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Improving the Methodological and Didactic Support for Teaching Russian As A Foreign Language

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Abstract: This article examines modern approaches to improving the methodological and didactic support for teaching Russian as a foreign language (RFL). It analyzes key principles and methods that contribute to effective language acquisition for students with varying levels of preparation. Special attention is given to the development of teaching and supplementary materials, the use of digital technologies, and the individualization of the educational process. The article presents practical recommendations for optimizing educational content and introducing innovative teaching formats that meet the demands of today's educational environment.

Keywords: Russian as a foreign language, teaching methodology, didactic support, innovative technologies, teaching materials, individualized learning, digital resources.

Introduction: The information age is accelerating rapidly, and there is hardly any area of human activity where computer technologies have not found application. Pedagogical technologies have not been left out of the general process of digitalization. Based on this, I believe that the use of information and communication technologies (ICT) in the educational process is a pressing issue in modern school education. Today, it is necessary for teachers of all subjects to be able to prepare and conduct lessons using ICT, as this allows them to make lessons more vivid and engaging.

However, some teachers in the humanities still doubt the appropriateness of using information technologies. Teachers of Russian language and literature, in particular, are especially cautious when it comes to using computers during lessons, for understandable

reasons. I believe these concerns are unnecessary. When used appropriately and in the right combination, these technologies and teaching methods can make the lessons interesting for both students and teachers.

The tasks faced by teachers of Russian language and literature when applying ICT differ significantly from those faced by teachers of other subjects, as their work involves texts and literary language. A Russian language teacher must develop strong spelling and punctuation skills in students, enrich their vocabulary, teach them the norms of literary language, and introduce them to linguistic and literary terminology.

METHODS

Information and communication technologies (ICT) refer to a set of methods, production processes, and software-technical tools integrated for the purpose of collecting, processing, storing, distributing, displaying, and using information for the benefit of its users.

ICT Educational Tools Can Be Classified According to Several Parameters:

1. According to the pedagogical tasks addressed:

- Tools for foundational training (electronic textbooks, learning systems, knowledge assessment systems);
- Tools for practical training (problem books, practical manuals, virtual constructors, simulation modeling programs, training simulators);
- Supplementary tools (encyclopedias, dictionaries, anthologies, educational computer games, multimedia lessons);
- Comprehensive tools (distance learning courses).

2. According to their function in organizing the educational process:

- Information and instructional (electronic libraries, e-books, electronic periodicals, dictionaries, reference materials, educational computer programs, information systems);
- Interactive (email, electronic teleconferences);
- Search tools (catalogs, search engines).

3. According to the type of information:

- Electronic and information resources with textual information (textbooks, manuals, problem books, tests, dictionaries, reference books, encyclopedias, periodicals, numerical data, software, and instructional materials);
- Resources with visual information (collections: photographs, portraits, illustrations, video fragments of processes and phenomena, experiment demonstrations, video tours; statistical and dynamic models, interactive models; symbolic objects: charts, diagrams);
- Resources with audio information (audio recordings of poems, didactic speech materials, musical works, sounds of living and non-living nature, synchronized audio objects);
- Resources with audio and video information (audio and video recordings of natural and artificial environments, thematic excursions);
- Resources with combined information (textbooks, manuals, original sources, anthologies, problem books, encyclopedias, dictionaries, periodicals).

4. According to the form of ICT use in the educational process:

- In-class;
- Extracurricular.

5. According to the form of interaction with the learner:

- Asynchronous communication technology – “offline”;
- Synchronous communication technology – “online”.

Instructional and Methodological Aspect:

Electronic and information resources can be used as instructional and methodological support within the educational process. A teacher may apply various ICT-based educational tools during lesson preparation, when explaining new material, for reinforcing acquired knowledge, in the assessment process, or for organizing independent study of supplementary materials by students. Computer-based tests and quiz assignments may be used to carry out various forms of knowledge assessment.

Results – Assessment Aspect:

The main means of monitoring and evaluating students' educational outcomes using ICT is through tests and quiz assignments. These tools allow for different types of assessment: initial (diagnostic), formative (interim), and summative (final).

RESULTS

Tests can be conducted in online mode (interactive computer-based testing with automatic grading by the system) and offline mode (grading performed by the teacher with comments and error correction). Thus, the use of ICT in teaching Russian language and literature significantly increases not only the effectiveness of instruction, but also helps to improve various forms and methods of teaching, while enhancing students' interest in a deeper understanding of the curriculum.

ICT offers broad opportunities to create favorable conditions for understanding spelling (punctuation) rules and the patterns of linguistic and literary phenomena. ICT makes it possible to use a variety of visual aids in philological subjects, supporting multiple ways of organizing and presenting theoretical material in the form of tables, diagrams, reference outlines, etc. The teacher presents not only static information but also dynamic language phenomena using color, graphics, blinking effects, sound, pictograms, and "animated" illustrations. This marks a qualitatively new level of the explanatory-illustrative and reproductive methods of teaching.

The use of ICT in teaching Russian language and literature diversifies learning formats, activates students' engagement, and enhances creativity. Creating diagrams and tables in presentations saves time and presents the material in a more aesthetically pleasing way. Tasks with follow-up checking enhance attention and develop spelling awareness. Using crosswords, illustrations, drawings, various engaging exercises, and tests increases interest in the subject and makes the learning process more effective.

The ever-growing potential of ICT enables integration between Russian language and literature, visual arts, music, cultural studies, as well as the use of animation and multimedia, thereby diversifying lessons, stimulating student activity, and broadening their sociocultural connections.

DISCUSSION

Recommendations for Using ICT in Teaching Russian Language and Literature

Based on theoretical approaches and the practical application of ICT in philology, the following recommendations can be made:

1. Computer programs should not be used solely for entertainment or merely to increase interest in the subject through the demonstration of visual content. In language development, multimedia tools (ICT) must serve not just as illustrative material, but as a foundation for structuring and systematizing information, applying knowledge creatively. Illustrations should support cognitive activity, not replace it.

2. When using ICT, it is essential to plan activities for consolidating and reinforcing course material by utilizing multimedia encyclopedias, including test tasks, and reinforcing knowledge and skills through educational simulations and learning software.

3. In teaching philological subjects, ICT should be used to intensify text work, increase the number of communicative exercises, and stimulate students' cognitive activity by reducing time spent on lower-level tasks, such as rote copying.

4. When planning ICT-based text work, it is important to create problem-solving situations, foster students' creativity, and avoid overwhelming students with excessive digital content. Overuse of computers may harm productivity and reduce engagement.

5. In implementing student projects using ICT, full support and encouragement of student initiative should be provided.

Based on the analysis of theoretical and practical use of ICT in philological education, it is appropriate to apply ICT at the following stages:

1. While presenting new material – knowledge visualization (demonstrative and encyclopedic programs, PowerPoint presentations);

2. During material consolidation – training through various educational programs;

3. In knowledge testing and assessment – automated testing systems;

4. For students' independent learning – programs like "Tutor," encyclopedias, developmental software;

5. For conducting integrated lessons using the project-based method;

6. For developing research skills and students' creative abilities.

Multimedia presentations help students absorb theoretical material not only by stimulating cognitive processes but also by enabling knowledge transfer through similar experiences.

Multimedia tools significantly expand the possibilities for delivering instructional content. The use of color, graphics, sound, and all modern multimedia tools creates an active cognitive process and enhances students' engagement in educational activities. ICT notably increases students' motivation to participate in research and in-depth learning.

CONCLUSION

In conclusion, the use of computer technologies:

- Increases the effectiveness of education (developing students' intellect and independent information search skills; diversifying the forms of classroom learning activities);
- Enhances students' interest in the subject and in learning overall, improves the quality of education, stimulates both student and teacher creativity, and integrates them into the modern digital information society;
- Enables individual and differentiated approaches in education (students work at their own

optimal pace);

- Provides flexible management of the learning process (monitoring both the process and outcomes of learning);
- Improves lesson organization (didactic materials are always readily available in sufficient quantity);
- Enhances the quality and variety of knowledge assessment methods;
- Expands the volume of instructional content delivered.

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