

Effectiveness of Using Artificial Intelligence in Russian Language Lessons

Manzura Anvarovna Imamaliyeva

Senior Lecturer, Renaissance University of education, Uzbekistan

Abstract: This article analyzes the effectiveness of using artificial intelligence technologies in Russian language lessons. The role of artificial intelligence tools in the language learning process, especially in the development of students' speaking and writing skills, is discussed. The article considers the advantages of using artificial intelligence in the process of learning the Russian language, such as automatic translation, detection of grammar and spelling errors, creation of individual educational approaches, and the effectiveness of interactive lessons. In addition, new methods and techniques for conducting lessons with the help of technologies are presented. The article expresses its views on the prospects for using artificial intelligence tools in learning the Russian language and its role in the field of education.

Keywords: Artificial intelligence, Russian language, language learning, interactive technologies, educational innovations, writing skills, speaking skills, grammar and spelling, educational process.

Introduction: Today, the introduction of artificial intelligence (AI) technologies into the field of education is fundamentally changing the methods of teaching and learning. Russian language lessons are no exception. With the help of artificial intelligence, opportunities are emerging to individualize the learning process, increase interactivity, and improve the effectiveness of students' language learning. One of the main features of artificial intelligence is its ability to adapt to the needs of students, quickly identify and correct errors, as well as implement a highly analytical approach in the learning process. In learning a complex language like Russian, AI technologies, especially in areas such as grammar and lexicon, phonetics, create great opportunities for assisting students and developing their knowledge.

This article examines the effectiveness and benefits of using AI technologies in Russian language lessons. Well-organized technological tools accelerate the language learning process of students, increase their motivation, and provide them with a more interactive and engaging learning experience. The article discusses how AI technologies are used in education, including their practical effectiveness and future prospects in teaching Russian.

Main part: The use of AI technologies in Russian language lessons creates new opportunities for teachers and students. These tools help make the language learning process more effective and interactive. Below, we will consider the main advantages of AI in Russian language lessons and their role in increasing its effectiveness.

Automatic grammar and spelling checker: One of the main advantages of AI is the ability to quickly detect and correct grammatical and spelling errors. Students may have problems identifying errors in texts written in Russian. SI systems, on the other hand, automatically check texts, highlight errors, and suggest appropriate corrections. This process helps students understand and learn from their mistakes.

Individual learning approach: Artificial intelligence allows for the creation of an individual learning approach tailored to the level of knowledge of students. For example, it helps to identify students' strengths and weaknesses, provide materials that are tailored to their needs, and develop reading and writing skills. Customized exercises for students make it easier to master various areas of the Russian language, such as vocabulary and stylistic features of the language.

Interactive learning materials and tools: Interactive learning materials developed with the help of artificial intelligence increase student interest and actively involve them in lessons. Students can learn Russian through a variety of interactive exercises, simulations, and games. These methods provide students with an interesting and effective learning experience, which helps to consolidate their knowledge.

Developing lexical and phonetic knowledge: Lexical and phonetic knowledge play an important role in learning the Russian language. Artificial intelligence systems, for example, through speech recognition and analysis, help students learn the phonetic aspects of the language. Interactive exercises and learning materials are also provided to increase vocabulary and master new words. This allows students to better understand and apply various aspects of the Russian language in practice.

Easing the workload of teachers: Artificial intelligence technologies significantly reduce the workload of teachers. Automating processes such as lesson preparation, adapting materials, and assessing students allows teachers to save time. Teachers can use artificial intelligence to identify the individual needs of students and tailor the lesson to their interests.

Error analysis and personalized analysis capabilities: With artificial intelligence, students' activities are constantly monitored, and the system analyzes the mistakes they make. This analysis helps to improve the student's language learning process, as the student receives clear guidelines on how to correct their mistakes and avoid repeating them in the future. In addition, the teacher can constantly monitor the development of students and evaluate their achievements.

Future prospects for artificial intelligence: The role of artificial intelligence technologies in Russian language lessons is expected to expand further in the future. New technologies, such as natural language processing (NLP) and advanced speech recognition systems, are making it possible to further improve the efficiency of Russian language learning. Integration with new technologies allows teachers to provide more personalized and accurate knowledge, while also enabling students to learn the language quickly and effectively.

The use of artificial intelligence technologies in Russian language lessons has provided significant progress in making the language learning process more effective and interactive for students. The main advantages of artificial intelligence, such as automatic detection of grammar and spelling errors, creating an individual learning approach, providing interactive materials and exercises, have increased students' interest in learning the language. This has helped students learn Russian faster and more effectively.

The opportunities that artificial intelligence technologies provide for teachers are also great. Teachers have been able to save more time and resources when preparing lessons and assessing students' knowledge. Teachers have been able to improve the educational process by quickly identifying students' mistakes and providing them with correct explanations.

The future prospects of technology provide new opportunities for making the Russian language teaching process more effective. The development of artificial intelligence allows teachers and students to provide more interactive, personalized and effective learning materials. This increases the quality and efficiency of learning the Russian language.

In general, the use of artificial intelligence technologies in Russian language lessons makes the teaching process more effective, interesting and personalized. At the same time, it greatly helps students consolidate their knowledge and master the Russian language. The role of artificial intelligence in education is expected to increase in the future, and this will create new opportunities for students.

Conclusion: The use of artificial intelligence technologies in Russian language lessons helps to create an effective and interactive learning environment for students. These technologies serve as an effective tool for individually developing students' knowledge, correcting grammar and spelling errors, and strengthening lexical and phonetic skills. They also make it easier for teachers to prepare lessons and assess students. In the future, the role of artificial intelligence technologies in the teaching process is expected to increase even more.

The use of artificial intelligence technologies in Russian language lessons has become an important tool for updating and increasing the efficiency of the educational process. With the help of artificial intelligence, students can strengthen their knowledge in the areas of grammar, spelling, vocabulary and phonetics based on an individual approach. Technologies also attract students to lessons through interesting and interactive methods, increasing their motivation.

For teachers, artificial intelligence technologies serve as an effective tool for preparing lessons and assessing students. With the help of technology, teachers will be able to quickly identify students' mistakes and make the right corrections, which will help improve the educational process.

In the future, the role of artificial intelligence technologies in education is expected to expand even further. These technologies will allow students to create a more personalized, interactive and effective learning experience. Full use of the capabilities of artificial intelligence in the process of learning the Russian language will help to improve the quality of education and raise the level of knowledge of students to a higher level. Thus, the use of artificial intelligence technologies in Russian language lessons is of great importance not only in developing students' reading and writing skills, but also in making the overall educational process effective and interesting.

REFERENCES

1. Jalolov J. J., Makhkamova G. T., Ashurov Sh S. English language teaching methodology //Tashkent: Fan va texnologiya. – 2015.
2. Jalolov J. J. Interference in the methodology of teaching a non-native language //Uzbekistonda xorijiy tillar//ilmiy-methodik electronic journal. – 2017. – №. 5-6.
3. Ismailov, Bobir & Imamalieva, Manzura & Khamrakulov, Gofurjon. (2023). CLASSIFICATION FEATURES AND DETAILS OF SUBPOSITION 2204 30 NATURAL WINES OF THE COMMODITY NOMENCLATURE. *Universum:Technical sciences*. 110. 10.32743/UniTech.2023.110.5.15532.
4. Djampulatova, N. (2023). THE ROLE OF THE COACHING APPROACH IN TEACHING A FOREIGN LANGUAGE. *Journal of Academic Research and Trends in Educational Sciences*, 2(1), 191-195.
5. Djampulatova N. Ways to improve communicative competence in English in creating an integrative learning environment. – 2022.
6. Yakubov, O. "Application of the method of associations in the educational process." *Журнал образовательный портал «Мультиурок 3.7 (2022)*.
7. Yakubov O. A. ASSOCIATION METHOD AS A WAY TO IMPLEMENT INNOVATIVE APPROACHES //Cutting Edge-Science. – 2020. – T. 8.
8. Oybek Anvarovich Yakubov. (2024). Teaching a Foreign Language in Different Higher Education Universities. *Spanish Journal of Innovation and Integrity*, 31, 182-185. Retrieved from <https://sjii.indexedresearch.org/index.php/sjii/article/view/1338>
9. Nigora Mahmudovna Djampulatova. (2024). Application of Pedagogical Coaching Methods in Teaching Foreign Language to Students. *Information Horizons: American Journal of Library and Information Science Innovation (2993-2777)*, 2(9), 45–47. Retrieved from <https://grnjournal.us/index.php/AJLISI/article/view/5841>

10. Abdullayeva, M., and M. Maxmudova. "IMPORTANCE OF LEGAL EDUCATION CHARACTERISTICS." *Science and Innovation* 1.7 (2022): 1311-1314.
11. Абдуллаева, Мархабо Рахмонкуловна. "Национальный колорит в художественном переводе (узбекском языке)." *Проблемы и перспективы развития России: Молодежный взгляд в будущее*. 2018.
12. ABDULLAYEVA SOKHIBAKHON YAKUBOVNA. (2021). FORMATION OF LOCAL BUDGET REVENUES IN THE MODERNIZATION OF THE ECONOMY. *JournalNX - A Multidisciplinary Peer Reviewed Journal*, 6(10), 189–191. Retrieved from <https://repo.journalnx.com/index.php/nx/article/view/251>
13. Sokhibakhon Yakubovna Abdullayeva. (2021). THE EFFECTIVE USE OF VIDEO TASKS IN THE GERMAN LANGUAGE LESSONS. *Emergent: Journal of Educational Discoveries and Lifelong Learning (EJEDL)*, 2(08), 1–5. <https://doi.org/10.17605/OSF.IO/QG2X7>
14. ABDULLAYEVA, S. . Y. (2024). Questions of Syntagmatics in Syntax. *Intersections of Faith and Culture: American Journal of Religious and Cultural Studies (2993-2599)*, 2(3), 135–139. Retrieved from <https://grnjournal.us/index.php/AJRCS/article/view/4016>