Learning Russian Language by Multimedia Resources

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Abstract: Technology is the most useful resource in present time not for learners but also for engineers who are working at the factory. Without technology no future could be constructed in any domains of life. Learning Russian language by multimedia resource is very efficient way of building linguistic competences. Visuals are very important to watch and listen documentaries in Russian language. This paper highlights the essential ways of acquisition language by involving multimedia resources in the workplace or classes. The learners are able to acquire technical terminology through multimedia applications.

Keywords: technology, multimedia resources, Russian language, visuals.

Introduction. At present new innovative technology covers all spheres of life, especially, in education system of our country as it promotes language learners increasing communicative competences in their specialization. The multimedia, especially, visuals in Russian language teaching has been the researchers’ main attention in recent years. Education, especially, SL teaching, has to adapt and renew itself to be compatible with the globalized world. Furthermore, we, teachers of language, prefer using visuals in their language classes because it enhances learners acquiring vocabulary knowledge as well as gaining linguistic skills in learning language with high interest. Besides, visuals help learners to improve their linguistic skills (writing, speaking, listening, and reading). In particular, screened visuals is very important in enhancing adults’ oral comprehension (introduction to different accents, dialects, and speech) as well as listening comprehension (dialogues, and acquisition of new vocabulary knowledge and terminology in the field of petroleum engineering). Moreover, we carried out an experiment with the adult learners at the faculty of oil and gas, Karshi engineering-Economics institute, Karshi, Uzbekistan. The selected participants were forty who were invited to be interviewed with questionnaire which consisted of a variety of questions regarding to their interest in visuals.

The advantages of utilizing multimedia in language teaching. A widespread multimedia tool that has both visual and audio content is video. It is possible to state the advantages of videos via using the terms diversity, facilities and creativity. Videos can be useful particularly to create learner curiosity and arouse interest. Zhu (2012) focuses on the diversity feature of videos. Video appeals to different senses via at the same time. This variety is of great significance in terms of addressing different learners and learning styles. Besides image and sound, video also offers facilities (10:235), which are play controls, transcripts, subtitles and captions.

Furthermore, technology brings flexibility and choice to education (8). Teachers have the freedom to create their own videos using different multimedia tools such as cameras, mobile phones, websites and animation software. That is to say, instead of mechanical Fill in the blanks or Write the past form of the verbs exercises in the course books, an animated video would be more beneficial. Along with these, videos can be of vital help in contextualizing the language.
items. On the other hand, there are also cautious approaches to multimedia tools. In this context, the issues that attract notice are purpose and selection of videos, and nature of language.

As suggested by Zhu (12:135), language teachers should be very clear that multimedia is one of means of assistance for English teaching but not the whole teaching. The video should be used to reach a learning goal (9), not just to color the lesson. It is not realistic to expect learners to learn language more easily and effectively because of just using technological devices. Similarly, the materials need to be carefully selected and designed. In this process, the learners’ level, age, interest and background should be considered. A material that worked well in a class may not work in another class.

**Research methods.** In recent years, multimedia resources were being used in all domains of life such as in education system, offices, firms, companies and factories because of increasing interest of people around the globe. However, using multimedia at higher education is not new today because teachers have been using it for many years as it may be able to enhance their knowledge in macro skills such as (listening, writing, speaking, and reading). In particular, listening and speaking skills need visuals because they involve learners in better understanding the spoken context and could catch the words one by one. We conducted research on the issues of multimedia application is important for adult learners at classes of Russian language for petroleum engineering. The forty students were chosen to be interviewed by the survey. The questionnaire focused on different questions presenting essential side of visuals in classes of Russian languages. The questionnaire was consists of:

1. Is multimedia essential for Russian language learning?
2. Are visuals useful to acquire petroleum engineering in Russian language?
3. Are listening and speaking skills improved by the help of multimedia?
4. Do you prefer learning Engineering sciences by multimedia resources comparing to books or instructions?

**Research Goals**

As we can see the indicated results in the diagram that question 3 and question 1 is more effective comparing to 2 and 4.

An increasing numbers of students preferred learning Russian language through multimedia resources because this provide them with a lot of knowledge and instructions to follow and theoretical knowledge and practice experience.
A good deal of adult learners stated that their linguistic skills, especially, speaking and listening are improved thanks to multimedia resources, visuals.

**Conclusion.** Any language cannot be spoken or written without words or specific terms. Furthermore, a word may relate to any branches of science but specific terminology only specifies specialization of that field of study. Furthermore, the terminology of specific field characterizes the objects which employed in that industry (X. Abdinazarov. 2023:203-204). We are sure that multimedia presents a powerful learning environment for learners in the classroom. Teachers are the main characters to employ video in educational contexts. Without any doubt, technology has revolutionized society in many places around the globe, including how language instruction is taught and delivered. The survey we carried out with the adult students was effective for both teachers and learners because they know which way of learning a language is more productive comparing to traditional.

**References:**