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INNOVATIVE TECHNOLOGIES IN TEACHING RUSSIAN AS A FOREIGN LANGUAGE: LINGUISTIC AND METHODOLOGICAL APPROACHES

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Abstract

This article examines the role of innovative technologies in teaching russian as a foreign language (RFL), emphasizing both linguistic and methodological perspectives. The use of digital tools has transformed the educational process, offering learners immersive, interactive, and autonomous learning environments. The paper analyzes various technologies—from language learning applications to virtual communication platforms—and outlines the pedagogical adjustments required to integrate them effectively. Challenges such as digital competence, curriculum adaptation, and teacher training are also discussed, alongside practical solutions and case studies from higher education institutions.

Keywords

Russian as a foreign language, innovative technologies, digital pedagogy, blended learning, linguistic competence, project-based learning

In recent years, the field of language education has undergone a profound transformation due to the rapid development of digital technologies. The teaching of russian as a foreign language (RFL) has also embraced these innovations, shifting away from traditional textbook-based instruction towards more flexible, learner-centered approaches supported by digital media.

The integration of technology in RFL instruction not only enhances linguistic acquisition but also meets the modern demands of digital literacy and intercultural communication. This article aims to provide a comprehensive overview of current practices and emerging trends in the use of innovative technologies, with a focus on their linguistic and methodological implications.

The digital turn in language education. Language education today increasingly relies on Information and communication technologies (ICT), with an emphasis on mobile learning (m-learning), virtual learning environments (VLEs), and artificial intelligence (AI)-driven tools. These innovations foster more personalized, engaging, and efficient language acquisition.

Relevance to russian language instruction. The russian language, with its complex grammar and cyrillic script, poses specific challenges for non-native speakers. Technology can help overcome these barriers by providing multimodal input, instant feedback, and adaptive learning paths.

Exposure to authentic language. Multimedia resources such as russian-language podcasts, news broadcasts, YouTube videos, and social media allow learners to engage with authentic content. This exposure improves their listening skills, pronunciation, and cultural competence.

Grammar and vocabulary acquisition. Mobile apps like memrise, quizlet, and lingq provide learners with spaced repetition systems (SRS), which help memorize vocabulary more efficiently. AI-driven grammar checkers and speech recognition tools also support the development of grammatical accuracy.

Developing the four language skills. Innovative tools enable integrated practice of listening, speaking, reading, and writing. For instance, virtual exchanges using platforms like Zoom or Tandem allow real-time communication with native speakers, enhancing oral fluency and pragmatic competence.

Project-based learning and technology. Project-based learning (PBL) is particularly effective when combined with technology. Digital storytelling, video blogging (vlogging), and online presentations help students apply linguistic knowledge in creative ways, improving motivation and retention.

Flipped classroom. The flipped classroom model involves providing theoretical content online (e.g., grammar explanations, video lectures) while class time is used for interactive activities. This model promotes active learning and greater classroom engagement.

Blended and hybrid learning. Blended learning combines face-to-face instruction with online elements. Learning management systems (LMS) like Moodle, Canvas, or Google Classroom support assignment submission, feedback, discussion forums, and progress tracking.

Teacher preparedness. Not all instructors possess the digital skills necessary for effective tech integration. Institutions should invest in teacher training programs focused on digital pedagogy and instructional design.

Digital inequality. Access to devices and reliable internet can be a barrier, especially in developing regions. Hybrid models that include offline resources may help address this issue.

Curriculum design. Technology should not be added randomly but incorporated purposefully into the syllabus. Learning objectives must align with the selected tools, and assessment methods should reflect the skills practiced through technology.

Case study: Implementation at a central asian university

At a university in Central Asia, a blended RFL course was developed for students from non-philological specialties. The course included:

- Video lectures on YouTube,
- Interactive assignments via Google Classroom,
- Oral communication through Zoom-based language exchanges,
- A final digital project where students created video reports in Russian.

The results showed increased student motivation, improved pronunciation and vocabulary use, and higher levels of engagement compared to traditional instruction.

Conclusion. The use of innovative technologies in teaching russian as a foreign language opens new possibilities for creating rich, interactive, and student-centered learning environments. However, successful integration requires thoughtful pedagogical planning, teacher training, and technological support. A balance between innovation and tradition ensures that learners benefit not only from modern tools but also from proven linguistic and methodological frameworks.

Future research and practice should explore the use of artificial intelligence, virtual reality (VR), and adaptive learning systems in RFL, with an eye toward personalization and accessibility across diverse educational contexts.

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