

Didactic Principles of Compiling an Electronic Multimedia Teaching Aid on the Russian Language and Literature for Pupils and Students of Non-Linguistic Universities of the Republic of Uzbekistan

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Abstract

Abstract. This article discusses the fact that one of the main obstacles to intercultural communication is the national-specific features of the contacting cultures, and this creates certain difficulties in studying the Russian language and literature by pupils and students of the Uzbek language of instruction. Difficulties that arise in the process of reading and understanding a work of art from one culture by a representative of another culture have become the object of research by linguists, methodologists, psychologists, literary scholars and sociologists. This situation has a special socio-political significance, especially now that Uzbekistan has entered the world arena and intercultural communication has become very important.

As practice has shown, the implementation of innovative strategies in the situation of computerized learning helps to significantly expand the possibilities of intercultural learning.

Taking into account the achievements of linguodidactics, generalization and analysis of modern perception of foreign literature by pupils and students, organization of experimental studies and analysis of their results led us to the logical conclusion about the necessity and expediency of development and creation of a new, computer multimedia program in the form of an electronic multimedia teaching aid in the Russian language, which is an auxiliary methodological tool, representing educational literature of a new generation for continuous education of the younger generation.

Key words: lacuns, intercultural communication, innovative strategies, vision of the world picture, extralinguistic facts of Russian culture, multimedia educational programs, perception of foreign literature by pupils and students, electronic multimedia teaching aid, virtual communicative learning environment, man and computer.

Introduction

The rapid development of economic, political and cultural ties between the Republic of

Uzbekistan and other countries and interstate integration in the field of education in our country and in the world community have required the transformation of the entire system of education and upbringing of the younger generation. Modern conditions require considering the system of public education as a single complex of all its links, ensuring... obtaining general and specialized education, professional training, spiritual and moral development of young people as individuals... For this purpose, it is necessary to significantly strengthen the educational school, the system of higher and secondary specialized education, update the curricula, enrich them with the treasures of world culture. Therefore, such problems as language and culture, the dual role of language and culture in the development of society, the formation of skills of full-fledged interpersonal and intercultural communication are naturally becoming relevant today.

The art of communication has acquired global significance these days, because it is on this basis that relationships, mutual understanding and interaction of both individuals and entire nations and states are based.

The above implies the need to improve the content of the education system in the Republic of Uzbekistan at the present stage, especially taking into account the transition from a technogenic to an anthropogenic civilization, humanization and humanitarization of education, mastering the achievements of both national and universal world culture, which is what the National Program for Personnel Training is aimed at. And this, in turn, necessitates the introduction of innovations in the educational process in order to improve the quality of training of young personnel. This fully applies to the methodology of teaching the Russian language in secondary comprehensive schools with the Uzbek language of instruction, in the Uzbek groups of lyceums, colleges and non-linguistic universities. We have two main problems in mind here. The first problem is that one of the obstacles to intercultural communication is the national-specific features of the contacting cultures, which creates serious difficulties in studying the Russian language and literature by pupils and students of groups with the Uzbek language of instruction, which, naturally, requires the implementation of appropriate linguistic and linguodidactic research.

The second problem is the need to create, test and implement new pedagogical technologies and teaching aids into teaching practice, because the technologies used today do not provide the proper level of assimilation of program material in terms of the formation (along with linguistic, speech and communicative) of the cultural competence of students, which affects the quality of intercultural communication, which is in high demand in the modern world, including in the multinational Republic of Uzbekistan.

And the most essential component in the multifunctional process of intercultural communication is language, since the language of the people is its spirit, and the spirit of the people is its language, and it is difficult to imagine anything more identical.

Materials and methods.

The dissertations of E.D. Polivanov, R.R. Reshetov, D.B. Buranov, M.D. Dzhusupov, A.E. Mamatov, A.A. Abduazizov, U.K. Yusupov, M.I. Umarchodzhaev, A.G. Sheremetyeva, M.T. Iriskulov, M.I. Rasulova, R.A. Alimardanov and many other scientists were devoted to the comparative typological study of languages. General and specific issues of language learning in Uzbek schools and university audiences are studied in the works of M.Kh. Tokhtakhodjaeva, V.I. Andrianova, G.Kh. Bakieva, N.A. Artykov, M.A. Khegay, A.M. Kim, T.K. Sattarov, D.D. Dzhalalov, L.T. Akhmedova and others. In recent years, the problems of studying the Russian language in Uzbek schools and university audiences have been the subject of dissertation research by M.P. Bakieva, Sh.A. Abdullaeva, A.Z. Kazakova, S.I. Kazakbaeva, L.Yu. Akramova, O.V. Kon and others. Let us present a number of dissertation studies on the problems of studying the Russian language in Azerbaijani schools and universities (dissertations by R.I. Azizov, L.V. Kolesnikova, D.B. Dzhavadova, S.Kh. Abdullaeva), in the Mari school - T.A. Volkova, in the Polish audience - Grabska Marcelina, the Kazakh audience - K.U. Kunakov, G.G. Erkibaev, L.R. Krymov, U.A. Zhanpeisov, N.B. Saparov, as well as the Turkmen audience - N.S. Dzhumanazarov and others.

The difficulties that arise in the process of reading and understanding a work of art from one culture by a bearer of another culture have been the object of research by a number of famous linguists, sociologists, literary scholars and methodologists (V.V. Vinogradov, L.S. Barkhudarov, A.A. Leontiev, G.D. Tomakhin, E.M. Vereshchagin, V.G. Kostomarov, I.P. Varfolomeev, A.N. Davshan, G.Sh. Abdullaeva and others). The linguocultural aspect and intercultural communication are also the subject of research by T.N. Savchuk, L.N. Chumak, N.P. Volskaya, A.A. Zalevskaya, Yu.E. Prokhorov, G.E. Kreidlin, T.V. Evsyukova, Yu.K. Vorobyov, V.T. Malygin, L.O. Ivanova. If in the works of I.E. Averianova, V.L. Zinovieva, E.S. Slykhalova, E.S. Buryakova, N.V. Ryabov the linguocultural lacunae of the Russian language are subjected to linguistic research, then the dissertations of A.O. Karmyshakov, S.E. Saidova, D.B. Abdykarimov, S.A. Rutkevich, G.L. Zelenin are devoted to the comparative typological analysis of Russian and Kyrgyz, Russian and Bulgarian, Russian and Kazakh, Russian and German, Russian and Avar-Ando-Tsez lacunae. However, to date in the linguistic and methodological literature on the Russian, English and Uzbek languages there is no contrastive linguomethodological study of lacunae - i.e. vocabulary and phraseology with a cultural component of semantics reflecting the peculiarities of life, everyday life, history, and culture of the Russian people, since "successful mastery of the Russian language in a national audience is most closely connected with the acquisition of vocabulary."

In this regard, it is relevant:

1) identification and substantiation from the linguodidactic and linguomethodological points

of view:

- general approaches to the presentation of specific language material when studying a foreign language (based on the gaps in the Russian language in an Uzbek-speaking audience);
 - factors that hinder adequate perception of the gaps in a foreign language (when studying the Russian language by Uzbek pupils and students);
 - ways to remove difficulties in perceiving the gaps in a foreign language both when studying this language and in the process of intercultural communication;
- 2) conducting an experimental study on the problem of teaching Russian lacunae to Uzbek pupils and students using an electronic multimedia teaching aid.

The relevance of this study, in our opinion, is also justified by extralinguistic factors. The changed socio-political situation after the Republic of Uzbekistan gained independence, the growth of national self-awareness of the Uzbek people, the increased interest in their own history and language gave impetus to the development of the Uzbek language, which received the status of the state language. In this situation, it was quite natural that there was some narrowing of the Russian-language linguistic environment and the sphere of use of the Russian language, which was reflected in the reduction in the number of hours for studying the Russian language in schools and universities. These factors suggest that the difficulties for adequate perception of the gaps in the Russian language in the Uzbek-speaking audience, as well as the number of these gaps themselves, will increase. As a result, there is a contradiction between, on the one hand, the increased need of society for cultural acceptance, mutual understanding and "mutual unification", and on the other hand, the insufficient theoretical development of its linguodidactic foundations and experimental testing in the conditions of the modern functioning of languages, in particular Russian, and interlingual interactions.

The research methods were:

- 1) general philosophical: study and analysis of literature on philosophy and sociology, linguistics, psychology (general, age, ethnopsychology), psycholinguistics, ethnocultural studies, linguacultural studies and cultural studies;
- 2) linguistic: description of lacunae in languages of different systems; comparative etymological, component (semen), morphological-syntactic, phraseological, semantic-stylistic analyses of the phenomena under study in Russian, Uzbek and English; 3) sociological and pedagogical: study and analysis of programs and textbooks on the Russian language for Uzbek schools, lyceums, colleges and non-linguistic universities; observation, questionnaires, interviews, conversations, attendance and analysis of classes; generalization and analysis of data from ascertaining sections;
- 4) experimental: organization and implementation of an educational pedagogical

experiment;

5) mathematical and statistical: summing up quantitative results in combination with a qualitative analysis of the obtained results of experimental training.

The methodological basis of the research are the Laws of the Republic of Uzbekistan "On Education", "National Program for Personnel Training", Decrees of the President of the Republic of Uzbekistan and Resolutions of the Cabinet of Ministers of the Republic of Uzbekistan on education, scientific and theoretical works of prominent scientists in the field of pedagogy, psychology, linguistics and computer technology. In our work, we rely on the methodological principles of humanization and democratization, on national and cultural traditions and universal values that form the basis of the concepts of continuous education in the Republic of Uzbekistan and the creation of a new generation of educational literature for the structure of continuous education.

The scientific novelty of the dissertation research is determined by the fact that: 1) gaps in popular science and fiction texts in current Russian language textbooks for secondary schools, groups of lyceums and colleges with Uzbek language of instruction, as well as in the program works of Russian poets and writers of the 19th century were identified and classified; 2) applied a semiotic (component) analysis of lacunae in languages of different systems (Russian, Uzbek and English); investigated the differential features of lacunae in languages of different systems; defined semantic fields, thematic groups of lacunae;

3) described the ethnoconnotative meanings of lacunae with accompanying semantic or stylistic shades; noted the morphological and syntactic features of Russian, Uzbek and English lacunae;

4) studied lacunae - phraseological somatisms and somatic utterances as a source of linguistic and cultural information;

5) described the ways of penetration of:

- Anglo-American lacunae into the Russian language;
- Anglo-American lacunae into the Uzbek language;
- Uzbek lacunae into the Russian language;
- Uzbek lacunae into the English language;
- Russian lacunae into the Uzbek language;
- Russian lacunae into the English language;

6) the principles of compiling an electronic multimedia teaching aid on the Russian language for pupils and students of Uzbek groups have been defined and substantiated; 7) a methodology for working with an electronic multimedia teaching aid on the Russian language in an Uzbek audience has been developed. The material of the study included textbooks on the Russian language for the Uzbek school, Uzbek groups of lyceums, colleges and non-linguistic universities, texts of works by Russian classics, bilingual, etymological,

encyclopedic, philological (linguistic, explanatory, word-formation) dictionaries of various types and volumes, newspaper and magazine material, American, Russian and domestic computer technologies in various disciplines intended for teaching pupils and students, multimedia material via the Internet, videos, feature films and cartoons directly containing Russian lacunae and lacunae of other languages. Theoretical significance of the work. The linguodidactic description, characteristics and classification of structural and semantic features of the lacunae were carried out, which allows us to establish the degree of interaction and mutual influence of cultures in the process of studying the Russian, Uzbek and English languages. The theory of the electronic multimedia teaching aid, methods of presentation, consolidation and activation of gaps in Russian language classes provide an opportunity to develop a similar approach in the future with regard to studying gaps in other foreign languages.

The practical significance of the work is determined by its results and planned prospects:

- 1) an electronic multimedia teaching aid was created on the subject "Russian language" - "Poets and writers of Russian literature of the 19th century" [8] - based on Russian gaps, addressed to senior students of the secondary comprehensive Uzbek school, as well as students of Uzbek groups of lyceums, colleges and non-linguistic universities of the Republic of Uzbekistan;
- 2) the named multimedia teaching aid, aimed at developing pupils and students' regional studies, linguistic regional studies and linguistic cultural studies competence in studying the Russian language and literature, contributes to the development and improvement of intellectual and speech skills and abilities;
- 3) commenting, demonstrating, explaining and presenting the cultural and historical background of language units reveals the lexical minimum of gaps for the Uzbek audience, which requires increased attention, development of regional studies references and assignments when studying the Russian language by Uzbek pupils and students;
- 4) the linguistic and cultural knowledge acquired by students allows them to consciously and competently operate in communicative communication with real facts reflecting the life, culture, ethical norms, speech etiquette, gestures and facial expressions of the Russian people;
- 5) the created electronic multimedia teaching aid can be used as a means of distance learning of the Russian language and literature;
- 6) the experimentally tested methodology made it possible to develop recommendations for authors of Russian language textbooks for a foreign language audience on the creation of linguacultural commentaries to literary texts, as well as materials of a regional studies nature;
- 7) the methodology for creating the above-mentioned electronic multimedia teaching aid on

the Russian language can be applied in the development of similar teaching aids on foreign languages.

Results of the study.

It should be borne in mind that the life experience of students with the Uzbek language of instruction is unique - it combines the influence of the ethical and aesthetic experience of two cultures - Uzbek and Russian. Studying the works of Russian classics, students and pupils of the audience with the Uzbek language of instruction often encounter facts of a largely new Russian national culture. One of the main obstacles to intercultural communication is the national - specific features of the contacting cultures, which creates certain difficulties in the study of the Russian language and literature by Uzbek students and pupils. Due to the difference in cultures, the perception of the moral, ethical and aesthetic aspects of the content of the studied works of art is complicated, which actualizes the importance of working on the gaps.

In the course of interlingual and intercultural comparisons, lacunae can be identified in the national language both by the criterion of information conveyed in words about specific objects, phenomena, special events and other elements of national culture in its broad sense, and by the specific nationally determined attitude towards them on the part of speakers of a particular language.

Since work on lacunae is an integral part of the educational work in Russian language and literature classes in the Uzbek-speaking audience, it must be carried out as a mandatory minimum, it must naturally be based on generally accepted didactic principles of teaching. The system of these principles was outlined in the previous paragraph.

In setting ourselves the task of defining the principles of work on the gaps, we do not mean the creation of some new principles, but the definition of the specifics of the pedagogical implementation of general didactic principles in the specific conditions of the classroom and extracurricular work of students, taking into account the current state of teaching Russian language and literature, the possibilities of using the diverse connections of the Russian language and literature with other disciplines - native language, native literature, foreign languages, foreign literature, philosophy, history, ethics, cybernetics and other areas of knowledge. Before considering some of the listed factors, let us dwell on those issues without which it is impossible to work on the gaps. These include:

- taking into account the systematic and differentiated presentation of material;
- taking into account the individual characteristics of students;
- taking into account interdisciplinary connections;
- taking into account the possibility of using the latest technology and interactive teaching methods, etc.

It is known that from early childhood a person absorbs impressions from the nature of his

region, life, folklore, art of his people, feels the uniqueness of his native language. The combination of these and other factors forms a national taste, creates psychological prerequisites for the formation of a certain system of figurative thinking corresponding to national ideas about the main categories of aesthetics. The psychological "switch" of an Uzbek-speaking student to the literature of another aesthetic system, in particular, Russian literature, is a complex process.

Literature as a form of art is "... not only a channel for reflecting and accumulating information about reality, literature is a significant phenomenon of the national culture of the people" [4:54].

Such work, in which each student would maximally demonstrate his individual characteristics, is of great relevance in the study of language and literature. The principle of clarity plays an important role here: the lesson must be conducted, taking into account the rules of transition from close to distant, relying on the facts of native literature and culture, the life of the region, the psychological disposition of pupils and students of the audience with the Uzbek language of instruction. The principle of clarity means that in training, following the logic of the process of assimilation of knowledge, at each segment of training it is advisable to determine its initial beginning in the facts and observations of the individual or in axioms, scientific concepts and theories, after which to establish a natural transition from the perception of the individual, concrete object to the general, abstract or, conversely, from the general, abstract to the individual, concrete.

N.A. Sorokin, characterizing the essence of the principle of clarity, believes that clarity ensures the connection between the concrete and the abstract, promotes the development of abstract thinking and serves as its support.

The degree of use of clarity and its nature are different at different stages of training [6:224].

It is generally accepted that there are four functions of visual aids: informative (visual aids are used in the process of introducing educational and cognitive information), educational (visual aids are used to communicate knowledge and develop speech skills and abilities), controlling (used to control and self-control the nature of the knowledge, skills and abilities being developed), organizing (relates to the selection of teaching aids and the creation of favorable conditions for their use [3:108].

It should be noted that with the help of visual aids, one can successfully semantize gaps with a specific meaning. The effectiveness of visual aids lies in the fact that the auditory perception of gaps is reinforced by the visual one, and this contributes to better understanding and memorization. Visual aids not only facilitate, but also stimulate the mental activity of students, develop observation skills, and allow one to learn unfamiliar realities of life, everyday life and work of the Russian people.

S. I. Arkhangelsky speaks of this as the principle of the concrete and the abstract. Visual aids are considered as a condition for the transition in learning from the concrete to the abstract, from essence to thought, from features and ideas to concepts and definitions [1:24].

According to this principle, when working on gaps, the teacher should provide for the use of transparencies, slides, slide and film films, paintings, photographs, teaching aids, methodological developments, linguistic and cultural dictionaries and vocabularies, handouts, tables and models, as well as the use of electronic literature - electronic dictionaries and reference books.

Analysis of the research results.

In the electronic multimedia teaching aid [8] that we created, visual aids are presented in the form of:

- a) voiced explanatory and informational material;
- b) explanatory and illustrative material;
- c) multimedia material.

After each text, we provide an explanation of the gaps - linguistic and cultural realities that play an important role in revealing the ideological and thematic content of works of art and allow one to perceive and reproduce the main thing in it.

An equally effective way to intensify the teaching of speech communication to students of the Uzbek audience and the related process of working on the gaps is the use of interdisciplinary connections, which are the most important means of shaping students' worldviews, contribute to the completeness and strength of knowledge, the flexibility of their application, and develop the cognitive interests of students and their creative thinking.

The study of the Russian language is closely connected with the study of Russian literature, native literature and the language of students, with the study of philosophy, history, ethics and aesthetics, as well as ethnography, foreign languages. Commenting on historical events, geographical and ethnographic names, elements of culture, life, folklore of the Russian people gives the teacher the opportunity to use historical and ethnocultural material, without which it is impossible to effectively work on the gaps. For example, when studying the works of I.S. Turgenev, the teacher, taking into account interdisciplinary connections, can plan lessons involving material on history, geography, culture, architecture, religion, etc., which in turn facilitates the presentation of historical, economic, geographical, religious and other gaps. Speaking about the writer's anti-serfdom views, the teacher explains such historical gaps as serf, courtyard, slave, serfdom, reform, etc. When reading "A Hunter's Sketches" such economic lacunae as quitrent, bill of sale, banknote, credit, corvee, etc. are introduced. Studying the works of A.S. Pushkin, M.Yu. Lermontov, I.S. Turgenev, A.P. Chekhov, L.N. Tolstoy and other classics of Russian literature, students become familiar with the interpretation of a number of lacunae reflecting the field of architecture: hut, tower,

outbuilding, mezzanine, veranda, balcony, barn, attic, porch, hall, bathroom, hallway, cathedral, mezzanine, mezzanine; with lacunae associated with the world of music: mazurka, pas, chord, cantata, choir, keys, requiem, adagio, sonata, waltz, polka, quadrille, round dance, piano, gusli, gusli player, etc. with geographical gaps: tundra, pine, pine forest, grove, alder, aspen, white-legged, morel, cone, spruce, maple, willow, sturgeon, pike, sable, raccoon, tit, crane, red-breasted siskin, etc. Geographical names of Russian cities, localities, rivers, lakes, mountains (for example, Veliky Ustyug, Sergiev Posad, Peter the Great Bay, Kama, etc.) also require special cultural commentary.

The problem of interdisciplinary connections is a reflection of the objectively existing universal connection of the phenomena of reality. Such outstanding teachers as Ya.A. Komensky, A. Disterverg, I.F. Herbart, G. Pestalozzi, F.I. Buslaev, K.D. Ushinsky and others wrote about the importance of taking into account the connection of phenomena in teaching. The problem of interdisciplinary connections in pedagogy and in specific methods was one of the leading directions in the 20th century. Scientists saw in interdisciplinary connections "a means of solving a number of general pedagogical and methodological problems: strengthening the cognitive interests of students; increasing the depth and strength of knowledge; ensuring the success of learning; expanding mental horizons..." [2:104].

Interdisciplinary connections are expressed, firstly, in target and content coincidences that actually exist between the educational materials of different subjects; secondly, in the organizational forms of using this material in the process of studying certain phenomena.

From a general pedagogical standpoint, interdisciplinary connections are considered as one of the means of an integrated approach to teaching and education [5:18]. They have a positive effect on the motives for learning and contribute to the activation of students' cognitive activity.

Interdisciplinary connections ensure the connection between learning and life. Therefore, it is no coincidence that among the most important specific problems of linguodidactics that require a solution at the present stage of development of the methodology of teaching Russian language and literature, the "linguodidactic study of the boundaries and possibilities of using non-Russian interdisciplinary connections (primarily the native language, Russian and native literature) in teaching Russian" is named [7:64].

It should be noted that the use of material from other disciplines to develop students' coherent speech helps to activate students' natural speech activity: they willingly participate in the discussion or presentation of topics, the content of which is firmly assimilated by them in the process of studying certain subjects. Interdisciplinary connections in teaching the Russian language contribute to the effective formation of speech skills and abilities, develop cognitive interests and activate the cognitive activity of students of national groups of lyceums, colleges of language and non-linguistic universities. When working on gaps in

Russian language and literature classes in an Uzbek-language classroom, it is necessary to use the latest technologies and interactive teaching methods. The electronic multimedia teaching aid "Poets and writers of Russian literature of the 20th century" developed by us provides an opportunity, subject to reliance on general didactic principles, to effectively overcome ethnocultural barriers in the study of artistic works of Russian writers and poets by Uzbek pupils and students of lyceums, colleges, and non-linguistic universities of the republic, and thereby ensures a higher quality of language and literary education, spiritual, moral and aesthetic education of the younger generation.

Conclusions.

As is known, one of the main obstacles to intercultural communication is the national-specific features of the contacting cultures, which creates certain difficulties in studying the Russian language and literature by pupils and students of the audience with the Uzbek language of instruction. Difficulties arising in the process of reading and understanding a work of art of one culture by a representative of another culture have become the object of research by linguists, methodologists, psychologists, literary scholars and sociologists.

This situation has a special socio-political significance, especially now, when Uzbekistan has entered the world arena and intercultural communication has become very important.

As practice has shown, the implementation of innovative strategies in the situation of computerized learning helps to significantly expand the possibilities of intercultural learning.

Taking into account the achievements of linguodidactics, generalization and analysis of modern perception of foreign literature by pupils and students, organization of experimental studies and analysis of their results led the dissertation author to the logical conclusion about the necessity and expediency of development and creation of a new, computer multimedia program in the form of an electronic multimedia teaching aid in the Russian language, which is an auxiliary methodological tool, representing educational literature of a new generation for continuous education of the younger generation. Theoretical study of the issue on the material of linguistic sources allowed us to state that in linguistic literature there are various definitions and understandings of the essence of a lacuna, various classifications of it are proposed.

The study showed that lacunae are lexical and phraseological units of one language, denoting unique phenomena, historical figures, household items, cultures of certain people belonging to one linguistic and socio-cultural community and having neither full nor partial correspondences in other languages. The plan of the content of the lacunae cannot be compared with any lexical concepts of another language.

A characteristic feature of a lacuna is its untranslatability into other languages in exact correspondence.

The conducted linguistic analysis of the phenomenon under study showed that the core of the lacunae are realia - linguistic and extralinguistic facts inherent in one language and culture in the comparative plan of several languages. These are real facts concerning the life, culture, history of the country of the studied language, its heroes, traditions and customs. A lacuna is both a sign of reality and a unit of language.

The replenishment of one language at the expense of another occurs depending on political and historical events in the life of nations, which was one of the main reasons for the entry of Russian and English lacunae into the Uzbek language. Having studied the materials of the press, fiction, we came to the conclusion that it is possible to identify several ways of penetration of lacunae of one language into another:

- a) through artistic translation of literary works;
- b) thanks to the mass media (mass media) and the Internet;
- c) through the use of foreign-language writers by translators of lacunae of the vernacular.

Techniques for conveying lacunae:

- a) transliteration;
- b) use of a word denoting something close (although not identical);
- c) creation of a new word or phrase for the corresponding phenomenon, based on already existing real elements in the language.

In modern conditions, most Russian and English lacunae enter the Uzbek language through the media and the Internet.

In turn, Uzbek lacunae enter Russian, English and other languages.

The work done on studying lacunae in languages of different systems was the first stage of our research.

The second stage of the research naturally consisted in revealing the etymological, morphological-syntactic and phraseological features of lacunae in languages of different systems. Comparative studies of Russian, Uzbek and English lacunae conducted for educational purposes indicate specific features of national-cultural phenomena in language and culture.

The experience of linguistic and cultural studies, ethnocultural studies, our samples from etymological, word-formation and phraseological dictionaries allow us to conclude that the etymology of lacunae in languages of different systems varies significantly.

Component (seed) analysis is an effective means of studying lacunae. In semantic analysis, thematic groups and thematic subgroups of lacunae are distinguished. Words of a semantic group have one common alternative semantic component. The connection between thematic groups is carried out through "core words", the connection between thematic subgroups is

carried out through "supporting" words.

"Nuclear" words are those words whose semantics include the most common semantic components for a certain thematic group and their optimal manifestation.

"Support" words are those words in which the only common semantic component for a certain semantic block is optimally manifested and differential semantic components are reduced to a minimum.

Belonging to the sphere of thinking, occupying an intermediate position between linguistic forms and the world of things, the linguistic expression of a seme can be achieved:

- a) by an affixal method;
- b) by various combinations of words;
- c) by contrasting root morphemes.

Categorical-lexical features of words act as direct clarifiers of semes. Peripheral positions in word meanings are occupied only by differential and potential semes, expressing secondary, additional features. The unification of semes into lexical-semantic groups occurs against the background of their semantic connections, i.e. against the background of differential semes. Demonstration of connections with folklore tradition, with lacunae of ethnoconnotative coloring, symbolic halos, as well as poetic and artistic associations is possible for many lacunae in languages of different systems.

The aspect of semantics and stylistic attachment of the word is especially described. The description of phraseological units, which include a particular word, is possible with the semantization of lacunae. Morphological analysis of lacunae in languages of different systems shows that they can include words (nouns, adjectives, adverbs, verbs) and phrases (adjective + noun, noun + noun, verb + noun).

Somatic phraseological units and somatic sayings, existing in languages of different systems, are unique facts of the original historical development of a particular people. They have not only a communicative purpose, but also social motivation, and are national and cultural phenomena.

The study of semes, etymological, morphological and syntactic features of lacunae in languages of different systems (Russian, Uzbek and English) is the second stage of the dissertation and is reflected in Chapter II of the study.

Currently, the main trends of innovation processes include democratization, humanization, and the implementation of innovative strategies in the situation of computerized learning. The computer makes it possible to significantly expand the capabilities of visual methods in the educational process.

The computer, being a practical innovation, makes it possible to use multimedia. To teach the language in the needs of the methodology of teaching the Russian language and literature,

we turn to multimedia tools, considering the semantic communication between a person and a computer.

The use of multimedia in the process of teaching oral speech significantly stimulates the development of speech, and most importantly, it affects the initiative of students, promotes their active participation, and generally increases interest in learning the language.

As practice has shown, computer technology is the simplest and most convenient method of introducing educational material.

In the fourth stage of our research, we developed, created and used in practice an electronic multimedia teaching aid on the Russian language for an Uzbek audience. The electronic multimedia teaching aid "Poets and Writers of Russian Literature of the 19th Century" created by us, based on the theory of the stage-by-stage formation of mental actions, is aimed at forming in students objective knowledge about the mentality, spiritual values, a new idea, vision of the Russian picture of the world, Russian reality, ethics, psychology of the Russian person, facts of history, life, presented in the works of Russian poets and writers of the 19th century.

With the help of multimedia, we tried to show, explain, demonstrate extralinguistic and linguistic facts of Russian culture - lacunae.

Our electronic (multimedia) teaching aid belongs to the genre of a multimedia training program, which is presented in the form of a synthesis of a textbook, a video clip, fine arts, acting, directing, pedagogical and methodological experience, transformed into a final product - a virtual communicative learning environment. In the electronic (multimedia) teaching aid, we used the following multimedia capabilities:

- video clips (image + color + sound + animation);
- cartoons;
- voiced video (linguistic commentary on gaps: clarity + color + sound + movement); speaker's address to teachers and students, explanation of gaps;
- structure management system;
- knowledge control system in the form of tests, which can monitor the instant result in the form of a finished assessment or a sum of points.

In the electronic teaching aid, we took into account the linguocultural features of the educational process in the Uzbek audience, which was reflected both in the content of knowledge contained in the teaching aid and in a detailed system of knowledge acquisition by pupils and students.

Having studied the works of leading methodologists, whose system of principles is based on the personal-activity and management approaches, we have identified several principles of teaching in a modern school and university, the application of which guided us in creating our electronic multimedia teaching aid. These didactic principles became the guiding idea,

regulatory requirements in creating our electronic multimedia teaching aid and organizing the didactic process - working with an electronic (multimedia) teaching aid in Russian language classes in an Uzbek-language classroom. We took as a basis the principle of communicativeness, which provides ample opportunities for mastering language material as a means of communication. In addition to this teaching principle, we have applied such general didactic principles as the principle of connecting learning with life, developing students' cognitive abilities, the didactic principle of dialogue of cultures, the situational-thematic principle, the principle of consciousness, clarity, the principle of interdisciplinary connections of learning, the principle of systematicity, synthetic assimilation, the principle of novelty, accessibility, independence, rational combination of collective and individual forms and methods of educational work. All of the listed principles, on the basis of which the electronic (multimedia) teaching aid is built, are subordinated to a single leading principle - the principle of the unity of the educational, developmental and upbringing functions of learning, which orients the work of the aid to introducing students to universal human values in the process of learning a language. When working on lacunae in Russian language and literature classes, it is necessary to take into account these principles, the use of the latest technology and interactive teaching methods. They should serve as starting points for working on Russian lacunae in the Uzbek audience. The electronic multimedia teaching aid we have developed makes it possible to take these principles into account when overcoming ethnocultural barriers when studying Russian by Uzbek students. At the next stage of our study, we prepared and conducted its results, also analyzed experimental training using the electronic multimedia teaching aid and came to the following conclusions:

Conducting experimental training shows that when perceiving Russian lacunae, pupils and students face many difficulties.

These difficulties are due to ethnocultural realities that are atypical for Uzbek students. When revealing the meanings of Russian lacunae, students, based on their life experience, allow the realities of two cultures to be mixed, and do not accurately perceive and understand the meaning of the lacunae. They are also associated with the insufficient preparation of Uzbek students to read the works of Russian classics of the 19th century and the lack of development of innovative methods for teaching Russian language and literature. To overcome the above-mentioned difficulties in the perception of gaps by students, we proposed an electronic multimedia teaching aid "Poets and Writers of Russian Literature of the 19th Century".

The experimental training we conducted using the electronic multimedia teaching aid allowed us to maximally improve the quality of teaching Russian language and literature in an Uzbek-language classroom, individualize training and ensure high efficiency of the educational process.

The experimental training we conducted gives grounds to propose an electronic multimedia teaching aid in the context of intercultural communication.

At the sixth stage of the study, we developed methodological recommendations for the use of an electronic multimedia teaching aid in Russian language classes in an Uzbek audience.

The following stages of our research were the practical solution to the problem under study, the effectiveness and efficiency of which have been proven by many years of experimental work in various regions of the Republic. The positivity of the proposed methodology using computer technologies in Russian language classes in the Uzbek language classroom was confirmed by the analysis of testing data, questionnaires conducted in universities, colleges and lyceums of the Republic of Uzbekistan.

Naturally, we do not consider the proposed electronic multimedia teaching aid to be the only possible one. We see the prospects of research in this area as applied to students in the Uzbek language classroom in the development of electronic linear and multimedia textbooks for senior classes of schools, students of lyceums and colleges, non-linguistic universities with the Uzbek language of instruction; the creation of electronic multimedia dictionaries, teaching aids, methodological materials on the Russian language; further development of the theory and practice of planning,

development and creation, as well as the use of electronic

multimedia educational literature - educational literature of a new generation for continuous education; and substantiation of didactic principles for selecting material for inclusion in electronic literature; development of further methodological recommendations for the creation of electronic multimedia literature: textbooks, dictionaries, manuals and methodological developments; conceptual development of problems of methods of teaching the Russian language using the latest technology - a computer in the context of interactive teaching methods; creation of modern computer multimedia technologies for schools, lyceums, colleges and universities by the combined efforts of methodologists, linguists and programmers; a methodological system for the use of computer multimedia technologies in teaching the Russian language.

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