THE FASTEST TECHNOLOGIES CURRENTLY USED IN THE TEACHING OF THE SUBJECT OF THE RUSSIAN LANGUAGE

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Today, a necessary requirement in the preparation of a modern specialist is teaching a foreign language, in particular, Russian as one of the working languages of the UN and a number of international organizations. When entering a university, students already have a certain level of knowledge, skills and abilities in the Russian language, acquired by them based on general secondary and secondary specialized, vocational education. “University teachers are faced with the task of enriching this knowledge and deepening it, consolidating speech skills and abilities in relation to the chosen specialty. However, at the same time, one should not forget that today, living in the modern world, it is necessary to obey its needs.

Modern society lives and follows the requirements of the time and it needs not only highly qualified specialists capable of solving production problems, but professionals ready for innovation, with the potential for continuous professional self-development in a dynamically changing world” (3, 25). Moreover, this means that the learning process itself has changed dramatically [4-20]. The modern learning process has turned students from passive learning objects into active subjects, able to independently acquire the necessary knowledge and effectively organize their self-educational activities even after graduation. However, it must be taken into account that not all students may have sufficient skills in self-educational activities and are not always able to properly organize their independent work, regularly complete assignments, especially if the number of hours allocated for independent work is much more than the number of classroom hours. “If in other disciplines, students study the material in their native language and can quickly complete the necessary knowledge, then in the case of the Russian language, problems arise, since the students themselves consider it a difficult discipline and cannot independently control the correctness of mastering the material” (2, 209).

At the same time, the current situation with the Covid-19 pandemic has shown that the modern electronic educational environment allows you to effectively organize space for practical and independent work, and self-educational development of students, as well as the formation and development of self-control skills, time management as in Russian as a foreign language. As well as other disciplines. “In the electronic educational environment, independent work is organized, methodically managed and controlled by teachers, which helps to effectively assimilate the necessary materials in the discipline on their own. Outside the electronic environment, independent work, as a rule, has an irregular character, since students are not able and are not ready to work independently without the accompaniment of a teacher **(1, 74).**

Most students have no idea how to organize their self-educational activities, how to study the material and control the quality of knowledge, and how reasonably distribute the time allotted for independent work. “As a result, independent work, as a rule, begins to be carried out before control activities, which leads to the need to study a large amount of material in a short period of time, while the quality of the knowledge obtained deteriorates significantly, and part of the material simply remains unexplored, which significantly worsens the quality of knowledge” (3,28). In addition, those students who perform independent work, in case of difficulties, do not have the opportunity to ask questions of interest to them, and if they cannot solve problems on their own, then they postpone or stop independent work altogether [21-36]. The electronic educational environment allows you

quickly get answers to your questions not only from the teacher, but also from other participants in the course, to conduct individual consultations. In addition, the teacher has the opportunity to see how the process of independent work is going on, can correct and direct the work of students, adding the necessary theoretical materials, tasks for working out what caused difficulties, give recommendations and comments.

Thus, independent work in the electronic environment is more efficient and transparent, visible to both the teacher and other students. In addition, the organization of independent work in the electronic environment allows students to develop the skills of planning self-educational activities and the regularity of its implementation.

To form regularity skills each topic offered for independent work in our case on Russian as a foreign language contains mini-lectures explaining the rules, video / audio materials, exercises for memorizing, consolidating vocabulary and practicing grammatical material, as well as tasks for self-control and final testing on topic, which are evenly distributed over the weeks. But at the same time, each student can decide whether he will do it right away, in the middle of the week, or postpone it to the last days, or will follow the proposed pace, but in any case, it is necessary to meet the deadlines. Compliance is monitored at the initial stage every week, then every 2 weeks and at the final stage every 4 weeks, that is, after the completion of work on the topic. In order for students to learn how to plan their self-educational activities, they are invited to create their own electronic work plan calendar, which will remind them of the need to complete tasks.

Thus, everyone forms for himself or herself an individual comfortable pace of work, but at the same time, the ability to meet deadlines develops, which is important for their future professional activities, when it will be necessary to constantly develop and acquire the necessary knowledge on their own. “When organizing independent work in an electronic environment, the teacher and the student himself have the opportunity to see directly both the work process itself and its result and analyze what succeeded or failed and why. In the future, the student himself can adjust his plan of independent work if he was not satisfied with the result, or there were problems with the completion of tasks, for example, some tasks took more time than the student expected did, and as a result, it was difficult to meet the deadlines. (2, 13). Thus, independent work in the electronic environment helps the student to become an active recipient of knowledge, able to control the selfeducational process. To study individual topics and complete tasks online and offline, we offer online learning platforms that we used in our classes during distance learning.

1. For groups studying Russian as a foreign language, when fixing topics, we suggested watching the dialogues on the RETOUR YouTube channel – “*Russian for beginners”, “Russian world”, “Learning Russian in dialogues”, “Walking and exploring Russian museums and theaters*” (1,87). There you can access a free Russian grammar-training program. The 30 videos in seven versions about typical situations when meeting, searching for museums, hotels and restaurants.

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