



THE ROLE OF ARTIFICIAL INTELLIGENCE TOOLS IN TEACHING THE RUSSIAN LANGUAGE

Khasanova Difuza Mukhtarovna

*Russian language teacher Academic Lyceum of Termez State
University of Engineering and Agrotechnologies*

Abstract: *The article examines the features and effectiveness of teaching the Russian language in the context of distance learning. Modern digital platforms and technologies used to develop learners' lexical, grammatical, grammatical-syntactic, and communicative skills are analyzed. Particular attention is paid to the use of videoconferencing, interactive tasks, online tests, and educational applications. The advantages of distance learning are discussed, along with the challenges related to maintaining learner motivation, monitoring academic performance, and ensuring high-quality feedback. The study concludes that distance forms of Russian language instruction are effective provided that technologies are applied in a pedagogically sound manner and supported by continuous methodological guidance.*

Keywords: *distance learning, Russian language, online platforms, digital technologies, educational applications, learner motivation*

Modern education is actively incorporating distance learning technologies, which is particularly relevant in the context of globalization and remote interaction. Distance learning enables teachers and learners to interact regardless of geographical location by using digital tools, including videoconferencing, collaborative platforms, and interactive tasks (Baranova, 2020) [1].

Tools for Distance Teaching of the Russian Language

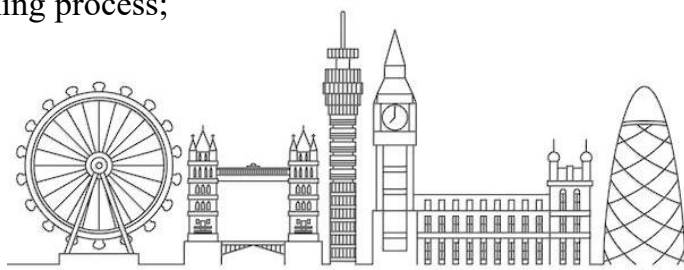
In distance instruction of the Russian language, the following tools are widely used:

- Videoconferencing tools (Zoom, Microsoft Teams, Google Meet), which ensure synchronous interaction and support the development of speaking skills;
- Educational platforms (Moodle, Edmodo, Google Classroom), which allow access to learning materials, assessment of knowledge, and completion of homework assignments;
- Interactive tasks and tests (Quizizz, Kahoot), which stimulate learner motivation and active participation;
- Online language learning applications (LingQ, Duolingo, Quizlet), which help develop vocabulary and grammatical skills (Tomlinson, 2011; Godwin-Jones, 2018) [5][6].

Advantages of Distance Learning

Distance forms of Russian language instruction make it possible to:

- ensure flexibility in organizing the learning process;





MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC SOLUTIONS

- individualize instruction according to learners' proficiency levels;
- increase motivation through interactive and game-based elements;
- provide rapid assessment and timely feedback (Leong & Sweller, 2019) [4].

Problems and Challenges

Despite its advantages, distance learning faces several challenges:

- reduced face-to-face communication and limited opportunities for developing speaking skills;
- technical constraints and varying levels of learners' digital literacy;
- difficulties in maintaining motivation and fostering independent learning (Burmistrova, 2020) [7].

Therefore, it is important for teachers to combine synchronous and asynchronous forms of instruction, adapt materials to learners' proficiency levels, and employ diverse interactive methods to enhance instructional effectiveness.

Conclusion

Experience in teaching the Russian language in a distance learning format demonstrates that digital technologies and educational platforms can significantly improve instructional effectiveness. The use of videoconferencing, interactive tasks, and online applications contributes to the development of all types of speech activity, increases learner motivation, and ensures effective monitoring of learning outcomes. However, the effectiveness of distance learning depends on the teacher's methodological competence, appropriate platform selection, and active interaction with learners.

REFERENCES

1. Baranova, N. A. (2020). Digital technologies and artificial intelligence in foreign language teaching. *Foreign Languages at School*, 5, 12–18.
2. Zimnyaya, I. A. (2004). *Psychology of Foreign Language Learning*. Moscow: Prosveshchenie.
3. Harmer, J. (2007). *How to Teach English*. Harlow: Pearson Longman.
4. Leong, C., & Sweller, J. (2019). Cognitive load theory and instructional design in language learning. *Educational Psychology Review*, 31, 261–292.
5. Tomlinson, B. (2011). *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.
6. Godwin-Jones, R. (2018). Emerging technologies: AI and language learning. *Language Learning & Technology*, 22(3), 1–7.
7. Burmistrova, E. V. (2020). The use of digital educational platforms in teaching the Russian language. *Pedagogy*, 10, 45–52.

