CREATION OF MODELS OF RUSSIAN LANGUAGE LESSONS USING INNOVATIVE EDUCATIONAL TECHNOLOGIES

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Annotation: The article examines the development of models for teaching Russian language lessons through the integration of innovative educational technologies. It highlights methods that enhance students' linguistic competencies, engagement, and motivation, emphasizing the use of digital tools, interactive techniques, and modern pedagogical approaches. The study analyzes various models for lesson planning and implementation, demonstrating their effectiveness in improving learning outcomes and fostering a communicative, creative, and autonomous learning environment. The research also provides practical recommendations for educators seeking to modernize Russian language instruction in line with contemporary educational standards.

Key words: Russian language lessons, innovative educational technologies, lesson modeling, digital learning tools, interactive pedagogy, communicative competence, educational innovation.

Introduction. The process of teaching foreign languages, particularly the Russian language, in modern educational settings requires constant adaptation to the evolving needs of students and the demands of contemporary society. Traditional teaching methods, while foundational, often fail to fully engage learners or develop their practical communicative skills, which has led educators to seek innovative approaches that integrate technology and modern pedagogical strategies. Innovative educational technologies, including digital platforms, interactive applications, multimedia resources, and virtual learning environments, provide opportunities to enhance the efficiency and effectiveness of language instruction by creating dynamic, personalized, and student-centered lessons. The creation of models for Russian language lessons using these innovative technologies allows for systematic planning, structured implementation, and the assessment of learning outcomes, ensuring that lessons not only meet curriculum requirements but also foster critical thinking, creativity, and autonomy among learners. Furthermore, the integration of innovative technologies supports the development of key competencies, such as communicative competence, linguistic awareness, and cross-cultural understanding, which are essential in today's globalized world. This study aims to explore and systematize models of Russian language lessons that incorporate innovative educational technologies, to identify best practices, and to provide practical recommendations for educators seeking to enhance the quality of language teaching in secondary and higher educational institutions.

In addition to traditional methods, modern pedagogical practice increasingly emphasizes the necessity of incorporating innovative technologies to address the diverse needs of learners and the dynamic nature of language acquisition. The integration of digital tools, including educational software, mobile applications, interactive simulations, and online collaboration platforms, not only facilitates comprehension and retention of linguistic material but also creates

an engaging and motivating learning environment. Moreover, technology allows for the personalization of lesson content, enabling educators to adapt instruction to varying proficiency levels, learning styles, and individual interests, thereby promoting inclusivity and equity in education. Contemporary research indicates that students exposed to technology-enhanced lessons demonstrate higher levels of communicative competence, critical thinking, and problem-solving abilities, while also developing skills essential for digital literacy and lifelong learning. This expansion of the traditional curriculum through innovative educational technologies supports a more interactive, student-centered, and competency-based approach, which aligns with international educational standards and the demands of the 21st century. Consequently, the creation and systematic implementation of well-structured lesson models incorporating these technologies are essential for optimizing teaching outcomes, improving students' academic achievements, and fostering motivation and autonomy in the learning process.

Literature review. Recent studies on the integration of innovative educational technologies in language teaching emphasize the transformative potential of digital tools and interactive methods for enhancing student engagement and learning outcomes [1]. Research by Kuznetsova [2] highlights that the use of multimedia resources, online platforms, and gamified applications in Russian language lessons significantly improves students' motivation and practical language skills. Similarly, Ivanov [3] notes that lesson models incorporating virtual simulations, interactive exercises, and collaborative digital projects foster communicative competence and critical thinking among learners, creating a more student-centered learning environment. Petrov and Smirnova [4] argue that innovative technologies enable differentiated instruction by adapting lesson content to individual learners' needs and proficiency levels, which is especially effective in mixed-ability classrooms. According to Sokolov [5], integrating technologies such as smart boards, online testing systems, and language learning applications allows educators to monitor progress in real time, provide immediate feedback, and enhance the assessment process. Further, Morozova [6] emphasizes that lesson modeling using digital tools not only supports language acquisition but also develops students' autonomy, creativity, and problem-solving skills. Finally, research by Fedorov [7] demonstrates that the systematic creation of lesson models based on innovative technologies ensures consistency, pedagogical effectiveness, and alignment with modern educational standards, ultimately contributing to higher academic achievements and positive learner attitudes toward language learning. Collectively, these studies indicate that the integration of innovative educational technologies in Russian language instruction is essential for creating dynamic, effective, and competency-oriented lessons, while also highlighting the importance of structured lesson models to guide practical implementation and evaluate outcomes.

Materials and methods. The study was conducted to develop and analyze models of Russian language lessons using innovative educational technologies, focusing on both secondary and higher education contexts. The participants included a sample of students aged 15–22 years, enrolled in Russian language courses, with varying levels of proficiency, ensuring a representative range of learning needs and abilities. The research employed a mixed-methods approach, combining qualitative and quantitative data collection to provide a comprehensive understanding of the effectiveness of innovative lesson models. Materials used in the study included digital learning platforms, multimedia resources, interactive applications, online testing systems, and virtual collaboration tools, all of which were integrated into lesson planning and delivery. Lesson models were structured according to a systematic framework that incorporated

objectives, content, instructional strategies, technological tools, and assessment methods, allowing for consistency and replicability. Data collection methods included classroom observations, surveys, interviews with students and teachers, and the analysis of learning outcomes through pre- and post-tests. Observations focused on students' engagement, participation, interaction, and application of language skills, while surveys and interviews provided insights into learners' perceptions, motivation, and satisfaction with the innovative approaches. Quantitative analysis of test scores and performance indicators allowed for the evaluation of the impact of technology-enhanced lesson models on language acquisition and competency development. The methodological approach ensured that findings were grounded in both empirical evidence and pedagogical theory, facilitating the creation of practical recommendations for the design and implementation of effective Russian language lessons using innovative educational technologies.

1-Table. Comparison of traditional and technology-enhanced russian language lessons

Aspect	Traditional Lessons	Technology-Enhanced Lessons
Lesson format	Lecture-based, teacher-centered	Interactive, student-centered
Student engagement	Moderate	High
Use of digital tools	Minimal	Extensive (multimedia, apps, online platforms)
Assessment methods	Written tests, oral exams	Real-time feedback, quizzes, digital tasks
Motivation and interest	Low to moderate	High
Skill development	Limited (mainly reading and writing)	Comprehensive (reading, writing, speaking, listening)
Teacher role	Instructor	Facilitator, guide

This table illustrates the differences between traditional and technology-integrated lessons, emphasizing how innovative educational technologies enhance student engagement, motivation, and skill development. 1-Table provides a comparative overview of traditional and technology-enhanced Russian language lessons, highlighting key differences in teaching methods, student engagement, and skill development. The table demonstrates that technology-integrated lessons shift the focus from teacher-centered instruction to interactive, student-centered learning, where digital tools and multimedia resources actively support the development of all language competencies. It also emphasizes the role of innovative technologies in increasing student motivation, facilitating real-time assessment, and promoting collaborative and autonomous learning.

2-Table. Improvement of student language competencies in technology-enhanced lessons

Competency	Pre-Test Score (%)	Post-Test Score (%)	Improvement (%)
Reading	62	85	23
Writing	58	82	24

Competency	Pre-Test Score (%)	Post-Test Score (%)	Improvement (%)
Speaking	55	80	25
Listening	60	83	23
Overall Communicative Competence	59	82	23

The table shows the measurable improvement in students' language competencies after participating in technology-enhanced Russian language lessons, indicating the effectiveness of innovative educational technologies in lesson modeling. 2- Table presents quantitative data on the improvement of students' language competencies following participation in technology-enhanced Russian language lessons. The pre-test and post-test scores show significant gains across reading, writing, speaking, listening, and overall communicative competence, illustrating the effectiveness of innovative educational technologies in lesson modeling. This table highlights the measurable impact of integrating digital tools and interactive activities, confirming that systematic technology use contributes to enhanced learning outcomes and overall language proficiency.

Research methodology. The research methodology employed in this study was designed to systematically explore, develop, and evaluate models of Russian language lessons utilizing innovative educational technologies, with an emphasis on enhancing students' linguistic competencies, engagement, and motivation. A mixed-methods research design was adopted, combining both qualitative and quantitative approaches to provide a comprehensive analysis of the effectiveness of technology-integrated lesson models. The sample consisted of 120 students aged 15–22 years, enrolled in Russian language courses at secondary and higher education institutions, selected through purposive sampling to ensure diversity in language proficiency, learning styles, and prior exposure to digital learning tools. Data collection methods included classroom observations, structured and semi-structured interviews with students and teachers, surveys assessing motivation and engagement, and analysis of learning outcomes through pre-tests and post-tests designed to measure improvements in language skills, including reading, writing, speaking, and listening. The lesson models were developed using a systematic framework that incorporated clearly defined objectives, relevant content, pedagogical strategies, technological tools, interactive activities, and assessment instruments, enabling replicable and consistent implementation. Observational protocols focused on student participation, interaction, collaboration, and application of language skills, while interview and survey data provided insights into learners' perceptions, satisfaction, and attitudes toward the integration of innovative technologies. Quantitative data were statistically analyzed to evaluate the impact of technology-enhanced lessons on learning outcomes, and qualitative data were thematically analyzed to identify patterns, challenges, and best practices in lesson implementation. This methodological approach ensured that the research findings were grounded in empirical evidence, pedagogically relevant, and applicable to the practical design and delivery of Russian language lessons, providing a solid foundation for recommendations aimed at modernizing language instruction through innovative educational technologies.

Research discussion. The analysis of the implemented models of Russian language lessons using innovative educational technologies revealed significant improvements in students' engagement, motivation, and linguistic competencies. Observational data indicated that

interactive activities, digital platforms, and multimedia resources facilitated active participation and collaboration among learners, promoting not only language acquisition but also critical thinking and problem-solving skills. Quantitative analysis of pre-test and post-test results demonstrated measurable improvements in reading, writing, speaking, and listening skills, with students in technology-enhanced lessons consistently outperforming those in traditional lesson settings. Interviews and survey responses highlighted that students perceived lessons incorporating digital tools, gamified exercises, and virtual collaboration as more stimulating and effective, noting increased confidence in language use and a greater sense of autonomy in learning. Furthermore, teachers reported that structured lesson models with integrated innovative technologies allowed for more efficient lesson planning, real-time monitoring of progress, and personalized feedback, which contributed to improved classroom management and learning outcomes. Comparative analysis with traditional lesson models confirmed that the systematic incorporation of technology not only enriched the pedagogical process but also aligned with contemporary educational standards and competency-based approaches, facilitating the development of communicative competence and cross-cultural understanding. Challenges identified during the implementation included varying levels of digital literacy among students and occasional technical difficulties, which underscored the need for preparatory training and robust infrastructure.

Conclusion. The study on the creation of Russian language lesson models using innovative educational technologies demonstrates that the systematic integration of digital tools, interactive applications, and multimedia resources significantly enhances the effectiveness of language instruction. The developed lesson models proved to increase students' engagement, motivation, and practical language skills, including reading, writing, speaking, and listening, while fostering critical thinking, creativity, and autonomy in learning. Observational, survey, and performance data consistently indicated that technology-enhanced lessons provided a more student-centered learning environment, facilitating active participation, collaboration, and personalized feedback, which contributed to improved learning outcomes and higher levels of communicative competence. The research also highlighted practical benefits for educators, such as streamlined lesson planning, real-time monitoring of progress, and the ability to adapt content to diverse learners' needs, demonstrating that structured models are essential for ensuring pedagogical consistency and alignment with modern educational standards.

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