

Methodological Model Of Improving Communicative Training Of Future Teacher Of Russian As A Foreign Language Based On Virtual Excursions

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Annotation.

The article presents a methodological model aimed at improving the communicative training of future teachers of Russian as a foreign language (RFL) through virtual excursions. This approach promotes the integration of digital technologies into the educational process, increasing the level of students' communicative competence. The goals, objectives, structure of the model and its practical significance are considered, and recommendations for the implementation of virtual excursions in teaching practice are offered.

Keywords: virtual excursions, teaching Russian as a foreign language, digital technologies, communicative competence, linguistic and cultural competence, interactive teaching methods, professional training of teachers.

In the context of globalization and digitalization of education, the search for new methods of training teachers of Russian as a foreign language, capable of effectively developing not only language knowledge but also socio-cultural competencies in students, is becoming relevant. One such innovative approach is the use of virtual excursions, which allow integrating language learning with cultural and methodological aspects of teaching. This method not only improves students' communication skills, but also develops their readiness to use modern technologies in their professional activities.

Improving the communicative training of future teachers of Russian as a foreign language is an important task of modern linguodidactics. An integrated approach, including the development of linguistic, methodological and socio-cultural competencies, as well as the use of modern educational technologies, will significantly improve the level of training of specialists in this field. Further research may be aimed at analyzing the effectiveness of specific methods and tools used in training future teachers of Russian as a foreign language.

The purpose of the developed methodological model is to form and improve the communication skills of future teachers of Russian as a foreign language through the use of virtual excursions in the educational process.

To achieve this goal, the following **tasks** have been identified:

- development of linguistic and cultural competence through familiarization with the cultural and historical realities of Russia;
- formation of methodological skills in organizing and conducting virtual excursions;
- development of interactive teaching methods using digital technologies;
- improving skills in conducting dialogue and stimulating discussions in Russian;
- preparing future teachers to use virtual excursions as a means of increasing the effectiveness of teaching.

Model structure

The methodological model includes five key components:



- theoretical component – studying the basics of the communicative approach in teaching Russian as a foreign language, developing linguistic competence and mastering the methodology of conducting virtual excursions;
- practical component – developing, conducting and analyzing virtual excursions, assessing their effectiveness in the educational process;
- assessment component – monitoring students' progress, assessing the level of development of communication and professional skills;
- technological component – mastering digital technology tools used in organizing and conducting virtual excursions, working with interactive platforms, creating original content;
- reflexive component – analysis of the experience of conducting virtual excursions, discussion of the results, identification of the strengths and weaknesses of the methodology, development of recommendations for further improvement of the approach.

Virtual excursions are digital tours of cultural and historical places in Russia with the possibility of interactive interaction. Their use in teaching Russian as a foreign language contributes to:

- expanding the socio-cultural horizons of students;
- increasing motivation to study the Russian language;
- developing skills for perceiving, analyzing and interpreting authentic material;
- developing skills to adapt to modern teaching methods;
- the use of this tool ensures not only an improvement in the quality of language training, but also the development of flexibility and adaptability in educational activities among future teachers.

Practical implementation with examples

Effective implementation of virtual excursions into the educational process involves the following steps:

- defining the goals and topics of the excursion - for example, a tour of the Hermitage can be aimed at studying vocabulary related to art and culture;
- selection of digital resources – use of 3D tours of the Moscow Kremlin, video tours of the Golden Ring of Russia, as well as interactive maps and materials posted on educational platforms.

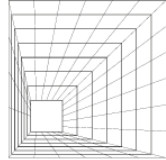
Development of tasks:

- discussion of what they saw (for example, after a tour of the Hermitage, students describe their favorite painting and explain why they liked it);
- role-playing games (for example, students are invited to act as a tour guide and conduct a virtual tour for their classmates);
- writing an essay or report on a visited place (for example, students write a review of a virtual tour of Red Square, describing their impressions);
- organizing an excursion - conducting synchronous or asynchronous classes with an active discussion of the excursion material.

Reflection and analysis of results – for example, discussing the most interesting moments of the excursion, identifying difficult places to understand, analyzing new language structures and expressions.

Conclusion

The use of virtual excursions in the training of Russian as a foreign language teachers is an innovative method that allows integrating traditional and digital teaching methods. The developed methodological model contributes to the formation of professional competence, an increase in the level of communicative skills and the development of pedagogical mastery. The inclusion of this approach in educational programs for training teachers of Russian as a foreign language will improve their qualifications and adapt the educational process to the modern



requirements of the educational environment.

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