

MUHANDISLIK

& IQTISODIYOT

*ijtimoiy-iqtisodiy, innovatsion texnik,
fan va ta'limga oid ilmiy-amaliy jurnal*

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05.01.00 – Axborot texnologiyalari, boshqaruv va kompyuter grafikasi
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05.01.03 – Informatikaning nazariy asoslari
05.01.04 – Hisoblash mashinalari, majmualari va kompyuter tarmoqlarining matematik va dasturiy ta'minoti
05.01.05 – Axborotlarni himoyalash usullari va tizimlari. Axborot xavfsizligi
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05.01.07 – Matematik modelashtirish
05.01.11 – Raqamli texnologiyalar va sun'iy intellekt
05.02.00 – Mashinasozlik va mashinashunoslik
05.02.08 – Yer usti majmualari va uchish apparatlari
05.03.02 – Metrologiya va metrologiya ta'minoti
05.04.01 – Telekommunikatsiya va kompyuter tizimlari, telekommunikatsiya tarmoqlari va qurilmalari. Axborotlarni taqsimlash
05.05.03 – Yorug'lik texnikasi. Maxsus yoritish texnologiyasi
05.05.05 – Issiqlik texnikasining nazariy asoslari
05.05.06 – Qayta tiklanadigan energiya turlari asosidagi energiya qurilmalari
05.06.01 – To'qimachilik va yengil sanoat ishlab chiqarishlari materialshunosligi
05.08.03 – Temir yo'l transportini ishlatish
05.09.01 – Qurilish konstruksiyalari, bino va inshootlar
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08.00.03 - Sanoat iqtisodiyoti
08.00.04 - Qishloq xo'jaligi iqtisodiyoti
08.00.05 - Xizmat ko'rsatish tarmoqlari iqtisodiyoti
08.00.06 - Ekonometrika va statistika
08.00.07 - Moliya, pul muomalasi va kredit
08.00.08 - Buxgalteriya hisobi, iqtisodiy tahlil va audit
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08.00.16 - Raqamli iqtisodiyot va xalqaro raqamli integratsiya
08.00.17 - Turizm va mehmonxona faoliyati

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THE USE OF MEDIA TECHNOLOGIES IN TEACHING RUSSIAN LANGUAGE LESSONS

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Abstract: This article examines the role of media technologies in the process of teaching the Russian language, with a particular emphasis on their integration into higher technical education. The study is based on the analysis of theoretical models of media education and their practical application in the development of students' professional-communicative competence. It discusses how media tools contribute to critical thinking, aesthetic understanding, and the interpretation of artistic and informational content. The research highlights the relevance of media-based learning approaches in fostering technical vocabulary acquisition and improving students' engagement in industrial-oriented language tasks. The findings suggest that incorporating media education principles significantly enhances language instruction for future engineers.

Keywords: media technology, Russian language teaching, media education, critical thinking, technical communication, higher education, aesthetic perception.

Annotatsiya: Ushbu maqolada rus tilini o'qitishda media texnologiyalarining o'rni va ularning texnik oliy ta'lim tizimiga integratsiyasi tahlil qilinadi. Tadqiqot media ta'limining nazariy modellariga asoslanib, talabalarining kasbiy-kommunikativ kompetensiyalarini shakllantirishdagi amaliy jihatlari yoritadi. Shuningdek, media vositalarining tanqidiy fikrlash, estetik tushuncha va axborot matnlarini talqin qilishdagi o'rni ko'rib chiqiladi. Media asosidagi ta'lim yondashuvlari texnik sohalarga oid lug'at boyligini kengaytirish va talabalarni faollikka undashda samaradorlik ko'rsatmoqda. Tadqiqot natijalari, rus tilini texnik mutaxassislar uchun o'qitishda media ta'limi tamoyillarini qo'llash yuqori natijalar berishini ko'rsatadi.

Kalit so'zlar: media texnologiyalar, rus tili o'qitish, media ta'limi, tanqidiy fikrlash, texnik kommunikatsiya, oliy ta'lim, estetik idrok.

Аннотация: В статье рассматривается значимость медийных технологий в преподавании русского языка, особенно в контексте высшего технического образования. Основное внимание уделяется теоретическим моделям медиаобразования и их практическому применению в формировании профессионально-коммуникативных компетенций студентов. Обсуждается роль медиаинструментов в развитии критического мышления, эстетического восприятия и интерпретации художественно-информационного контента. Автор подчеркивает, что использование медиа в обучении способствует освоению технической лексики и повышает мотивацию студентов к изучению языка в индустриальной сфере. Результаты исследования показывают, что интеграция принципов медиаобразования повышает эффективность преподавания русского языка будущим инженерам.



Ключевые слова: медийные технологии, преподавание русского языка, медиаобразование, критическое мышление, техническая коммуникация, высшее образование, эстетическое восприятие.

INTRODUCTION

The integration of media technologies into the teaching of the Russian language has become a crucial factor in developing the informational and communicative competencies of future engineers. In the context of higher technical education, these technologies play a significant role in preparing students for professional industrial activities and enhancing language teaching methodologies.

A review of key media education theories reveals two dominant conceptual approaches. First, the “injection theory” highlights the potentially harmful effects of mass media, such as promoting violence and contributing to cultural degradation through media products like comics, advertisements, and unverified sources. Second, more constructive frameworks focus on fostering professional-critical thinking. These approaches view media education as a tool to help students understand the artistic language of media texts, engage in aesthetic analysis, and develop interpretive skills from a professional standpoint when learning Russian.

The incorporation of media education into Russian language instruction promotes the development of critical competencies, including the ability to evaluate, interpret, and purposefully apply information. It enables learners to define their position in relation to media messages, extract and systematize relevant data from various sources, and effectively translate between visual and verbal modes of communication.

Moreover, the effective use of information and communication technologies (ICT) supports the development of students’ professional knowledge and skills by fostering interdisciplinary connections between language learning and technical subjects. This integrated approach significantly enhances the quality of higher education in engineering disciplines [1].

LITERATURE REVIEW ON THE TOPIC

An analysis of international media education methodologies reveals a central focus on the dynamics of teacher–student interaction. According to numerous studies, this interaction plays a pivotal role in the successful implementation of media-based instruction strategies in language education.

Media education typically pursues two equally important objectives: first, the development of an integrative approach to media texts; and second, the enhancement of students’ communicative, professional, and creative competencies. These include the ability to perceive, produce, and transmit media content effectively.

The reviewed literature consistently underscores the importance of fostering active engagement between educators and learners within media-rich environments. This interactive approach is considered essential in equipping students with the necessary skills to navigate complex media landscapes and apply them meaningfully in academic and professional settings [2].

RESEARCH METHODOLOGY

The research employed a qualitative analysis method based on the review of existing literature, case studies, and classroom observations within higher technical education institutions. Data were collected through content analysis of teaching practices and media usage. The collected information was systematized and interpreted to identify trends in the integration of media technologies in Russian language instruction.

ANALYSIS AND RESULTS

Media communication skills, including competence and awareness, encompass the ability to perceive, create, and transmit messages through technical and semiotic systems, while recognizing

their inherent limitations. These skills are grounded in a professional-critical approach and the capacity to engage in meaningful media communications based on one's field-specific knowledge. The impact of mass communication on the formation of values and moral norms among students is particularly significant. As noted by researchers, it is no longer feasible to prepare students for professional activity without establishing a referential system of values and an integrative perspective toward messages transmitted via mass communication channels [3]. In this context, students must be engaged in creative and practical tasks involving diverse media formats during Russian language instruction. Such tasks contribute to the development of media literacy by enhancing their capacity to understand, evaluate, and interpret content while fostering communicative abilities.

Grounded in traditional didactic frameworks, the principles of media education emphasize comprehensive development in the educational process, scientific precision and transparency, alignment between theoretical instruction and practical application, active student participation, pedagogical clarity, a shift from passive learning to autonomous learning, the interrelation between education and real-life contexts, the reliability of learning outcomes, and the importance of emotional and individual learning characteristics within collective settings. Additionally, the aesthetic function of self-education is highlighted, wherein aesthetic understanding supports ethical awareness.

Media education spans various domains, including the preparation of future professionals in fields such as journalism, radio, television, film, video, and internet media—comprising roles such as editors, producers, directors, actors, and camera operators. It also covers university and vocational education, school-based programs integrated with general or specialized instruction, and supplementary education initiatives through cultural centers and community clubs. Furthermore, it extends to industrial enterprises that utilize internal media systems, where media criticism is a critical component, and to lifelong, independent learning practices that support continuous media literacy development.

In terms of pedagogical organization, media education may follow integrated or autonomous models. Instructional methods are categorized by knowledge sources—verbal (e.g., lectures, storytelling, discussion, explanation), visual (e.g., media illustration and demonstration), and practical (e.g., hands-on media-based tasks). Regarding cognitive depth, methods range from explanatory and illustrative instruction to problem-based learning and research-driven activities, all of which cultivate critical thinking. Special emphasis is placed on creative and applied assignments within the learning process.

The selection and use of media information especially in English along with its accurate perception, interpretation, and creative adaptation, form the basis for cultivating individual perspectives within media contexts. Independent, critical evaluation of such content also provides a foundation for its application across various production and professional spheres.

CONCLUSION AND SUGGESTIONS

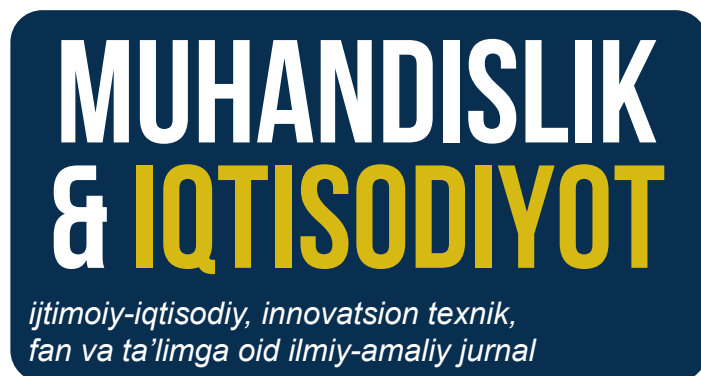
The integration of media technologies into Russian language instruction significantly enhances students' professional-communicative competencies, particularly in technical education. Media education fosters critical thinking, aesthetic perception, and interpretive abilities through practical engagement with diverse media formats. To further improve outcomes, it is recommended that educators adopt interactive, interdisciplinary teaching methods that combine media literacy with subject-specific content. Expanding the use of creative and research-based assignments will deepen students' analytical skills and prepare them more effectively for professional environments. Lifelong media education initiatives and the continued development of integrated media curricula are essential for sustaining these advancements.

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