single, specific subject to the general, abstract or, conversely, from the general, abstract to the singular, concrete.

We believe that visibility provides a connection between the concrete and the abstract, contributes to the development of abstract thinking and serves as its support.

It is considered generally accepted to distinguish four functions of visibility: informing (visual aids are used in the process of introducing educational and cognitive information), teaching (visual aids are used to communicate knowledge and form speech skills and abilities), controlling (used to control and self-control the nature of the knowledge, skills and skills), organizing (related to the selection of benefits and the creation of favorable conditions for their use).

It should be noted that with the help of visual clarity, you can successfully semantize gaps with a specific meaning. The effectiveness of visualization lies in the fact that the auditory perception of the lacunae is reinforced by the visual, and this contributes to better understanding and memorization. Visual means not only facilitate, but also stimulate the mental activity of students, develop observation skills, and make it possible to learn the unfamiliar realities of life, everyday life and work of the Russian people.

According to this principle, when working on gaps, the teacher should provide for the use of transparencies, slides, dia-and films, pictures, photographs, textbooks, methodological developments, linguistic and regional dictionaries and vocabularies, handouts, tables and layouts, as well as the use of electronic literature - electronic dictionaries and reference books.

In the electronic multimedia tutorial we have created, the visualization is presented in the form:

- a) sounded explanatory and informational material;
- b) explanatory and illustrative material;
- c) multimedia material.

After each text, we give an explanation of the lacunae - linguistic and cultural realities, which play an important role in revealing the ideological and thematic content of works of art and allow us to perceive and reproduce the main thing in it.

An equally effective way to intensify the teaching of speech communication among students of the Uzbek audience and the process of working on gaps interconnected with it is the use of intersubject connections, which are the most important means of forming the students' worldview, contribute to the completeness and strength of knowledge, flexibility of their application, develop the cognitive interests of students, their creative thinking.

The study of the Russian language is closely connected with the study of Russian literature, native literature and the language of students, with the study of philosophy, history, ethics and aesthetics, as well as ethnography, foreign languages. Commenting on historical events, geographical and ethnographic names, elements of culture, everyday life, folklore of the Russian people gives the teacher the opportunity to use historical and ethnocultural material, without which it is impossible to effectively work on the gaps.

For example, when studying the work of I.S. Turgenev, a teacher, taking into account interdisciplinary connections, can plan classes using material on history, geography, culture, architecture, religion, etc., which in turn facilitates the presentation of historical, economic, geographical, religious and other lacunae.

Speaking about the writer's anti-serfdom, the teacher explains such historical gaps as serf, courtyard, serf, serfdom, reform, etc. When reading the "Notes of a Hunter", such economic lacunae are introduced as rent, bill of sale, bank notes, credit, corvee, etc.

Studying the works of A.S. Pushkin, M.Yu. Lermontov, I.S. Turgenev, A.P. Chekhov, L.N. Tolstoy and other classics of Russian literature, students get acquainted with the interpretation of a number of lacunae of religious content, such as church, virgin, pop, monk, Easter, Christmas, requiem, bishop, monastery, Right Reverend, holy fool, hieromonk, priest, archimandrite, Orthodox, mass, vespers, cathedral, deacon; with gaps that reflect the area of architecture: hut, terem, wing, mezzanine, veranda,

balcony, shed, attic, porch, hall, bathroom, front, cathedral, belle floor, mezzanine; with gaps associated with the world of music: mazurka, pas, chord, cantata, chorus, keys, requiem, adagio, sonata, waltz, polka, square dance, round dance, grand piano, harp, guslar, etc .; with geographical lacunae: tundra, pine, pine forest, grove, alder, aspen, white-leg, morel, pine cone, spruce, maple, rakita, sturgeon, pike, sable, raccoon, tit, crane, red-breasted, siskin, etc.

The geographical names of Russian cities, localities, rivers, lakes, mountains (for example, Veliky Ustyug, Sergiev Posad, Peter the Great Bay, Kama, etc.) require a special cultural commentary.

The problem of inter subject connections is a reflection of the objectively existing universal connection between the phenomena of reality. Such outstanding teachers as Ya.A. Komensky, A. Disterverg, I. F. Herbart, G. Pestalozzi, F. I. Buslaev, K.D. Ushinsky and others wrote about the importance of taking into account the connection of phenomena in teaching.

Interdisciplinary connections are expressed, firstly, in targeted and meaningful coincidences that actually exist between educational materials of different subjects; secondly, in the organizational forms of using this material in the process of studying certain phenomena.

From a general pedagogical point of view, intersubject connections are considered as one of the means of an integrated approach to teaching and upbringing. They have a positive effect on the motives of learning, contribute to the activation of students' cognitive activity.

Interdisciplinary connections provide a connection between learning and life. Therefore, it is no coincidence that the linguodidactic study of the boundaries and possibilities of using non-Russian interdisciplinary connections (primarily of the native language, Russian and native literature) in teaching Russian is named among the most important particular problems of linguodidactics that require solution at the present stage of development of the methodology of teaching the Russian language and literature.

It should be noted that the use of material from other disciplines for the development of coherent speech of students helps to activate the natural speech activity of students: they willingly participate in the discussion or presentation of topics, the content of which is firmly assimilated by them in the process of studying certain subjects. Interdisciplinary connections in teaching the Russian language contribute to the effective formation of speech skills and abilities, develop cognitive interests and activate the cognitive activity of students of national groups of lyceums, colleges of language and non-language universities.

When working on gaps in the Russian language and literature classes in the Uzbek audience, it is necessary to use the latest technology and interactive teaching methods. The developed electronic multimedia textbook "Poets and Writers of Russian Literature of the 20th Century" makes it possible, provided that it is based on general didactic principles, to effectively overcome ethnocultural barriers in the study of works of art by Russian writers and poets by Uzbek students and students of lyceums, colleges, non-linguistic universities of the republic, and thereby higher quality of linguistic and literary education, spiritual, moral and aesthetic education of the younger generation.

4. Conclusion

Thus, we came to the following conclusions:

1. Currently, the main trends in innovation processes include democratization, humanization, the implementation of innovative strategies in the context of computerized learning, which makes it possible to introduce new material in a rational and economical manner.
2. The computer, being a practical innovation, allows the use of multimedia in the context of considering the semantic communication between man and computer. Multimedia significantly

stimulates the development of oral speech, and most importantly, it develops the initiative of students, promotes their active participation in the educational process as a whole, significantly increases interest in learning the language.

3. The created electronic multimedia textbook "Poets and Writers of Russian Literature of the 19th Century", based on the theory of the stage-by-stage formation of mental actions, is aimed at forming students' objective knowledge about mentality, spiritual values, a new idea and vision of the Russian picture of the world, Russian reality, ethics, the psychology of the Russian person, the facts of history, life, presented in the works of Russian poets and writers of the XIX century.

With the help of multimedia, we intensified the process of showing the explanation, demonstrating the extra linguistic and linguistic facts of Russian culture on the material of the lacunae.

4. The electronic multimedia textbook we have created belongs to the genre of a multimedia educational program, which is presented in the form of a synthesis of an educational book, video clip, fine arts, acting, directing, pedagogical and methodological experience, transformed into the final product - a virtual communicative learning environment.

5. In the above tutorial, the following multimedia capabilities were used in a comprehensive manner:

- video clips (image + color + sound + animation);
- cartoons;
- voiced video (linguistic and cultural commenting of gaps: visibility + color + sound + movement), the announcer's appeal to the teachers and students, an explanation of the gaps;
- structure management system;
- a knowledge control system in the form of tests, which can control the instant result in the form of a finished assessment or the sum of points.

The electronic textbook takes into account the linguo culture logical features of the educational process in the Uzbek audience, which is reflected both in the content of knowledge contained in the textbook and in the detailed system of assimilation of knowledge by pupils and students.

6. Having studied the works of leading psychologists, didactists, methodologists, the basis for identifying the system of principles of which was based on the personality-activity and managerial approaches, we identified several basic principles of teaching in a modern school and university, which we relied on when creating our electronic multimedia textbook for classes on the Russian language in the Uzbek audience. These didactic principles have become guiding, normative requirements for the creation of our electronic multimedia textbook and the organization of the didactic process - working with an electronic (multimedia) textbook in Russian language classes in an Uzbek audience. The principle of communicativeness was adopted as a basis, which provides ample opportunities for mastering linguistic material as a means of communication.

In addition to this principle, we were also guided by the general didactic principles of the connection between learning and life, the development of the cognitive forces of students, the dialogue of cultures, the situational-thematic principle, the principles of conscience, visibility, interdisciplinary connections of learning, systematicity, synthetic assimilation, the principles of novelty, accessibility, independence, rational combination of collective and individual forms and methods of educational work. The listed principles underlying the construction of an electronic multimedia textbook are subordinated to a single leading principle - the principle of the unity of educational, developmental and educational functions of teaching, which focuses on familiarizing students in the process of teaching a language with universal values.

7. In the process of working on the gaps in the Russian language and literature classes in the Uzbek audience, it is necessary to take into account both the above and the principles of using the latest technology and interactive teaching methods. They should serve as starting points for working on Russian gaps in an Uzbek audience. This approach is implemented in our electronic multimedia textbook, which made it possible to effectively overcome ethno cultural barriers in the study of the Russian language by students of groups with the Uzbek language of instruction.

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