

THE USE OF DIGITAL PLATFORMS AND SIMULATORS FOR TEACHING PROFESSIONAL COMMUNICATION IN RUSSIAN IN TECHNICAL UNIVERSITIES

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Annotation: *The article discusses the use of digital platforms and simulators for teaching professional communication in Russian in non-linguistic universities. Modern educational technologies, such as Moodle, Zoom platforms and specialized simulators, provide ample opportunities for the formation of professional and communicative competence of students in technical, medical and other fields. The authors focus on the integration of digital resources into the educational process, which helps to increase the motivation of students, develop their independence, self-control and skills of effective business communication. A special place is occupied by the description of the methodology for the development of professional courses, including audio and video materials, interactive tasks and simulators of real professional situations. The results of the study confirm that the use of digital technologies allows you to structure the learning process, automate the control of learning, improve listening, writing and speaking skills, as well as increase student engagement. Simulators of professional situations provide simulation of the real communication environment, which makes training practice-oriented and more effective. The article emphasizes the importance of a well-planned training program that combines digital technologies and methodological guidance from a teacher. This approach ensures the comprehensive development of language and professional skills necessary for a successful student career. The conclusion is made about the need for further development and implementation of digital platforms in the educational environment to improve the quality of teaching Russian as a foreign language.*

Keywords: *profession language, professional communication, digital educational resources, communicative approach, Moodle, blended learning, receptive and productive skills.*

INTRODUCTION

In the era of internet technology development and the widespread use of mobile devices, Russian as a foreign language teachers have additional opportunities to more effectively form communicative and linguistic competencies. This is because the digital environment has become the new habitat for the modern learner, who feels comfortable

in the new cyberspace, where any activities related to acquiring knowledge, skills, and abilities are perceived by students as a special form of existence in the already familiar virtual environment. The relevance of our study is due to the fact that the inclusion of digital tools and technologies in the process of teaching Russian as a foreign language to non-linguistic students makes the learning process more interesting, rich, and engaging, offering the opportunity to achieve better results in a shorter time compared to using traditional methods alone. The aim of our study is to describe the digital educational environment and the educational websites and applications it includes, which allow for the development of grammatical skills in productive and receptive types of speech activity [1].

At present, modern linguodidactics is actively researching the impact of digital technologies on the process of teaching Russian as a foreign language to international students. Some studies highlight didactic properties and principles of teaching that contribute to increasing the effectiveness of learning. Among them are visualization, hypertextuality, interactivity, multimedia, and personalization [2,4,5]. Particular attention is paid to specific aspects of teaching Russian using separate educational services [4,6] and technologies [7]. All researchers, in our opinion, agree on one point – digital technologies provide the opportunity to acquire traditional knowledge through new methods and approaches used by teachers in the educational environment, promoting more effective independent and classroom work.

By "digital educational environment," we mean the set of digital tools provided by the teacher and used by students in technical universities during the study of Russian grammar, with the goal of forming grammatical skills in various types of speech activity. This environment allows for flexible responses to individual personality characteristics, correcting and providing additional opportunities to expand knowledge of the Russian language and improve grammatical skills in written and oral speech for non-linguistic students. The digital environment includes educational websites and mobile applications that can be used by both the teacher and students during lessons alongside traditional methods. Several applications can be used in one lesson, enabling the automation of grammatical skills in written speech, transferring grammatical models into spoken language, and assessing the acquired knowledge. Digital resources save time during lessons, diversify the work, create motivation for learning Russian, reduce cognitive load, visualize grammatical material, and help form the correct use of grammatical forms more quickly [3].

The teacher's task is to create optimal conditions for students to use these applications and websites: providing students with the ability to return to materials posted on their pages at any time for consolidation and review of the learned material. The teacher develops theoretical and practical materials. Online tools allow for the creation of theoretical materials with the addition of illustrations, photographs from real life, and the depiction of moving objects that visually demonstrate the usage features of certain lexical-grammatical categories in speech, such as verbs of motion or perfective and imperfective

aspect verbs [8,9]. All practical exercises are interactive, meaning they require user interaction with objects on the screen and sometimes with other students and the teacher during group work. Exercises can be used for practicing, consolidating, and assessing students' knowledge on specific course topics. Some exercises resemble traditional tasks done in notebooks (substitution and drill exercises), while others are gamified, presented as games where knowledge acquisition occurs through the presentation of varied lexical material reflecting the same grammatical aspect or by completing certain stages through tasks, where the student gradually moves towards the finish line, achieving educational goals. Even when exercises mimic traditional ones, they can be presented in two ways: with multiple-choice answers (selecting the correct form) or with the option to complete an ending or full word in the appropriate grammatical form [6,7].

One of the most challenging topics in Russian grammar is the semantic meaning of cases and case endings. National students typically struggle to memorize the endings of nominal forms, and teachers have to put in significant effort to ensure that nouns, adjectives, pronouns, and numerals are used correctly. Traditional teaching involved a large volume of drill exercises aimed at mastering the inflections of different parts of speech. Digital exercises, however, stand out for their interactivity, visualization, and quick execution. That is, the learner does not need to have a pen, notebook, or a comfortable environment; they can complete these exercises anywhere, as long as they have a mobile phone. The teacher's task is to create assignments using the available templates on the platform.

METHODOLOGY

As the theoretical method of the study, we resorted to summarizing the scientific literature in the area of fundamental approaches to teaching Russian as a foreign language, the use of digital educational resources, and their combined application. We also applied the method of systematizing information to classify different types of digital resources used in learning Russian by their accessibility. To gain a deeper understanding of the tasks outlined above, it is necessary to familiarize oneself with the history of distance learning as a precursor to the development of digital educational resources and the stages of their implementation in higher education, as well as briefly present this information in the study. To achieve the set goals, the following tasks were addressed in the present study:

- Review approaches to teaching Russian in non-linguistic universities;
- Classify digital educational resources used in teaching Russian as a foreign language based on their accessibility;
- Describe the use of electronic educational resources in the process of teaching Russian as a language of profession, using the example of a multimedia business communication course;

- Conduct a survey among students through questionnaires to determine their attitude towards the use of electronic resources;

Study the role of electronic educational resources as a component of the curriculum for teaching business Russian in the learning process. Numerous teaching methodologies have been developed for learning Russian in national groups of technical specialties, each with specific features, advantages, and drawbacks [10]. Many universities prefer the classical, fundamental methodology of teaching, which involves building the grammatical base of the language through the study of grammatical rules, performing written exercises to consolidate theoretical knowledge, and so on. Modern technologies provide a wide selection of digital resources for organizing the learning process of professional communication in Russian. This article discusses several key platforms and tools chosen for integration into the educational process.

Moodle is a popular learning management platform that provides tools for creating structured courses. It is used for hosting learning materials (presentations, video lectures, assignments), automating knowledge control through tests and quizzes, and organizing feedback with instructors. Through Moodle, students can work with modules covering key aspects of professional communication, including business correspondence and oral negotiations.

Zoom is a platform for synchronous real-time interaction, actively used for conducting interactive sessions such as discussions, role-playing games, and negotiations. Zoom's features, such as breakout rooms and screen sharing, allow for simulating professional situations, demonstrating multimedia materials, and creating a sense of presence in the virtual space.

Virtual simulators like *Virtual Speech* and *Mursion* are used to model professional situations. *Virtual Speech* helps students practice public speaking and negotiation skills in a virtual reality environment. *Mursion* is designed to simulate complex work situations such as interviews and conflict resolution, allowing students to develop communication and professional skills.

LingQ is a digital platform for working with texts of professional focus. It provides tools for studying authentic materials, expanding vocabulary, and performing interactive exercises. The platform adapts to the student's level, helping them learn lexical and grammatical features of professional language.

Google Classroom is used as an auxiliary tool for organizing the learning process. It allows for posting additional materials (articles, links, multimedia) and ensures convenient communication between students and teachers. Discussions, questions, and feedback occur in real time, supporting active interaction among participants [11, 12].

RESULTS

Moodle allows you to create courses specially adapted for teaching professional communication in Russian. Within the framework of such courses, you can: Creation of modules on business correspondence and oral negotiations. For example, a module

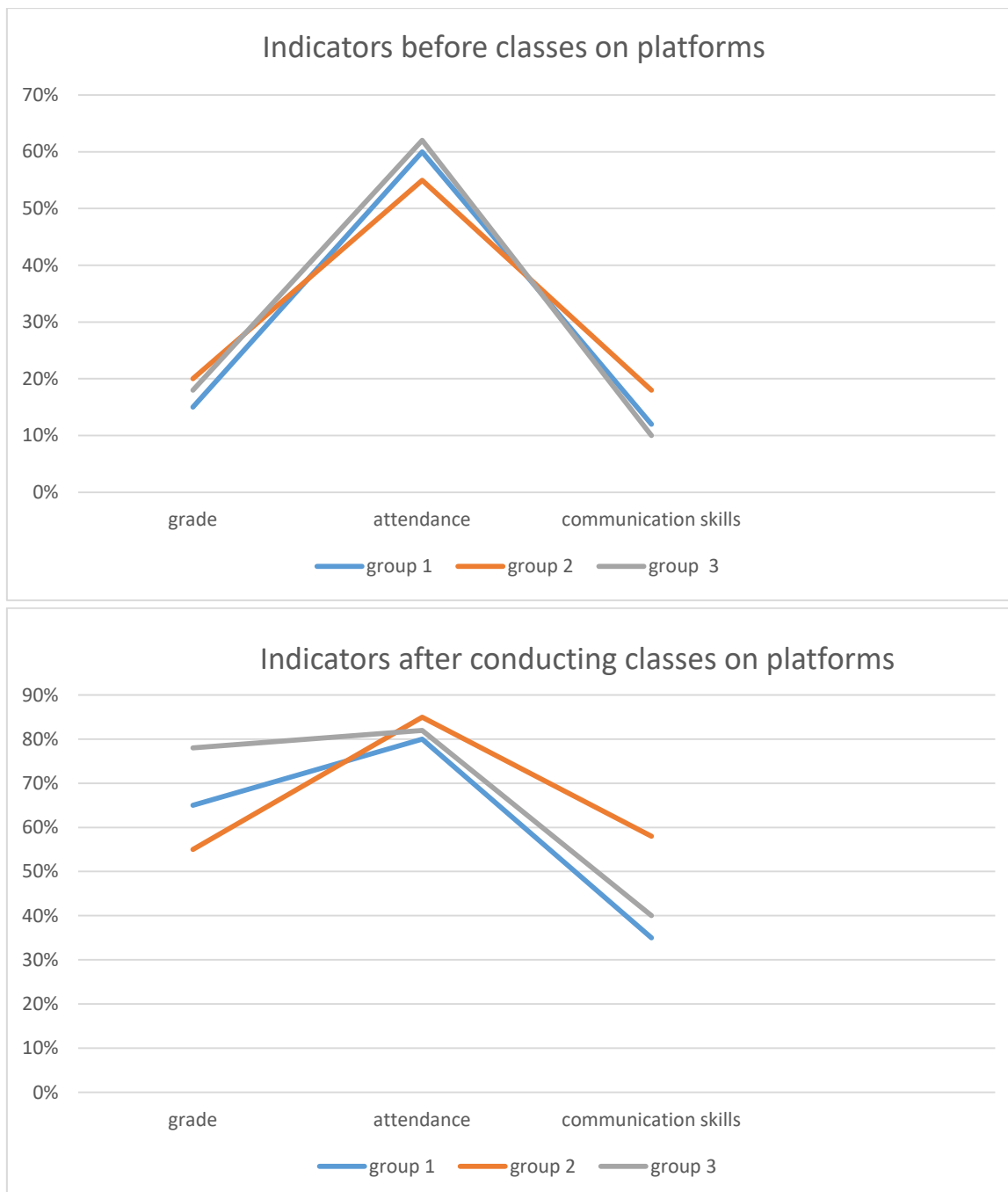
dedicated to writing official letters, reports and e-mails in Russian. The inclusion of tests and quizzes allows you to automate the verification of knowledge, as well as the assessment of grammatical and stylistic correctness. Placement of video tutorials and presentations. Students can view lectures in which the teacher explains key aspects of professional vocabulary and speech forms. Such materials can be useful for understanding the context of the language of business communication, including official forms of communication. Students can exchange opinions and discuss professional communication topics in forums, as well as complete tasks such as writing business letters, participating in discussions in Russian and preparing texts for professional correspondence.

Zoom provides opportunities for synchronous classes where students can actively participate in role-playing games, modeling real professional situations: students can simulate situations, for example, negotiating with clients or colleagues in Russian, discussing contract terms, resolving conflicts in business. The possibility of creating session halls allows you to divide students into groups and conduct negotiations in a "pseudo-real" business situation. The use of a shared screen and the demonstration of multimedia materials. The teacher can demonstrate examples of business letters, presentations, and videos, which helps students not only see examples in Russian, but also work with professional texts, analyzing their content and form.

The Virtual Speech simulator provides students with the opportunity to train public speaking, presentation and negotiation skills in virtual reality. Students can work with Russian-language scripts, learn how to build speech correctly, improve intonation, and confidence in communication. The Mursion simulator helps you simulate difficult work situations, such as interviews, training or conflict resolution, using the Russian language. Students receive feedback on their responses and actions, which helps to develop not only language skills, but also professional behavior in a business environment. LingQ is ideal for working with authentic texts in Russian, which is important for students studying professional communication. The platform helps to expand vocabulary by reading articles, reports and documents in Russian, which is important for understanding the specifics of professional vocabulary in different fields. Students can complete translation tasks, arrange words according to meaning, fill in gaps in texts, which helps to consolidate grammatical and lexical skills for use in professional communication.

Google Classroom can be used as a platform for posting materials and interaction between students and teachers. The teacher can ask questions, initiate discussions on professional topics in Russian (for example, business ethics, the code of communication in business), provide comments and corrections on completed assignments. Students can upload their work, such as business letters, reports, or presentation texts, to evaluate and receive recommendations for improving literacy and communication style. In order to study the effectiveness of the digital technologies listed above, the authors conducted interactive lessons on these platforms for 3 months among 1st-year students of non-

linguistic specialties. The results were entered in the form of a diagram, where changes in attendance, academic performance and communication competencies were noted.



After conducting such classes often among first-year students, the authors noticed that students became much more communicative between each other, there was a sharp increase in academic performance and attendance. Also, communicative competencies give confidence to non-philological students who play a key role when participating in any scientific conferences and symposiums.

DISCUSSION

In the era of digitalization, the integration of technologies into the educational process is becoming increasingly significant. The teaching of professional communication in Russian is no exception, and the use of digital platforms and simulators opens new opportunities for increasing the effectiveness and interactivity of this process. Digital

platforms such as Zoom, Google Meet, Moodle, and specialized language learning apps (e.g., LingQ or Rosetta Stone) provide learners with access to a variety of materials, interactive exercises, and opportunities to communicate with native speakers. These resources help develop professional communication skills, including business correspondence, participation in negotiations, and presentation creation. Furthermore, platforms offer audio and video materials that immerse students in an authentic linguistic environment.

Simulators play a special role in teaching professional communication, as they allow for modeling real work situations. For example, interview, business meeting, or negotiation simulations offer the opportunity to practice speech strategies, expand vocabulary, and build confidence in professional contexts. Simulators like Virtual Speech or Mursion provide virtual environments where learners can interact with characters simulating real-life interlocutors. The advantage of using digital tools lies in their accessibility and flexibility. Students can study at their convenience, review materials, and analyze their mistakes. It is especially important that technologies promote individualized learning, allowing the content to be tailored to each student's needs. However, the implementation of digital platforms and simulators also presents challenges. Among them are technical issues, the need for high-speed internet, and the complexity of adapting traditional methods to the virtual environment. Moreover, successful use of such tools requires teachers to be adequately prepared to integrate them into the learning process. Therefore, digital platforms and simulators represent powerful tools for teaching professional communication in Russian. Their use contributes to the development of practical skills, which is particularly relevant in the context of globalization and increasing demands for professional mobility.

CONCLUSION

The integration of digital platforms and simulators into the process of teaching professional communication in Russian is an important step in the modernization of education. The analysis conducted shows that using such technologies contributes to creating an effective educational environment, where traditional teaching methods are harmoniously complemented by digital resources. Digital platforms such as Moodle, Google Classroom, and specialized simulators provide students with unique opportunities for individualized and interactive learning. They allow for modeling work situations, practicing speech strategies, and developing skills in both oral and written professional communication. These tools foster in-depth study of the language of profession through tasks focused on analyzing practical cases, oral translation, role-playing games, and business letter writing.

However, despite the significant advantages of digital technologies, studies confirm the need to combine online learning with traditional methods. Students prefer a blended format that combines elements of both the digital educational environment and face-to-face interaction. This is because teachers play a key role in motivating students, creating

conditions for active learning, and ensuring emotional engagement, which is difficult to reproduce in a virtual environment. Additionally, the digital environment itself is not a universal solution. Its successful application requires thorough preparation of teachers and adaptation of learning materials. The use of digital resources should be purposeful and consider the specifics of professional training, with the selection of specific tools corresponding to the goals and objectives of the course.

Survey results emphasize the importance of developing integrated educational programs that take into account the advantages of both approaches. This not only improves the quality of education but also meets the needs of modern students, who are oriented towards flexibility and accessibility in the learning process. In conclusion, it can be noted that the use of digital platforms and simulators opens new horizons in teaching professional communication in Russian. These technologies not only expand opportunities for independent and group work but also create conditions for immersive language learning in a professional context. However, the success of implementing these innovations depends on a balanced approach that combines traditional methods, modern technologies, and the teacher's role as a knowledge guide.

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