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THE USE OF DIGITAL EDUCATIONAL RESOURCES IN TEACHING THE RUSSIAN LANGUAGE AT HIGHER EDUCATION INSTITUTIONS OF ARTS AND CULTURE: A SOCIO-ECONOMIC PERSPECTIVE

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Abstract

The article examines methodological and socio-economic aspects of using digital educational resources in teaching Russian at universities of arts and culture in Uzbekistan. The impact of educational digitalization on the development of linguistic and communicative competencies of students of creative specialties, as well as on human capital development, is analyzed. Special attention is paid to the didactic potential of digital technologies, their role in increasing students' motivation and developing professionally oriented speech activity. The relevance of combining digital and traditional teaching methods in modern socio-economic conditions is substantiated.

Keywords: Digital educational resources, Russian language, higher education, teaching methodology, digitalization of education, socio-economic aspect, human capital.

Introduction

Modern higher education is developing in the context of active digitalization affecting all levels and areas of educational activity. Information and communication technologies are becoming an integral part of the educational

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process, transforming traditional forms and methods of instruction. In this regard, the issue of using digital educational resources in teaching the Russian language in higher education institutions is becoming particularly relevant.

For higher education institutions of arts and culture in Uzbekistan, this issue has specific significance. In this context, the Russian language functions not only as an academic discipline but also as a means of professional and intercultural communication. Proficiency in Russian expands the opportunities available to future specialists in the field of arts and culture and facilitates their integration into the international cultural space. This necessitates the search for methodologically sound approaches to the integration of digital educational resources into the teaching process.

Main Body

When discussing the concept of digital educational resources and their classifications, it should be noted that in academic literature digital educational resources are defined as a set of electronic learning tools presented in digital form and ensuring the achievement of educational objectives through the use of information technologies [1]. Such resources include electronic textbooks, multimedia presentations, online courses, video lectures, interactive assignments, electronic dictionaries, and testing systems.

From a methodological perspective, digital educational resources in teaching the Russian language at higher education institutions can be classified as follows:

- informational resources providing access to texts, reference materials, and dictionaries;
- instructional resources aimed at developing language skills and competencies;
- assessment resources used to evaluate the level of mastery of educational material;
- communicative resources that create conditions for interactive communication and collaborative activities among students.

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Such a classification makes it possible to purposefully employ digital technologies depending on the objectives and stages of instruction. Considering the didactic potential of digital technologies in teaching the Russian language, the use of digital educational resources contributes to the implementation of the fundamental didactic principles of instruction—visualization, accessibility, systematic organization, and learner activity [2].

The multimedia nature of digital resources ensures simultaneous engagement of various information perception channels, which enhances the effectiveness of learning. Digital technologies are particularly important for developing students' communicative competence. Audio and video materials allow the simulation of real-life speech situations, while interactive tasks contribute to the development of oral and written language skills. Furthermore, digital resources create conditions for individualized learning, allowing consideration of each student's proficiency level and educational needs.

In higher education institutions of arts and culture, it is advisable to use digital educational resources taking into account the professional orientation of instruction. Effective activities include tasks based on the analysis of artistic texts, video materials, interviews with art professionals, and excerpts from performances and concerts. Project-based activities using digital technologies allow for the integration of Russian language learning with students' professional training. Completing creative projects in Russian promotes the development of verbal activity and the acquisition of professionally oriented vocabulary [3].

Despite their significant didactic potential, the use of digital educational resources is accompanied by a number of challenges. These include an insufficient level of digital competence among some instructors, limited access to technical equipment, and a shortage of adapted digital materials that take into account the national and cultural context of instruction. Prospects for development are associated with the creation of specialized digital Russian language courses

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aimed at students of creative disciplines, as well as with the professional development of instructors in the field of digital pedagogy [4].

Conclusion. Thus, digital educational resources are an important factor in improving the quality of Russian language instruction at higher education institutions of arts and culture in Uzbekistan. Their use contributes to the development of students' communicative competence, increases motivation for learning, and facilitates the formation of professionally significant language skills. Effective integration of digital technologies requires a methodologically sound approach and consideration of the specific characteristics of the educational environment.

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