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INNOVATIONS IN THE USE OF DIGITAL TECHNOLOGY TOOLS IN THE PROCESS OF TEACHING RUSSIAN AS A FOREIGN LANGUAGE

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ABOUT ARTICLE

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Abstract: This article examines the application of digital technologies in teaching Russian as a foreign language. It analyzes contemporary digital resources, platforms, and multimedia tools that contribute to increased learner motivation, the development of learner autonomy, and the implementation of a differentiated approach. The importance of digitalization in improving the effectiveness of the educational process is emphasized.

Introduction. The widespread digitalization of society and the development of information technologies have significantly influenced the modernization of approaches to general, secondary specialized, and professional education. Digital technologies have become an integral part of solving numerous educational tasks. Today, digital technologies (including information, computer, mobile, and network technologies) enable teachers to fully implement a learner-centered approach in educational activities. They facilitate differentiated instruction by taking into account students' individual characteristics, learning abilities, and other specific traits. For students, digital technologies improve the quality of independent work[1], while for educators they provide diverse methods for presenting and processing information, allow efficient monitoring of learning outcomes, and support interactive exchange of educational materials and results between teachers and students[2].

Methods. The use of audiovisual digital resources in learning Russian increases students' motivation and interest in the subject, provides opportunities to simulate communicative situations, promotes lexical and grammatical skill development, enables immediate feedback, visually demonstrates educational progress, and encourages teachers to introduce innovative teaching methods while creating individualized developmental trajectories for each learner through differentiated instruction[3]. Access to supplementary educational resources and online practice through digital training platforms fosters students' autonomy, responsibility, planning, and self-control, while allowing them to regulate the pace of their learning process and adjust their educational pathways.

E.A. Volkova identifies several forms of digital technology use in education[4]:

- Electronic educational materials (lectures, dictionaries, textbooks, etc.);
- Interactive digital environments (digital classrooms, conferences, webinars, etc.);
- Multimedia educational materials (quests, audio/video podcasts, etc.);
- Artificial intelligence elements (language bots, personalized textbooks, etc.);
- Internet resources such as educational platforms, social networks, YouTube, and others.

The use of these forms of digital technologies expands opportunities for both learners and teachers in teaching Russian as a foreign language by:

- Solving accessibility issues in education by removing geographical barriers and providing free access to educational materials;
- Reducing teacher workload related to lecture delivery, test assessment, and similar tasks;
- Ensuring prompt monitoring and adjustment of the educational process;
- Addressing numerous didactic tasks, such as developing various types of speech activity and enriching students' active and passive vocabulary;
- Successfully implementing differentiated learning principles.

The application of digital technologies creates favorable conditions for differentiated Russian language instruction, taking into account students' individual characteristics through:

- Determining the most effective methods of presenting and assimilating material (visual emphasis, auditory learning, etc.);
- Selecting educational materials appropriate to students' knowledge levels;
- Choosing suitable assessment methods (testing, written assignments, etc.).

Digital technologies make it possible to create engaging educational materials based on animated computer graphics, visual elements (charts, diagrams, illustrations), and diverse

audio-video texts. This helps direct students' attention, engage multiple information channels, utilize auditory, visual, and emotional memory, and stimulate cognitive activity.

In practice, teaching Russian through multimedia lessons involving various software systems (communicative simulators, testing programs, presentations, graphic editors) enhances classroom participation, promotes flexible thinking, and increases motivation to study the language[5].

Results. Multimedia presentations are widely used in the educational process. Teachers employ presentations to achieve lesson objectives and emphasize specific educational content, while students, through creating their own presentations as part of independent work, deepen their understanding of the subject and practice presenting material in Russian before an audience[6].

Various forms of game-based tasks can also be implemented through internet platforms, including:

- Simulation trainers;
- Geolocation games;
- Quests;
- Virtual discussions and avatar-based games[7].

An innovative supplement to traditional education is the use of blogging platforms for educational purposes. These platforms enable the publication and reading of educational materials online while fostering fluent writing and reading comprehension skills. Different servers such as Blogger and Ning allow users to create thematic blogs[8]. Similarly, forums can be created to facilitate simultaneous participation in discussion threads, thereby developing dialogue communication skills in the target language. Digital virtual classrooms can also be established to support effective interaction among all participants in the educational process.

Discussion. Google Docs is another valuable digital resource for disseminating lectures, educational videos, presentations, spreadsheets, and other materials. It includes text and spreadsheet editors, presentation tools, and cloud storage services. Since it operates via cloud technologies, Google Docs does not require installation and supports synchronous and asynchronous collaboration between teachers and students with access links. It enables prompt monitoring, collaborative projects, and independent work[9]. Additionally, differentiated access permissions allow educators to control which materials are available to specific learners or groups, minimizing informational overload.

Google Classroom is another free digital educational service successfully used in teaching. It allows teachers to manage courses, work synchronously with multiple classes,

import assignments and templates, annotate files, create announcements, and integrate additional materials from Google Drive. Its mobile application optimizes educational processes both at home and in class. Given the widespread use of smartphones and tablets among students, mobile technologies are more accessible than traditional computers and contribute significantly to self-organization and self-discipline.

In Google Classroom, teachers can create assignments using options such as preliminary preparation, quick surveys, assignment tracking, and individualized tasks. These tools allow educators to assign and assess work individually or collectively, transfer results into spreadsheets or CSV files, and distribute feedback efficiently[10].

Padlet is also highly effective for дистан learning and classroom activities. It provides teachers and student groups with collaborative opportunities for note-taking, information publication, material storage, content organization, and collective analysis[11].

Numerous online educational portals are also available for both teachers and students, including resources such as Learn Russian, Russian Online, Time to Speak Russian!, Education in Russian, and Russianyou.

The use of YouTube significantly enhances listening, monologic, and dialogic speech skills. A typical algorithm for working with YouTube videos may include an introductory stage, initial listening, identifying main ideas and keywords, comprehension checks, phonetic analysis, and repeated listening using timestamps[12]. Such materials later serve as effective tools for consolidating grammatical and lexical knowledge.

For individualized Russian language consultations, teachers and students can use Zoom, which supports online conferences, webinars, individual and group lessons, and speaking clubs. Students gain opportunities to practice oral and written communication, improve listening comprehension, ask questions, and receive clarification.

Conclusion. In conclusion, the use of digital technologies in teaching Russian as a foreign language creates virtually unlimited opportunities for educators and learners alike. These technologies possess substantial pedagogical potential and constitute an essential condition for implementing differentiated learning paradigms. The rational use of information-communication, mobile, computer, and network technologies enhances students' motivation for independent study of the Russian language, Russian culture, and traditions, ultimately contributing to the formation of sustainable foreign-language communicative competence.

Practical Recommendations for Implementing Digital Technologies in Russian Language Instruction.

To maximize the effectiveness of digital technologies in teaching Russian as a foreign language, educators should combine traditional pedagogical methods with innovative digital tools in a balanced manner. First, teachers should carefully select platforms and resources based on learners' proficiency levels, educational goals, and individual learning styles. For example, beginner students may benefit more from visual and interactive applications, while advanced learners may require communication-oriented platforms that develop academic writing and professional discourse.

Second, systematic teacher training in digital competence is essential. Educators must not only understand how to use modern platforms but also be capable of integrating them methodologically into lesson planning, assessment, and differentiated instruction. Professional development programs focused on educational digitalization can significantly improve teaching quality.

Third, digital environments should foster intercultural competence alongside linguistic development. Since language learning is closely connected with cultural understanding, the use of authentic multimedia materials, online discussions, virtual excursions, and communication with native speakers can broaden learners' socio-cultural awareness while improving language proficiency.

Fourth, assessment systems should also evolve in accordance with digital transformation. Online quizzes, automated testing, e-portfolios, and analytics tools allow for continuous monitoring of learner progress and more personalized educational support. Such technologies provide opportunities for timely intervention and individualized feedback.

Finally, while digital technologies offer substantial benefits, their implementation should remain pedagogically purposeful rather than purely technological. The primary goal should always be the development of communicative competence, critical thinking, autonomy, and sustainable motivation among learners.

Thus, the integration of digital technologies into Russian as a foreign language instruction not only modernizes educational processes but also creates a flexible, adaptive, and student-centered learning environment capable of meeting the demands of contemporary global education.

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