

**MENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNAL****MENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**DIGITAL TECHNOLOGIES AND THE MODULAR APPROACH
IN TEACHING RUSSIAN: DIDACTIC POTENTIAL AND PRACTICAL
IMPLEMENTATION*****Madina Abduraimovna Shukurova****Lecturer, Department of Russian Linguistics**Faculty of Humanities, Chirchiq State Pedagogical University**E-mail: shukurova@cspu.uz**Chirchik, Uzbekistan***ABOUT ARTICLE**

Key words: digitalization of education, teaching Russian language, modular learning, LMS, Google Classroom, Moodle, digital educational resources, interactive learning, student independent work, higher education.

Received: 01.06.26**Accepted:** 02.06.26**Published:** 03.06.26

Abstract: This article examines the theoretical, methodological, and practical aspects of integrating digital technologies into higher education, using the teaching of Russian as both a native and a foreign language as a case study. The transformation of the teacher's professional role in a digitalized educational environment is analyzed, and the need to transition from a knowledge-transmission model to a tutor-moderator model is substantiated. Special attention is given to modular technology as an effective form of organizing the educational process that fosters students' independence, critical thinking, and reflective skills. The functional capabilities and didactic potential of the leading Learning Management Systems (LMS) – Google Classroom and Moodle – are examined in detail, and their applicability to Russian language courses is assessed. The article concludes with a set of evidence-based recommendations regarding the principles of selecting and combining digital tools in the context of modular course design.

Introduction. The rapid development of digital technologies has led to a significant expansion of the potential of modern educational systems. Innovative tools today encompass not only various forms of distance learning but also a wide range of electronic educational resources, including digital lecture notes, multimedia presentations, interactive electronic textbooks, virtual laboratory workshops, educational simulators, specialized training tools, online tutoring systems, satellite educational broadcasting means, and telecommunication portals. Their use facilitates the creation of a rich, multi-channel information environment that enhances the accessibility, dynamism, and variability of the educational process [1].

In these conditions, the professional functions of the teacher undergo significant change. Teaching activity extends beyond the traditional transmission of knowledge and focuses on creating a motivationally supportive and open educational environment that stimulates the cognitive activity of each student. Educators must foster an atmosphere in which students are not afraid to make mistakes, take initiative, discuss their own ideas, and demonstrate individual approaches to academic tasks. Developing students' skills in independent information retrieval, critical analysis, reflection on their learning activity, and selection of effective learning strategies becomes increasingly important. The teacher acts not only as a source of information but also as a tutor, moderator, consultant, and organizer of digital communication, ensuring conditions for natural self-expression and academic growth.

Modern requirements for the quality of higher education necessitate the broad implementation of information-communication and pedagogical technologies in university instruction. Electronic textbooks, multimedia tools, virtual educational platforms, and interactive forms of information presentation are becoming integral parts of the learning environment. The use of computer technology in class provides opportunities for individualization and differentiation of learning, expands the variety of teaching methods, and promotes the development of visual and practice-oriented perception of educational material. As a result, a more flexible, adaptive, and effective model of learning is formed, meeting the challenges of the digital age and the needs of contemporary learners [2].

Methods. The methodological foundation of the modular system rests on the principle that each educational element must ensure not only the acquisition of new knowledge but also the development of skills in critical analysis, information processing, and practical application. A block-based organization of educational content has been recognized as the most effective approach, implemented through a sequence of interrelated forms of work:

- introductory sessions (lectures on new material);
- practice-oriented forms (seminars, research projects);

- independent work (sessions for consolidating knowledge and skills);
- assessment activities (colloquia, interim and final forms of control).

Reflective activity acquires special significance within the modular approach, serving as an integral component of the educational process. Systematic reflection contributes to a deeper understanding of the studied material and the development of meta-subject competencies. Modular technology can be successfully adapted to Russian language courses – vocabulary and grammar, speech practice, academic writing, and area studies, among others. Its most significant structural components include [3]:

- block-based structuring of content: the course is organized into relatively independent thematic or problem-based units with clearly defined objectives, outcomes, and assessment criteria;

- goal-directed motivation: each module contains a system of educational and developmental objectives that are comprehensible to students and aligned with their learning trajectory;

- emphasis on students' independent, exploratory, and creative activity: modules include tasks of varying complexity, project and research work, and both formative and summative assessment;

- flexibility and variability: content, pace, and task sets can be adapted to students' initial proficiency level, individual interests, educational needs, and learning format (face-to-face, distance, or blended).

Results and discussion. Contemporary digital learning tools integrate organically into the modular organization of a course. Their advantages include mobility (access from various devices and locations), high accessibility due to the development of internet infrastructure, and alignment with current scientific understanding of language and teaching methodology (use of Russian-language corpora, electronic dictionaries, automated checking systems, etc.). It is fundamentally important, however, to proceed from didactic expediency rather than from the technological novelty of a resource: any learning tool is justified only insofar as it genuinely optimizes the educational process, facilitates the work of teacher and student alike, and enhances the clarity, interactivity, and manageability of learning. Particular significance attaches to the platforms Google Classroom, Moodle, HEMIS, LearningApps, Academic Earth, Coursera, Quizlet, and Kahoot, as well as specialized electronic resources for teaching Russian as a native and foreign language.

The system of digital tools used in Russian language teaching comprises several functional groups, each fulfilling specific pedagogical tasks [4]:

- Learning Management Systems (LMS) – designed for organizing courses, hosting materials, monitoring, and evaluating learning activity;
- interactive trainers and exercise-creation platforms – for practicing lexical, grammatical, and communicative skills in an interactive format;
- video communication resources (webinars, video conferences) – enabling synchronous classes and live teacher–student interaction;
- electronic dictionaries, reference systems, and corpus resources – providing access to current linguistic data and supporting the formation of linguistic competence;
- multimedia tools (audio materials, video clips, animations) – expanding opportunities for the perception and analysis of linguistic phenomena;
- automated testing systems – enabling diagnostics, formative assessment, and self-monitoring.

Lms platforms: google classroom. Among available LMS platforms, the cloud-based solution from Google occupies a significant place in higher education. Google Classroom is a cloud-based educational platform deeply integrated into the Google ecosystem. Its key advantage is accessibility: only a Google account is required to use it. From a didactic perspective, the platform offers the following tools:

- publication of educational materials in various formats (text documents, presentations, video files);
- assignment of homework with support for automated assessment;
- organization of individual and group work with commenting functionality;
- integration with Google Office applications (Docs, Sheets, Slides);
- formation of students' digital portfolios;
- online testing via Google Forms.

With regard to Russian language teaching, the didactic advantages of Google Classroom include: providing an optimal environment for written work (essays, written expositions); automated spell-checking using built-in tools; the possibility of organizing collaborative work on texts; and an effective feedback system for error correction.

The principal limitations of the platform include insufficient depth of performance analytics for comprehensive monitoring and a restricted set of gamification tools. Thus, Google Classroom constitutes an effective solution for basic course organization, while having certain functional constraints for more complex pedagogical scenarios.

LMS platforms: Moodle. One of the most widely used and methodologically developed LMS platforms is Moodle (Modular Object-Oriented Dynamic Learning Environment), broadly

employed in both university and school education. Moodle is a flexible, open-source modular environment that can be adapted to diverse educational contexts, course types, and learner categories. The structure of the platform organically correlates with the principles of modular technology: the course is divided into thematic or problem-based modules, within which a system of lessons, tasks, tests, and feedback mechanisms is organized.

Research has identified the following functional capabilities of Moodle [5]:

- support for a wide range of content formats (texts, presentations, audio and video materials, interactive objects, links to Russian-language corpora);
- an advanced testing and assessment system with multiple task types (multiple choice, open-ended response, matching, gap-filling, essays) and customizable assessment criteria;
- built-in monitoring, statistics, and analytics tools (tracking attendance, activity, and performance dynamics; generating reports for teachers and administrators);
- an electronic grade book and cumulative assessment system, facilitating the implementation of step-by-step programs and modular rating systems;
- integration with video conferencing services (BigBlueButton, Zoom, MS Teams, etc.) for synchronous learning forms;
- support for international e-learning standards (SCORM and related formats), enabling the connection of external interactive courses;
- built-in communication and collaborative work tools (forums, chats, glossaries, wiki pages, databases, messaging systems) supporting communicative and student-centered teaching methodologies.

In the context of Russian language teaching, Moodle enables educators to [6]:

- construct scalable modular courses in orthography, punctuation, syntax, vocabulary, stylistics, practical grammar, and related areas;
- build step-by-step learning trajectories with clearly defined objectives and achievement criteria (sequential modules, level-based courses from A1 to C2);
- organize remote dictations, grammar and vocabulary tests, and listening and reading tasks with automated or semi-automated assessment;
- build an electronic bank of exercises of varying complexity, reusable across multiple courses;
- implement communicative and project-based learning through forum discussions, collaborative text writing, mini-conferences, and business simulations in an online format;
- use glossaries for the gradual formation of individual and group vocabulary collections, terminological databases, and area-studies commentaries.

Conclusions. The conducted analysis allows for a number of substantiated conclusions.

First, the digital transformation of education is not limited to the introduction of new technical tools but implies a systemic change in the didactic paradigm. Central to this shift is the transition from a reproductive model of learning to an activity-based one, oriented toward the development of learners' cognitive autonomy.

Second, in the context of the digital educational environment, the professional role of the teacher undergoes significant transformation: the teacher acts as a tutor, moderator, and organizer of educational interaction, providing pedagogical support, navigation, and reflective guidance of students' learning activity.

Third, modular technology demonstrates high effectiveness in organizing Russian language teaching, ensuring structured content, transparent objectives, flexible educational trajectories, and staged monitoring of results. Its integration with digital tools enhances the didactic effect through the interactivity, adaptability, and variability of the educational process.

Fourth, the use of LMS platforms such as Google Classroom and Moodle enables a comprehensive approach to course organization – from the presentation of educational material to the monitoring and assessment of learning outcomes. The choice of a specific platform must be determined not by technological novelty but by its alignment with the pedagogical objectives of the course.

Finally, effective integration of digital technologies in Russian language teaching is possible only under the principle of didactic expediency, according to which technologies serve as a means of optimizing the educational process rather than an end in themselves. This ensures the formation of stable linguistic and meta-subject competencies that meet the requirements of the contemporary educational environment.

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