



## Methods Of Visualization Of Educational Materials In Teaching Russian To International Students

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### ABSTRACT

The article describes new trends in teaching foreign languages. The rapid development of new technologies makes it possible to actively apply various visualization techniques that contribute to maintaining motivation and stimulating cognitive interest of foreign students in the process of teaching the Russian language.

### Keywords:

digital technologies, visualization, cognitive interest , modern system

The modern system of teaching foreign languages is characterized by a constant search for new means, methods, techniques to improve the efficiency and quality of education, which is due to global geopolitical and economic changes in the world community, as well as the emergence of new requirements for university graduates. The mixing and movement of peoples and languages bring to the fore the problem of intercultural communication of participants in dialogue and interaction. . All this is reflected in the teaching of foreign languages in universities and the emergence of new problems in the theory and practice of teaching foreign languages, which include the formation and development of communicative competence skills, knowledge of a professional language, self-education of students, teaching a specialty language, selection and content of educational materials, search opportunities to increase the cognitive interest of students in a foreign language, etc.

The rapid development of new technologies and their widespread use, the intense influence of virtual space, innovations in the transmission and processing of information - all this is global in nature and affects the perception of the world around us. One of the most striking trends in the modern information space is visualization,

which is caused by the active development and improvement of digital technologies used in everyday human life. As a result, the concept of "visual" thinking appears. "As a result, the visualization and deverbalization of modern communication and even culture as a whole, which is happening before our eyes, entails a whole range of innovations not only in technical devices for receiving, processing and transmitting information, but also in consciousness, thinking, behavior, education and professional activity, in which the "visual" component is beginning to gain more and more distribution and importance" The famous scientist Larry Rosen conducted research on the degree of influence of modern technologies on the consciousness, thinking style and behavior of people. In his opinion, each new generation is technologically more advanced than the previous one and requires a new pedagogical approach. The 21st century is the century of high technologies, on the one hand, and on the other hand, according to L. Rosen, there is a contradiction between technical progress and educational regression . Therefore, it is necessary to master new modern technologies for educational purposes, "moreover, new computer technologies, like no other, offer limitless opportunities and advantages in

increasing creativity, novelty, diversity and effectiveness of educational methods, the creation of which is becoming one of the most serious didactic tasks" A well-known specialist in the field of computer technology, Jay Bolter, describing the importance of developing visual aids in the learning process, states: "visual communication stimulates the right hemisphere in a special way, and when interacting with the verbal one, it develops brain plasticity, so it is so important for teachers to take this into account, especially when working with modern generation" So, since computer technologies have a number of advantages, we turned to such a method of information visualization in the educational process as video scribing, since this technology allows the implementation of the multimedia principle, which is one of the main didactic principles of the digital educational process.

With the development of scribing technology, simple static drawings gradually began to be replaced by dynamic ones. In fact, this is an animated video, the creator of which is the teacher himself, applying and expanding his creative abilities and creative thinking. This is how the concept of video scribing appeared. When using scribing, the maximum effect of information perception is achieved through the complex interaction of the organs of hearing, vision and imagination through associative memorization. In addition, the purpose of our study is to find ways to visualize educational information that would help increase motivation and enhance the cognitive interest of foreign students in the process of teaching the Russian language.

At a Russian language lesson with foreign students, an experiment was conducted on the use of video scribing. At the first stage, the technique of translating text into a visual range and vice versa was tested, while students worked in teams. The teams received different texts and the task to visualize the information, after which the teams exchanged the created images and tried to recreate the text. The attempts were successful and aroused great interest and enthusiasm. At the second stage, scribing was created in the Wuopb program to accompany the sounding text. It is known that

listening is considered one of the most difficult forms of speech activity in a foreign language. In the control group, the traditional method of working with audio text was used, and in the experimental group, the audio text was accompanied by video scribing. As a result, the students of the experimental group learned about 60% of the material they heard and saw, and the students of the control group remembered 10% of the material they heard. Only after the perception of the same information based on the text, the students of the control group were able to reproduce 30% of the information.

With the help of video scribing, you can create stories based on both lexico-grammatical and linguistic and regional studies material. For example, at one of the lessons dedicated to the Maslenitsa holiday, the text material was also accompanied by video scribing. The advantages of using scribing technology include: efficiency; universality; repeated use; synchronicity. Foreign students note that the visuals accompanying the text material facilitate its perception, increase the emotional background and involvement in the learning process. Seeing a familiar image, foreigners get positive emotions, which contributes to a better assimilation of the material, the lesson becomes more lively and interesting. All this plays a significant role in language learning and develops the cognitive interest of foreign students in the Russian language, culture and country.

Teaching Russian to foreign students involves a set of pedagogical conditions for the development of cognitive interest in a foreign language, i.e. the presence of a conscious understanding of the role of a foreign language in future life and professional activities. The desire of foreign students to learn new things about their chosen profession by means of the Russian language, broadening their horizons, acquiring knowledge about the country of the language being studied - all this develops the cognitive interest of future international specialists.

Thus, since in the conditions of the digital educational process it is necessary to take into account the dominant role of the visual-

figurative type of thinking, and modern foreign students are able to work better with graphics than with text, it is necessary to effectively use the possibilities of visual pedagogical technologies in the learning process.

### Literature

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