



The use of modern pedagogical technologies in Russian language lessons

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Article information	Abstract
DOI : xxx Correspondence : adilova_soliyaxon48@gmail.com	This study explores the integration of modern pedagogical technologies in Russian language lessons, aiming to enhance student engagement and language proficiency. While traditional teaching methods have long dominated Russian language instruction, there is a growing need to adapt to evolving educational standards and digital advancements. The current literature reflects limited empirical analysis on the effectiveness of modern technologies, such as interactive platforms, gamification, and blended learning, in language acquisition within Russian classrooms. To address this gap, a mixed-methods approach was employed, involving classroom observations, teacher interviews, and student performance assessments across secondary schools. The research focused on the implementation of tools like digital whiteboards, language learning apps, and collaborative online exercises. Findings indicate that the use of these technologies significantly improves student motivation, participation, and retention of linguistic material. Teachers reported greater flexibility in lesson delivery and the ability to tailor content to diverse learning styles. Quantitative data revealed a measurable increase in language performance among students exposed to technology-enhanced lessons compared to control groups taught via traditional methods. The study concludes that modern pedagogical technologies hold substantial promise for revitalizing Russian language education. Their thoughtful integration can not only improve learning outcomes but also align instruction with 21st-century competencies. These findings have broad implications for curriculum developers, educators, and policymakers seeking to modernize language instruction and foster more dynamic classroom environments.
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INTRODUCTION

In recent years, the global education landscape has experienced significant transformation with the integration of digital tools and innovative teaching methods. This shift reflects the broader movement toward 21st-century education, where technological fluency and student-centered approaches are increasingly prioritized (Resolution of the Cabinet of Ministers of the Republic of Uzbekistan, 2013). Within this context, the teaching of the Russian language—a subject traditionally taught through rote memorization and grammar-focused exercises—faces the challenge of adapting to modern pedagogical standards. The use of contemporary educational technologies in Russian language instruction is emerging as a powerful tool to enhance both teaching effectiveness and student learning experiences (Jalolov, 2012).

Modern pedagogical technologies encompass a wide range of tools, including interactive platforms, digital resources, gamification techniques, and blended learning environments. These methods emphasize active participation, personalized learning, and the development of

critical thinking and communication skills. The application of such technologies is supported by constructivist learning theories, which advocate for learners to actively construct knowledge through interaction with content and peers (Otaboyeva, 2017; Tursunovich, 2022). The integration of these theories into language learning highlights the potential benefits of combining traditional methods with innovative strategies, particularly in subjects like Russian that require consistent practice and contextual understanding. Despite growing interest in digital education, there remains a noticeable gap in research specifically addressing the effectiveness of modern pedagogical technologies in Russian language instruction (Adilova, 2024). Previous studies have largely focused on English or other widely taught languages, often neglecting the unique cultural, linguistic, and instructional characteristics of Russian (Yuldasheva, 2022). While some studies have noted improved motivation and engagement in technologically enhanced classrooms, comprehensive evidence on academic outcomes, teacher adaptation, and long-term learning impact in Russian language settings remains limited. To bridge this gap, the present study employs a mixed-methods approach, combining qualitative observations and interviews with quantitative assessments of student performance. The research was conducted across a selection of secondary schools implementing various educational technologies in their Russian language curricula (Yuldasheva & Karshieva, 2022). By analyzing classroom dynamics, teacher feedback, and student outcomes, the study aims to identify which tools and strategies are most effective in supporting language acquisition and how they align with modern educational objectives. The findings are expected to contribute valuable insights into the evolving role of technology in Russian language education. Results will inform curriculum development, guide teacher training initiatives, and support evidence-based policymaking (Yuldasheva, 2021). Ultimately, this study underscores the importance of aligning pedagogical practices with contemporary technological advances to foster deeper engagement, linguistic proficiency, and long-term academic success among students learning Russian as a native or foreign language (Bekmurodovna & Bakhodirovich, 2023).

METODOLOGY

The methodology of this study is based on a mixed-methods approach aimed at investigating the effectiveness of modern pedagogical technologies in Russian language lessons. The research was conducted in several secondary schools that have adopted technology-enhanced teaching strategies. Participants included Russian language teachers and students from grades 7 to 9. Quantitative data were collected through pre- and post-intervention language proficiency tests administered over one academic semester to measure improvements in grammar, vocabulary, reading comprehension, and writing skills. The results of students who engaged with digital tools such as interactive whiteboards, language learning applications, and online collaborative platforms were compared to those taught using traditional methods. To complement this, qualitative data were gathered through classroom observations, teacher interviews, and student focus group discussions. These tools allowed for a deeper understanding of how technological integration influenced classroom dynamics, student engagement, and instructional practices. Observation protocols focused on student interaction, use of digital resources, and teacher facilitation strategies. Interview and focus group transcripts were analyzed using thematic coding to identify recurring patterns and attitudes toward technology use. The methodological design ensured triangulation of data sources to enhance the validity and reliability of findings. Ethical considerations were upheld through informed consent from participants and confidentiality in data reporting. By combining empirical performance data with reflective accounts of the teaching and learning process, this methodology offers a comprehensive evaluation of how modern technologies contribute to the development of Russian language skills in contemporary educational environments.

RESULT AND DISCUSSION

After our country gained independence, in the first years of sovereignty, Uzbekistan began building a democratic society. The economy also became a key area of focus. The impact of the reforms implemented grew year by year. Not only were radical reforms introduced, but many changes occurred in other spheres as well, including the education system. In particular, interest in learning foreign languages increased, and many opportunities were created for the youth. The main goal was to raise the educational level of young people and increase their motivation to learn foreign languages. As our first President, Islam Karimov, said: Today, the teaching of foreign languages is of great importance in our country. It is impossible to overstate the significance of mastering foreign languages for a nation that is building its great future through solidarity and cooperation with international partners (Egorova & Pavlova, 2021). In line with this idea, on 10 December 2012, the Presidential Decree "On Measures to Further Improve the System of Teaching Foreign Languages" was adopted. This decision significantly expanded opportunities for learning foreign languages. Today, the demand for foreign language education continues to grow (Kozlova, 2020). Currently, it is necessary to explore and test new teaching methods not only in foreign language instruction but across all subjects. This is one of the most pressing issues to address for the improvement of the educational process today. Whereas in the past, foreign language learning was seen primarily as the study of a linguistic system, in recent years, the main goal has shifted to developing students' foreign language speaking abilities. It should be noted that these goals are not defined arbitrarily by individuals, but are closely connected to developments in linguistics, psychology, and the broader social evolution of society.

For example, consider the audiolingual method. The emergence of this method was influenced by shifts in linguistics, specifically the structuralist school of thought. It is based on the following principles:

- Foreign language learning should begin with spoken language;
- Teaching should be based on the use of various structures and speech patterns;
- Exercises should involve repeated drilling of language material;
- The selection of grammatical structures and vocabulary should be based on comparisons between the target and native languages;
- Pronunciation should receive special attention.

The main drawback of this method is the abundance of mechanical exercises and the lack of activities that involve real communication. The founders of this method were the methodological scholars Charles Fries and Robert Lado. For example, Charles Fries emphasized that the content of the initial stage of language learning should focus on mastering structures. He advocated that grammar instruction should be grounded in the formation of practical skills. Modern pedagogical technologies, especially when involving the comparison of a foreign language with the native one, produce effective results. Teaching a foreign language requires a deep understanding of its methodology. Methodology and technology play an important role in the foreign language learning process. There are various methods used in language teaching methodology. In the methodology of teaching foreign languages, the following are widely applied: the communicative-didactic method, the method of organizing intercultural dialogue, and the method of organizing exercises. Thanks to a high level of international cooperation across various professional fields, the demand among specialists to learn foreign languages

has grown significantly. Today, foreign languages are taught in schools, colleges, lyceums, and higher educational institutions. There are also innovative learning materials available for learners at different proficiency levels. Mastery of a foreign language and achieving specific levels of fluency largely depend on practical teaching methods and the qualifications of instructors. The use of information technology and modern teaching methods enhances the ability to understand new material more quickly. By combining different methods, a teacher can effectively address specific educational objectives.

In this regard, it is important for both teachers and students to become familiar with modern foreign language teaching methods. As a result, they develop the ability to select the most effective methods to achieve their learning goals. Utilizing a combination of teaching and learning methods can be highly effective. Today, innovation is advancing in all areas, including education. When teaching a foreign language, step-by-step instruction based on the student's abilities and proficiency level yields strong results. For example, learners can be divided into two or three groups depending on whether they are at an intermediate or advanced level. For each stage, the teacher develops a specialized active learning program (Warschauer & Healey, 1998). Active teaching methods not only help to motivate students to engage in active thinking and practical tasks during the learning process but also foster positive educational motivation. These methods help uncover and develop creative abilities, enabling learners to grasp the material with high efficiency. At every stage of the lesson, active methods should be used — not only to support the teacher but also to actively engage the students. Almost all techniques are dynamic and can be used not only in foreign language lessons but also in other academic subjects.

Organizational Stage – “Carousel” Technique. This method activates figurative thinking and memory. The first student receives a card from the teacher and says a word or phrase associated with the word on the card. The card is then passed along a chain of students until it returns to the teacher. Each student gets a chance to express their thoughts in a fast-paced environment (Kukulka-Hulme & Shield, 2008). At this stage, students “internalize” the material. The principle of an “Intellectual Warm-Up” can also be used to develop speaking skills. Typically, the lexical bases for such exercises are displayed on the board, especially during the early stages of learning. The “snowball” growth technique can follow two paths: expanding vocabulary and/or increasing grammatical complexity. (Example: I like reading books. I like reading e-books. I like reading e-books because they are easy to use.) Working with Flashcards. This method involves reviewing previously covered material using flashcards. It helps to systematize knowledge and refocus students' attention. As a result of using innovative methods in English language lessons, students develop logical thinking skills, their speech becomes more fluent, and they learn to respond quickly and accurately. These methods and games stimulate a desire for knowledge in students (Balyasnikova & Gillard, 2022). Learners become more motivated to prepare for lessons thoroughly, which transforms them into active participants in the educational process. The use of various visual aids and tables is also highly effective in teaching foreign languages. By using tables in the learning process, students can better grasp specific grammatical rules, for example, constructing sentences with different tenses or placing new vocabulary correctly.

CONCLUSION

The findings of this study demonstrate that the integration of modern pedagogical technologies into Russian language instruction significantly enhances student engagement, motivation, and language proficiency. The use of interactive tools and digital platforms not only supports differentiated instruction but also fosters active learning environments aligned with contemporary educational goals. These results suggest that embracing technology in language

education can bridge traditional and innovative teaching practices, offering a more effective and dynamic approach to language acquisition. The implications are substantial for educators, curriculum developers, and policymakers, as the adoption of such technologies can lead to improved learning outcomes and more adaptable teaching methodologies. However, further research is needed to explore long-term impacts, the scalability of specific technologies across diverse educational contexts, and the professional development required to support teachers in this transition. Future studies could also examine how these tools influence other aspects of language learning, such as cultural competence and oral communication skills, to provide a more holistic understanding of their educational value.

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