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IMPROVING INFORMATION CULTURE IN THE STUDY OF THE RUSSIAN LANGUAGE

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Abstract:
This article reveals the features of information culture in Russian language lessons and contributes to the development of such parameters as memory, semantic reading, monologic speech, and the use of ICT tools.

Keywords: Communication, bilingualism, literacy, thinking, attention, logic, methodology, method, memory, memorization, computer technology.

At present, Uzbekistan is making significant strides in the development of information and communication technologies in the education of the younger generation.

In the Decree of the President of the Republic of Uzbekistan No. UP-5712 of April 29, 2019, *"On the approval of the concept for the development of the public education system of the Republic of Uzbekistan until 2030"*, among the key areas of educational development are the improvement of teaching methods, the gradual introduction of individualized approaches to the educational process, as well as the implementation of modern information and communication technologies and innovative projects in the sphere of public education [1].

It is time to establish the content of information culture in the teaching of the Russian language at schools and universities. Let us consider the necessary conditions for improving the quality of education and self-monitoring:

- mastering computer skills for achieving successful outcomes in the educational process;
- working with electronic educational and methodological materials;
- creating multimedia educational complexes;
- electronic books, manuals, dictionaries;
- schemes, tables, presentations;
- using links when demonstrating art and animated films.

In the modern world, which is undergoing rapid development of digital technologies and information resources, the formation of information culture is a necessary condition for achieving successful educational outcomes. Electronic resources such as online libraries, audio and video materials, and interactive courses allow bilingual students to access a wide range of educational materials and use them in their study of the Russian language. This helps engage students and improve the methodology of language instruction.

Attention to this issue should begin from the early grades of general education schools. This is especially relevant for the teaching of the Russian language. In practice, teachers working with beginners in schools with Russian as the language of instruction often teach children for whom Russian is not their native language—primarily bilingual students. Many of these students have difficulties with Russian pronunciation, which complicates further reading and writing. Their speech often contains errors influenced by their native language.

The teacher's task is to help bilingual children master Russian pronunciation while completing the full school curriculum alongside the rest of the class [2].

One of the main tasks of the teacher is the comprehensive development of the student without causing informational overload that leads to physical, mental, or emotional stress. In the age of innovative technologies, the teacher must help students overcome the barrier between the increasing volume of information they must process and their psychophysiological capabilities.

Bilingual students face various difficulties in mastering Russian literacy (sound difficulties, syllable difficulties, stress placement, pronunciation). To teach students correct Russian speech, reading, and writing, the teacher must be well-versed in the similarities and differences between the phonetic and grammatical systems of Russian and Uzbek and must possess the main methodologies for teaching Russian literacy.

The use of educational software can be an effective tool in distance learning, contributing to the development of students' information culture. As noted earlier, attention to this matter should begin at the primary school level. Teachers of schools with Russian as the language of instruction work with children who are not native speakers of Russian. Their speech often contains errors rooted in the structures of their native language. The teacher's task is to help bilingual

children master Russian pronunciation while completing the curriculum. Information technologies can assist greatly in this process.

The use of multimedia—computers, projectors, and audio systems—is the most obvious way to make lessons modern. These tools significantly expand the range of possible formats for presenting lesson content. Some examples of using multimedia in reading lessons include:

1. Accompanying the teacher's words with illustrations;
2. Displaying important phrases on the screen for students to copy without repeated dictation;
3. Showing excerpts from films, including adaptations of literary works;
4. Conducting tests and quizzes using images and audio or video fragments;
5. Student presentations and project defenses.

Electronic platforms and resources provide a wide range of opportunities for quality learning:

- enabling students to communicate with teachers and peers, access educational materials, take tests, complete assignments, and participate in discussions;
- providing access to lectures, textbooks, videos, and other resources anytime and anywhere, allowing students to study at a comfortable pace;
- facilitating communication through chats, forums, and email, enabling exchange of ideas and feedback;
- offering tools for knowledge assessment and progress monitoring;
- enabling webinars and online conferences for real-time instruction and discussion;
- supporting information storage and exchange between teachers and students;
- enhancing the quality of digital culture among learners;
- maintaining various forms of feedback, which play a crucial role in helping students identify mistakes and stay motivated [3, p. 90].

To achieve these goals, it is important to consider the specifics of each discipline and the level of students' preparation. For example, mathematics courses may use interactive tasks and tests that allow students to track their progress. For learning foreign languages, software programs with audio and video materials can help students develop comprehension and pronunciation skills [4].

Additionally, in distance learning, the absence of direct contact with the teacher and peers must be compensated through tools such as video conferencing, chats, and forums. Student motivation and readiness for independent learning must also be considered. Interactive tasks and projects can encourage students to research and apply new knowledge independently [5].

Thus, the key components of an educator's information literacy are difficult to master without specialized training and comprehensive methodological support aimed at developing professional competencies.

Online education is increasingly in demand and developing in all areas, becoming a necessary skill for professional excellence. A teacher must understand such concepts as computer technology, information resources, electronic textbooks, presentations, learning platforms, online teaching, and electronic gradebooks.

A modern teacher, regardless of field, must be able to work with computer equipment, navigate information programs, use Zoom, chats, and connect with students during online lessons. This means independently managing the technical side of distance learning.

A well-developed information culture enables the teacher to conduct online classes using modern digital technologies. N. L. Sokolova notes that the study of the influence of digital communicative technologies on culture evolves into a study of interconnected cultures—digital and non-digital—as well as different research paradigms, including domestic cultural studies and British Cultural Studies [6].

A variety of digital learning formats include presentations, pages of electronic textbooks, audio and video materials, and links to internet resources. These materials can be shared in chats as files.

"Multimedia and innovative technologies create new opportunities for learning academic material in the format of an academic lecture." [7]

Electronic textbooks present educational material using images, videos, animations, and tables. An electronic textbook allows:

- learning based on audio comprehension;
- creating a language environment for communication and understanding;
- presenting problem-based situations and solving them;
- developing speaking skills while reducing speech errors;
- applying acquired knowledge and skills in practice [8].

In conclusion, information technologies are an integral part of teaching the Russian language. Information literacy plays a particularly important role, making the learning process more engaging and effective through the use of electronic tools and modern computer technologies.

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