

**MENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNAL****MENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**VIRTUAL TOUR AS AN INNOVATIVE METHOD FOR TEACHING
RUSSIAN AS A FOREIGN LANGUAGE****Anjella Axatovna Babaeva***Jizzakh state pedagogical university
Jizzakh, Uzbekistan***ABOUT ARTICLE**

Key words: virtual tour, creative project, virtual museum, sightseeing, educational method, industrial age, illustration, unusual.

Received: 01.05.24
Accepted: 03.05.24
Published: 05.05.24

Abstract: This article considers virtual tours as a promising direction in teaching Russian as a foreign language. The goal of this technology is to improve communication skills, form students' worldview and expand knowledge about the country, its history and culture. The novelty lies in the study of virtual excursions as an innovative educational tool that contributes to a deeper awareness of educational material.

Particular attention to the use of the educational potential of a virtual tour in a Russian foreign language course will help increase positive motivation for the study of Russian language and culture. It is concluded that systematically introducing educational virtual tours into the educational process will enrich the methodology and help build an effective educational environment.

INTRODUCTION

The development of intercultural communication and the threat of the spread of the Corona virus lead to a change in value orientations, which means a change in the role and position of education in society. Society of the 21st century has the opportunity to live in two dimensions: real and virtual. Modern technology allows us to expand the scope of lessons and leads to the need to use new forms of learning to improve the educational process and virtual tools, especially VR/AR technology. Implementing educational projects using virtual reality will take a lot of time and innovations in the educational process are necessary and can be said to be inevitable in the industrial age. Teachers are obliged to organize the

educational process using distance technologies, in the mode of “innovative research”, using atypical forms of work and introducing promising methodological techniques into the learning process. To date, the most popular solutions in the field of education are software and hardware systems that allow you to create and “visit” virtual tours, watch various videos in 360-degree format.

MATERIALS AND METHODS

Virtual tours are of particular interest to philologists, because the study of the communicative aspect of language, its operation in the cultural linguistic environment, and not outside the actual reality of speech, becoming more and more relevant [1, p. 5]. At the beginning of the 20th century, the famous Methodists N.P. Antsiferov, V.A. Gerd, I.M. Grevs, E.A. Zvyagintsev, D.N. Kaigorodov, B.E. Raikov, N.G. Tarasov began to summarize the communication problems during the excursions. Despite the active use of virtual tours in the process of learning Russian, the working method is not yet fully developed. The use of virtual excursions in a remote format as a means of teaching Russian gives a “presence effect” - bright, memorable visual images, communication with real objects that stimulate close communication as authentic: students seem to “get used to the role” and become actors in every situation that occurs with their help, playing certain roles, solving “real” problems in life. Konyukhova T.M. I am sure that “virtual excursions certainly have importance and benefits in foreign language learning, because they directly bring to mind an authentic part of the culture of the country in which the language is being studied and allow you travel to different countries. country” [2, p. 7], visit important museums such as the Tretyak Gallery and the Hermitage, the former boys' rooms and any other tourist attractions. Virtual excursions can be used in RFL lessons in the form of a series of lessons on a specific topic: “Pushkin Museum”, “New Year in Moscow”, “Travel through Russian cities”, “My favorite Russian writer/poet”, “Visit to Maslenitsa”, “Planscheme” (for example, the virtual tour “Summer Vacation Adventure” can serve as a plan to compile a descriptive story), for example, it will be much more interesting for students to visit A.S. museum.

Pushkin, exploring the life and career of the great poet [3, p. 3]. Or visit virtually with your class guides who will tell you about the Orenburg desert and the polar nights of the White Sea cities, the lotuses of Lake Khanka and the medical resorts of Mineralnye Vody, the medieval towers of Vyborg, the Buddhist datsans of Transbaikal and the comfort of the estates of Central Russia. On the Internet you can find a large number of ready-made excursions, and they can serve as a working tool in the educational process. Below are examples of websites used to complete various Russian language course tasks:

1. <http://webtous.ru/virtualnye-ekskursii> - the best virtual tours created in Russia.

2. <https://www.tretyakovgallery.ru/exhibitions/?type=virtualnye-vystavki> - virtual walks around the Russian Museum

3. <http://mirmol.ru/blogs/spisok-ssylok-navirtualnye-jekskursii-po-muzejam-rossii/> - virtual walks around the Russian Museum.

4. www.inside360.fr/visites-virtuelles-lieux/ - the most beautiful corners of Russia, from the Barents Sea to Kamchatka - together with the film crew of the Russian Geographical Society. VR movie and the history of its creation of the place.

5. <https://artsandculture.google.com/streetview/the-state-russian-museum-st-petersburg/> — virtual tour to the State Russian Museum in St. Petersburg.

6. <https://zapovednik-vrn.ru/gallery/virtualnyj-tur> - a virtual tour of the Altai Reserve.

7. <https://armoury-chamber.kreml.ru/en-Ur/virtualtour/> — a virtual tour of the Moscow Kremlin.

8. <https://artsandculture.google.com/streetview/the-state-hermitage-museum> - a virtual tour of the State Hermitage - Literary Russia: Literary Museums of Russia.

9. <https://www.google.com/culturalinstitute/beta/project/russian-literature-museums>

10. <http://journal-shkolniku.ru/virtual-ekskursii.html> - virtual tours of Russia.

11. "Catalogue of museums" [Catalogue of museums - Museums of the world. [Electronic resource]. Access mode:

<http://www.globmuseum.info/category/katalog-muzeev/>.

12. <https://www.mos.ru/city/projects/kulturaonline/excursions/> — the official website of the Mayor of Moscow.

13. <https://mcrkpo.ru/vr-360/> - educational travel bank.

14. https://www.canva.com/ru_ru/obuchenie/virtualnye-ekskursii/ - 41 best virtual museums in the world to visit.

15. <http://www.visit-petersburg.ru/spbonline/> — travel here and now with us!

Based on the traditional division of workflow with a video film directed by Yu.A. Komarova and J. Vehage (technology organizes four stages of the process of working with video films), the fourth main stage (creative stage) provides us with the goal of developing language skills and skills speak. To achieve the goal of this innovative project, we propose to develop a virtual tour of Moscow on New Year's Eve using panoramic photography technology (<http://360cities.net>) or Google maps. maps. Creating a tour is a complex process that requires a lot of creative effort on the part of the student editor. The aim of the creative project is to eliminate possible linguistic difficulties on the topic "Holidays" and the grammatical topic "Genetic and instrumental cases", in order to activate new vocabulary, stimulates students' cognitive interest and forms language and cultural skills. To effectively

use a virtual tour, it is necessary to display new vocabulary on the screen through a presentation with illustrations, such as Snow Maiden and Santa Claus used in frames, etc. The process of working with video films. <https://www.youtube.com/watch?v=MgT9QjY73gM>. Role-playing game "TV show "New Year in Moscow" using a virtual tour should be planned online: the theme of the TV show; an object; time spent ; show the results. The preparation of a fictional television program takes place in the following order:

- Select an object and examine it in detail. – Independent preliminary work of students (presentation of a cultural or historical object). - Conduct conversations with students (theme and purpose are reported, recalling the necessary theoretical materials). Missions of the role-playing game "New Year's Drama in Moscow":

1. Educational:

- To form extensions of ideas about television art as a significant source of information.
- To form the ability to act in accordance with the role (leaders of the program, guests of the program - director of the museum, local historian, researcher, expert).

2. Developing:

- To form the ability to independently solve new problems, facing new conflicts.
- Build monologue and dialogic statements adequately to the goals and areas of communication on the basis of the studied lexical and grammatical material. - To form the skills of theatrical activity.
- To enrich the language stock and regional knowledge.

Students are assigned the following tasks: creating the atmosphere of a television studio, presentation, microphone, TV presenter, viewers and guests of the studio (museum director, local historian, study). In the remote format, student TV presenters create the atmosphere of a television studio in their room or apply a realistic image of an object using 3D technology. The roles of TV presenters, viewers and guests of the studio are constantly changing. The number of experts can vary from 3 to 5 people. The TV presenter invites guests to sit in the studio (he connects them online with his presentation). It controls the start of broadcasting the program's output [4, p. 126]. Ded Moroz and Snegurochka, who know absolutely all the secrets of a magical vacation, will be TV presenters in the magnificent capital. Before starting the interactive adventure, the TV presenter offers viewers interesting tasks and quizzes, after which they begin to watch the virtual tour given by guests in standard studio bags. The guests talked about the bells of Moscow, the main temple of the capital - Christ the Savior, Russian New Year's traditions (each invited student prepared in advance his media task about information this news). In the interactive

adventure, the TV presenter and guests of the program, controlling the circular panorama with the mouse, will create detailed illusions of the surrounding world, having the opportunity to consider:

- Tverskoy Boulevard in festive decoration;
- Arbatskaya Square, Znamenka and Mokhovaya streets;
- The Bolshoi Theatre, surrounded by festive New Year's installations; • Stunningly beautiful New Year trees installed at the most famous sights of the capital;
- the largest and most beautiful temple of the capital - Christ the Savior; • elegant Moscow from the observation deck on Sparrow Hills;
- ancient walls of the Novodevichy Convent;
- Moscow chimes;
- congratulations from the President of Russia;
- New Year's decorated Tverskaya - the main street not only of Moscow, but also of the country.

Viewers-students chat with TV hosts and guests of the program, discuss, ask the most accurate questions or give the most accurate answers using vocabulary and grammar materials studied. Students in the educational process must play "the role not of listeners but of protagonists" and express their views, lead discussions, make the right decisions [5, p. 68]. The competency-based approach is not only concerned with developing existing knowledge but also with the ability to build one's own career development strategy; Self-reflection and activation of personal potential through self-education and self-improvement are of great importance in the educational process [6, p. 68]. After the simulated television program ends, experts review all activities of game participants; prepare a report on the analysis of ideas developed individually and collectively, on the implementation of their role, on the level of debate and on the implementation of specific standards for conducting discussion based on Game rules and appropriate assessment methods.

Based on this material, the following conclusions have been drawn:

1. Successful use of virtual tours ensures the formation of practical knowledge of the Russian language at all levels of Russian language teaching;
2. The advantage of a virtual tour during Russian language lessons is its impressive power and emotional impact on students;
3. Virtual tours allow you to stimulate students in the process of mastering the Russian language, encourage them to improve their communication skills, develop and enrich their linguistic repertoire and regional knowledge;

4. Form the ability to relate linguistic means to the norms of pronunciation behavior of native Russian speakers;

5. Helping to overcome shyness that prevents them from freely using foreign words in speech, will allow them to feel more confident, determine the strategy and tactics of speech behavior and thereby build a Highly qualified professional speech.

RESULTS AND DISCUSSION

Ensuring high quality is one of the central tasks of higher education reform [15]. Research is being conducted to find methods to create strong motivation to study the subject. The issue of using advanced methodological technologies is currently one of the most relevant and discussed issues on the pages of methodological publications [11]. Of interest is the use of various information technologies related to the use of Internet resources. Teachers are faced with the task of finding new teaching methods that not only arouse interest in the subject, but also constantly motivate students and students to learn foreign languages. The issue of learning motivation is still one of the key issues. If students do not feel the need to learn a foreign language, the teacher's efforts will be in vain. The latest generation programs provide students with:

- specific cultural characteristics of psychology, ideology, attitudes, and values of people representing foreign cultures;
- basic facts, realities, names, places to visit, traditions of the country in which the language is studied;
- achievements, discoveries, events in the fields of history, culture, politics, and social life of the language country being studied; and maybe:
- achieve interpersonal and intercultural communication using knowledge of the ethnic and cultural characteristics of the countries where the language under study is used.

It is impossible to study a country's language without depending on its culture and history, so the regional aspect in the study of foreign languages plays an important role. The use of non-standard innovative technologies helps to achieve set goals, increase motivation and effectiveness of training, and enhance the learning process. Non-standard methods of teaching foreign languages include a virtual tour based on didactic principles of clarity, accessibility and scientificity.

The first virtual museum appeared on the Internet in 1991. Since then, the number of virtual museums has increased every year. It can be assumed that in the near future each museum will provide access on its website to a virtual version of tours of permanent and temporary exhibition rooms. Currently, on the Internet, on Russian-language sites and on sites of different countries, you can find a sufficient number of ready-made virtual tours.

Virtual tours presented on the Internet vary in quality. The simple version only combines images and text. Although highly professional 3D versions have realistic graphics, they give you the opportunity to perceive objects with three-dimensional images and 360° movements, creating the effect of full presence. Of course, even the most modern interactive virtual tours that combine audio, images, text and hyperlinks will not replace a personal presence, but they do allow you to get a decent idea complete and encourage you to actually visit the object presented. The world's leading museums offer virtual versions of tours on their websites.

Virtual tours have many advantages, the main one of which is accessibility. The whole world opens before your eyes without wasting material or time. You don't spend money visiting the museum and don't waste time on the way to the exhibits. You can view the object multiple times at any time of the day. Virtual field trips create a strong emotional impact on students and have a beneficial effect in increasing motivation to learn the subject. In addition, methodically thought out virtual field trips create a strong emotional impact on students and have a beneficial effect in increasing motivation to learn the subject. In addition, methodically thought out lessons using this technology will develop the attention and memory of pupils and students, and contribute to the long-term memory of the presented information. By analyzing the content of programs at different educational levels, i.e. programs for bachelor's, master's and postgraduate students, it is possible to identify a number of topics that influence the regional dimension. areas, in which virtual tours can be used. Virtual tours can be used when studying foreign languages in different areas of study. Below are examples of websites used to complete various tasks in a foreign language:

- (1) <http://webtous.ru/virtualnye-ekskursii> - the best virtual tours created in Russia;
- (2) <https://www.google.com/culturalinstitute/beta/> - a collection of art from around the world;
- (3) www.louvre.fr - the Louvre;
- (4) <http://www.club-innovation-culture.fr/visites-virtuelles-des-musees-etdes-lieux-culturels/> - French site, museums and historical sites;
- (5) www.inside360.fr/visites-virtuelles-lieux/ - French site, historical sites;
- (6) <http://www.inside360.fr/visites-virtuelles-lieux/visite-virtuelle-versailles/> - French site, Versailles.

By studying sites with ready-made information products presented, you can see a number of virtual tours that are suitable for studying various branches of knowledge.

Virtual tours can be used directly in the classroom, or you can invite students on a home tour while preparing homework.

Careful thought and methodical and proficient work with the chosen virtual tour option is required to achieve maximum results.

Tasks are provided to students based on the initial level of the student group. Virtual tours in Russian are used, followed by some foreign language tasks and authentic virtual tours.

A variety of tasks should be used, for example:

- view and prepare a report on a given topic; - fill in the gaps in the text;
- continue the sentence according to the meaning; - solve the crossword puzzle after viewing; - describe the picture;
- prepare comments;
- describe your emotions after the visit;
- Express and justify your opinion after the visit;
- prepare a message and presentation;
- voice the episode;
- view and prepare a report on a given topic, etc.

CONCLUSION

In an industrial age of advanced technologies and the transition to distance learning due to the pandemic, a constant search for new integrative principles and interactive teaching methods is necessary to form strong positive motivation for students through using Russian as a foreign language and achieving the highest efficiency. optimal level of absorption of educational material.

We need to create a content management platform that will be an explosive solution in Russian language teaching methods, that can significantly increase the use of virtual reality technology in education, allowing teachers to create lessons independently and using lesson bases developed by other teachers.

Therefore, the virtual tour can be a unique creative method of foreign language teaching, providing information and technical support for teachers' activities.

REFERENCES:

1. Akhmetova N.A. Using the project method in teaching oral communication in Russian as a non-native language / N.A. Akhmetova, Zh.Zh. Tashtankulova // Pedagogy and psychology: topical issues of theory and practice: materials of the VIII Intern. scientific-pract. conf. / editorial board: O.N. Shirokov [et al.] - Cheboksary: CNS Interactive Plus, 2016. P. 44-47. ISSN 2411-8117.

2. Blieva Zh. M. Presentation as an effective and purposeful introduction into the process of forming foreign language professional competence. Izvestiya of the Chechen State Pedagogical Institute. 2015. V. 3. No. 3 (11). pp. 58-63.

3. Boldova T. A. The use of new technologies in the educational process in a foreign language in a language university // Foreign languages: linguistic and methodological aspects. 2016. No. 34. S. 18-25.

4. Konyukhova T.M. The use of virtual tours in teaching English // URL: http://www.metodkopilka.ru/ispolzovanie_virtualnyh_turov_pri_obuchenii_angliyskomu_yazyku-19265.htm

5. Myrzabekova M. The use of role-playing games based on video materials as a means of forming communicative competencies in the study of Russian as a foreign language// Challenges of Science. Issue III. 2020. P.118-130. <https://doi.org/10.31643/2020.017>

6. Nazarova N. B., Mokhova O. L. New information technologies in teaching foreign languages. // Modern problems of science and education. 2016. No. 3. URL: <https://science-education.ru/ru/article/view?id=24564>

7. Nikolaeva M. N. Information and communication technologies in teaching a foreign language in the conditions of the formation of a common European educational space // New trends in modern pedagogical education: foreign languages and design: collection of works. Elektrostal: NGI, 2007, pp. 28-33.

8. Ustyuzhanina N.V. Virtual tour as an innovative form of education // Science and Perspectives. 2017. No. 2. P. 70-74. URL: nip.esrae.ru/14-115.

9. Airpano website. URL: <https://www.airpano.com/360photo/moscow-big-virtualtour>

10. Ziyad H. Advantages of the functioning of the Russian language in the Internet space. 2017- P.15