

MODERN INFORMATION AND COMMUNICATION TECHNOLOGIES IN THE PROCESS OF TEACHING RUSSIAN AS A FOREIGN LANGUAGE

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Abstract

The article deals with the issue of introducing information and communication technologies in the educational process of teaching Russian as a foreign language with a focus on the combination of traditional and innovative methods. Innovative approaches including multimedia, cloud technologies and distance learning are analysed.

Keywords: Information and communication technologies (ICT), learning process, Russian as a foreign language (RFL), tools, innovative methods.

Introduction

Today, the fundamental factor in the widespread use of ICT in teaching Russian as a foreign language is the exchange of information between teachers and students, as well as communication between foreign students themselves and native Russian speakers via Internet technologies. Many experts believe that the use of ICT in the educational process represents a qualitatively new stage in modern pedagogical theory and practice [5, p. 114].

The issue of the development of computer technologies in the education system has been studied by many scholars. Thus, I.G. Zakharova [1, pp. 7–51] and E.S. Polat et al. identified five main functions of ICT in education: teaching, developmental, educational, cognitive and motivational [4, p. 145]; A.L. Nazarenko described the advantages of using ICT to optimise learning [2]; A.M. Yamaletdinova and A.S. Medvedeva presented the motivational, content-related, educational and methodological, organisational, and control and assessment components of the educational process based on information and communication technologies [9].

In the 21st century, with the rapid development of information technologies, the form of teaching Russian as a foreign language is actively changing: the traditional teaching system is no longer adequate for the rapidly changing socio-cultural environment, which requires active language learning for specific purposes within the framework of specific real-life needs. Due to the rapid changes in the living conditions of society and the increasing importance of information technologies, the capabilities of the entire education system are changing, already using computers, gadgets, cloud technologies, etc. as basic components. The new approach to teaching Russian as a foreign language is a combination and synthesis of traditional and innovative technologies [8, p. 59]. 93

The types of ICT used in the methodology of teaching Russian include: electronic textbooks and teaching aids, web applications for printed textbooks, electronic test databases, multimedia presentations (demonstrations), online courses, reference and information resources (online translators, dictionaries), cultural and educational resources (electronic newspapers, magazines and TV channels, electronic libraries, cinemas, museums, educational websites, etc.) [7].

Within the framework of the communicative approach, the main task of the teacher is to create conditions for successful communication between the subjects of the educational process. These tools allow teachers to integrate various formats of presentation of educational materials in accordance with modern requirements for teaching Russian as a foreign language:

1. Multimedia is an important element in the presentation of educational material. Multimedia tools optimise the process of studying linguistic and cultural material. They allow for the individual characteristics of information perception by students to be taken into account.

Multimedia Multimedia includes both original audio materials and authentic resources: music, poetry, feature films and documentaries. Their use allows for a more diverse presentation of material, making learning more individualised and authentic,

increasing foreign students' interest in the Russian language and culture.

2. Electronic textbooks are a modern form of teaching material that introduces methodological innovations and digitises the learning process. In combination with tools such as electronic dictionaries, video presentations (using laptops and tablets), and recordings of student presentations, electronic textbooks significantly increase

the effectiveness of teaching Russian to foreign students. Although the advantages of electronic textbooks are numerous (flexible use on different devices, individual adaptation of the pace of learning, dynamic content updates, encouragement of active student participation, etc.), they directly depend on the availability of support for the electronic devices and networks themselves. Overall, this is an effective and promising modern educational tool for teaching foreign languages.

3. Cloud technologies provide remote access to learning materials and allow the use of powerful servers for information processing. This facilitates access to and use of educational resources. On the other hand, webinars and video conferencing (e.g., Zoom) eliminate geographical barriers to learning. The main advantages of cloud technologies include: support for access to educational resources anytime, anywhere for distance and blended learning; providing a platform for real-time collaboration, which improves interaction between teachers and students, and reducing the costs of maintaining equipment and software; flexible scaling of resources according to demand, as well as automatic updates and maintenance to ensure the security and efficiency of educational tools. All these features optimise the learning process and make cloud technologies a reliable resource in modern teaching of Russian as a foreign language.

4. Online or distance learning is also one of the ways to teach Russian as a foreign language. The high degree of flexibility of this format allows foreign students to overcome time and space constraints: to study anytime, anywhere. Since online learning promotes self-correction of learning progress, it can be adapted to different learning styles. One of the most notable features of online learning is its global reach, which promotes interregional cultural exchanges and expands access to high-quality educational resources. Although online learning still needs innovation and development, its levels of effectiveness and convenience make it an important direction in teaching Russian as a foreign language [6, p. 372].

5. Email as an additional tool for teaching Russian has unique advantages: it provides teachers and students with accessibility, instant communication and easy collaboration. It allows you to save materials for individual learning and gives you the opportunity to master the material at a comfortable pace, which is especially important for students with different levels of preparation. Thanks to these features, email remains a common means of organising the learning process, especially when working with foreign students. With the help of email, all

participants in the teaching and learning process can engage in continuous learning and effective communication.

6. Social networks and chat rooms provide an authentic language environment for learning Russian. Students can practise all aspects of the language and types of speech activity in text chats, voice messages and video calls, while the teacher corrects mistakes in real time. They can share multimedia content in thematic communities, interact with native speakers, participate in discussions and receive feedback, as well as use chatbots as learning aids. The flexibility allows students to study at any time, and the combination of systematic learning and practice contributes to the simultaneous improvement of language proficiency and cultural awareness. However, this is not a substitute for face-to-face teaching, but rather an effective supplement to self-study and online courses [3, p. 153].

The analysis demonstrates the successful integration of information and communication technologies into the teaching of Russian as a foreign language. The combination of traditional methods with digital tools (multimedia resources, cloud technologies, online platforms, distance learning) allows teaching to be adapted to the individual needs of foreign students, overcoming geographical and time constraints, and increasing motivation through interactive formats.

For the further development of this area, it is necessary to continue researching the effectiveness of specific ICT tools at various educational levels, develop ways to combine technological innovations with the basic principles of teaching Russian as a foreign language, and ensure the availability of digital educational resources for students around the world. Thus, information and communication technologies, as an integral part of modern foreign language teaching, contribute to the development of the system of teaching Russian as a foreign language and improve the quality of education.

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