



# TEACHING STUDENTS RUSSIAN AS A SECOND LANGUAGE USING DIGITAL TECHNOLOGIES

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## Abstract

This article discusses the use of digital technologies in teaching Russian as a nonnative language. The author describes the methods and techniques for using digital technologies in teaching the Russian language. Electronic teaching materials for teachers have been analyzed considering the specifics of professional communication competence.

**Keywords:** Modern technologies, communicative competence, teaching Russian as a nonnative language.

## Introduction

### Аннотация

В данной статье рассматриваются вопросы использования цифровых технологий в обучении русскому языку как неродному. Автором описаны методы и приёмы применения цифровых технологий при обучении русскому языку. Проанализированы электронные учебные материалы для преподавателей с учетом специфики профессиональной информационно-коммуникационной компетенции.

**Ключевые слова:** современные технологии, коммуникативная компетенция, обучение русскому языку как неродному.

### Annotatsiya

Ushbu maqolada rus tilini oʻzga til sifatida oʻqitishda raqamli texnologiyalardan foydalanish masalalari koʻrib chiqiladi. Muallif rus tilini oʻqitishda raqamli texnologiyalarni qoʻllash usullari va uslublarini bayon etgan. Oʻqituvchilar uchun



elektron o‘quv materiallari kasbiy axborot-kommunikatsiya kompetensiyasining o‘ziga xos xususiyatlarini hisobga olgan holda tahlil qilindi.

**Kalit so‘zlar:** zamonaviy texnologiyalar, kommunikativ kompetensiya, rus tilini ona tili bo‘lmagan til sifatida o‘qitish.

### **Abstract**

This article discusses the use of digital technologies in teaching Russian as a nonnative language. The author describes the methods and techniques for using digital technologies in teaching the Russian language. Electronic teaching materials for teachers have been analyzed considering the specifics of professional communication competence.

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According to many experts, the use of digital technologies in the educational process represents a qualitatively new stage in modern educational theory and practice [1, 26]. An important factor ensuring effective results when applying digital technologies in teaching Russian as a second language is the development and targeted use of a set of electronic teaching materials for teachers, which must take into account the specifics of their professional information and communication competence [2, 52]. Such a set should include the following resources: 1) educational, reference, and utility software; 2) methodological materials (examples of learning tasks and lesson plans using educational and authentic resources, assessment criteria for tasks performed using digital technologies); 3) instructional materials aimed at improving personal computer skills and the effective use of ICT; 4) links to educational and authentic Internet resources; 5) materials for assessing knowledge. Using teaching and learning materials that incorporate digital technologies, the instructor can develop: 1) project-based, creative, student-centered assignments using authentic Internet resources; 2) requirements for the content of students’ electronic portfolios of achievements; 3) interactive assignments for students; 4) assignment evaluation forms using electronic resources; 5) lesson plans incorporating educational



The effectiveness of cognitive activity in learning is maintained when diverse forms of lesson organization and various models are employed. The teacher's work, the set of instructional materials, the educational environment, and collaborative technologies in pedagogy provide opportunities to emulate situational learning in a traditional classroom setting. This form of learning involves transforming standard lecture formats into individualized instructional materials; in collaborative pedagogy, humanistic, personal, and subject-to-subject relationships are established between the learner and the teacher [3, 105]. It does not replicate traditional teaching but represents a specially structured application of digital technologies for interaction between the instructor and learners, which forms the basis of distance learning. A distributed group model is also implemented, where, through interactive technologies, a training course is delivered to groups of students located in different places. From a pedagogical perspective, the use of distance learning for teaching Russian as a second language is highly effective, given the time constraints. It should be emphasized that we often observe the replication of traditional teaching methods in distance learning. The potential for the comprehensive development of a distance learning system and the training of appropriate teaching staff—who could utilize and refine this innovative approach—is not taken into account. A distributed group model is also being implemented, in which interactive technologies are used to deliver a training course to groups of students located in different places. From a pedagogical perspective, the use of distance learning for teaching Russian as a second language is highly effective, given the time constraints involved. It should be emphasized that we often observe the replication of traditional teaching methods in distance learning. The potential for the comprehensive development of a distance learning system and the training of appropriate teaching staff—who could utilize and refine this innovative approach—is not taken into account. Such an approach is inappropriate, as the specific nature of information technology requires active student participation, on the one hand, and different principles for selecting content and methodology, on the other [4, 25–37]. It should be noted that the use of a blended, comprehensive approach to teaching Russian as a second language improves the learning process. Teaching Russian via a computer telecommunications network opens up broad opportunities for teachers. The advantage over telecourses lies in the availability of immediate feedback between the teacher and students. In addition to educational programs, this type of



instruction offers a wide range of communication and information services [5, 52]: 1) email; 2) an online mode for constant direct and two-way communication between participants in the learning process; 3) constant access to information search engines as well as local databases; 4) the ability to use online resources and participate in global distance learning systems.

The effectiveness of cognitive activities in teaching is maintained when a variety of instructional formats and models are employed. The teacher's work, the set of teaching materials, the educational environment, and collaborative technologies in pedagogy provide opportunities to emulate situational learning in a traditional classroom setting. This form of learning involves transforming standard lecture formats into individualized instructional materials; in collaborative pedagogy, humane, personal, and subject-to-subject relationships are established between the learner and the teacher [3, 105].

It does not replicate traditional teaching but rather represents a specially structured application of digital technologies for interaction between instructors and learners, which forms the basis of distance learning. A distributed group model is also implemented, in which interactive technologies are used to deliver a course to groups of students located in different places. From a pedagogical perspective, the use of distance learning for teaching Russian as a second language is highly effective, given the time constraints. It should be emphasized that we often observe the replication of traditional teaching methods in distance learning. The potential for the comprehensive development of a distance learning system and the training of appropriate teaching staff—who could utilize and refine this innovative approach—is not taken into account. Such an approach is inappropriate, since the specific nature of information technology requires active student participation, on the one hand, and different principles for selecting content and methodology, on the other [4, 25–37]. It should be noted that the use of a blended, comprehensive approach to teaching Russian as a second language improves the learning process. Teaching Russian via a computer telecommunications network opens up a wide range of opportunities for teachers. The advantage over telecourses lies in the ability for teachers to provide immediate feedback to students. In addition to educational programs, this type of instruction offers a wide range of communication and information services [5, 52]: 1) email; 2) an online mode for constant direct and two-way communication between participants in the learning process; 3) constant access to information



retrieval systems, as well as to local databases; 4) the ability to use Internet resources and integrate into global distance learning systems.

According to psychological research, the perception of educational information is accompanied by certain sensory reactions in learners, which helps form their understanding of the subject matter and stimulates their mental activity, abilities, and skills. In terms of the level of impact on learners, the teaching methods and technologies used can be characterized as follows. The following technologies should be used in class: dividing instruction into learning blocks, using demonstration methods, and working with the following types of exercises: 1) presentational; 2) imitative; 3) substitution.

Video lessons, as one of the most popular forms of instruction, allow for a clear presentation of all instructional material—whether for developing speaking skills, reinforcing grammatical skills, or fostering intercultural competence among students. When teaching Russian as a second language, the following methods and techniques can be used: 1) viewing authentic Russian-language video materials on various topics; 2) oral interaction within the “teacher–student” model; 3) visualization of images; 4) use of thematic lessons; 5) creation of problem-based situations and setting specific tasks during the learning process; 6) use of exercises to develop academic discourse; 7) use of role-playing games to reinforce acquired skills; 8) the use of exercises to develop knowledge of the target country; 9) the use of exercises to study the vocabulary and dialectics of native speakers of the target language (features of speech behavior); 10) the use of texts to test theoretical knowledge and practical skills in mastering the language as a means of communication.

When teaching with the help of digital technologies, the primary goal is not only to improve students’ proficiency in Russian but also to develop and enhance their sociocultural competence. As V.V. Safonova, foreign-language communicative competence represents a certain level of mastery of linguistic, speech, and sociocultural knowledge, skills, and abilities, enabling the learner to vary their speech behavior in a communicatively acceptable and appropriate manner depending on the functional factors of communication [6, 32]. In this teaching approach, multimedia and network technologies can be applied using language materials.

Special training programs are used in the educational process, the main content of which consists of cognitive-communicative exercises such as “question-and-



answer dialogue,” “dialogue with freely constructed and selective responses,” fill-in-the-blank exercises for self-assessment of vocabulary mastery, etc. Information and communication technologies also include the use of email, where each user can read messages at any time convenient for them. These messages include not only text and graphic images (pictures, illustrations, photos, etc.), but also audio and video clips. In online Russian as a Second Language (RSL) courses conducted via email, the instructor can send students course materials, individual assignments, and specific instructions; answer their questions; and receive their completed assignments, questions, and feedback.

Today, email is one of the most widely used communication services available via the Internet. It is a means of asynchronous communication: each email user can write and read messages at their convenience [7, 143]. At the same time, learners are provided with a feedback channel, without which the language learning process cannot be complete.

Video conferencing enables the successful conduct of group classes in a creative atmosphere, group consultations, answers to frequently asked questions, high-quality completion of practical assignments, as well as group work. Modern computer technologies also serve as a reliable repository and custodian of a vast amount of information across various fields of human knowledge, accessible to every internet user. Special search software systems, simple and user-friendly for every user, facilitate the quick and targeted retrieval of relevant information.

Thus, teaching Russian as a second language using digital technologies is the most effective method for developing internal speech, without which neither active oral expression, nor thinking in a foreign language, nor full mastery of written Russian is possible.

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