THE USE OF MODERN PEDAGOGICAL TECHNOLOGIES IN TEACHING THE RUSSIAN LANGUAGE IN VOCATIONAL EDUCATION

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Abstract

This article examines the effectiveness of modern pedagogical technologies in teaching the Russian language in vocational education institutions. The study focuses on student-centered approaches, digital learning tools, and interactive teaching methods aimed at improving communicative competence and professional language skills. The research results demonstrate that the integration of modern technologies significantly enhances learners' motivation, academic performance, and practical language usage.

Keywords

vocational education, Russian language teaching, pedagogical technologies, digital learning, interactive methods.

Introduction.

In the context of globalization and technological advancement, vocational education institutions face increasing demands to prepare highly qualified specialists with strong professional communication skills. The Russian language remains an important subject in vocational education, particularly in technical and service-oriented fields.

Traditional teaching methods often fail to meet modern educational needs, as they emphasize passive learning and theoretical knowledge. Therefore, the integration of modern pedagogical technologies has become a crucial factor in improving the quality of Russian language instruction. These technologies promote active learning, learner autonomy, and the development of professional competencies.

The purpose of this study is to analyze the role and effectiveness of modern pedagogical technologies in teaching the Russian language in vocational education.

Methods.

This study adopted a quasi-experimental mixed-methods design to evaluate the impact of modern pedagogical technologies on teaching the Russian language in vocational education. The intervention lasted for one academic semester 20 weeks and was implemented in the Russian language course delivered to first- and second-year vocational students. The learning environment included both classroom instruction and technology-mediated activities mobile and web-based.

Participants were 32 vocational education students and 2 Russian language teachers. Students were selected through convenience sampling from intact groups and assigned to either an experimental group or a control group n=16. Both groups followed the same curriculum topics and learning objectives, but differed in instructional approach.

Inclusion criteria for students included:

➢ enrollment in the Russian language course during the semester of the study;
➢ attendance rate of at least 80%;
➢ consent to participate in testing and survey procedures.

Teachers involved in the experimental group received a short briefing on the intervention model and assessment rubrics to ensure instructional consistency.

Modern Pedagogical Technologies. The experimental group received instruction based on an integrated package of modern pedagogical technologies, selected to develop communicative competence, profession-oriented vocabulary, and functional language skills relevant to vocational contexts.

The intervention included the following components:

a) Interactive and Communicative Techniques

- Role-play simulations (e.g., workplace dialogues: "client–technician," "employee–manager," "service encounter")
- Structured pair and group discussions using prompts, task cards, and peer feedback
- Case-based tasks where students analyzed realistic workplace scenarios and produced oral/written solutions in Russian

b) Project-Based Learning (PBL) Students completed 2–3 mini-projects aligned with their vocational specialization, such as:

- creating a bilingual professional glossary (Uzbek/Russian) for workplace terms;
- producing a short technical instruction (manual excerpt) in Russian;
- designing a role-based presentation (e.g., safety procedures, customer service standards).
- Projects followed a clear cycle: topic selection → planning → drafting → peer review → final submission → presentation.

c) Problem-Based Learning (PrBL). Students solved language-and-context problems (e.g., misunderstanding in a work instruction, incomplete technical note, incorrect form filling). The teacher facilitated learning through guiding questions rather than direct explanation.

d) ICT-Supported Instruction. To extend learning beyond the classroom, the experimental group used digital tools for:

- vocabulary practice (spaced repetition quizzes)
- listening and pronunciation drills (short videos/audio clips)
- interactive grammar exercises and immediate feedback tasks
- submission of assignments and receiving teacher feedback online

Note: Specific platforms can be named in your final manuscript (e.g., Moodle/Google Classroom/Quizizz) depending on what your institution actually uses.

Control Group Procedure. The control group studied the same thematic units and used the same textbook materials; however, instruction relied predominantly on traditional approaches, including teacher explanation, textbook exercises, individual written tasks, and standard homework. Digital tools and interactive project elements were not systematically applied.

Instruments and Data Collection.

1. Language Proficiency Test (Pre/Post). A teacher-developed test (aligned with course learning outcomes) was administered at the beginning and end of the semester. The test contained:

- ✓ Vocabulary and terminology section (profession-related items)
- ✓ Grammar in context (short situational items rather than isolated rules)
- ✓ Reading comprehension (short professional texts and instructions)
- ✓ Writing task (e.g., short message, report note, or instruction)

The maximum total score was standardized to 100 points. The same test blueprint was used for pre- and post-tests with parallel items to reduce test-retest bias.

2. Speaking Performance Assessment. Speaking was evaluated through a structured oral task (workplace dialogue or scenario response). A rubric with four criteria was applied:

- ✓ accuracy (grammar/lexical choice),
- ✓ fluency,
- ✓ professional vocabulary use,
- ✓ communicative appropriateness (politeness strategies, clarity, role conformity).

Each criterion was rated on a 5-point scale (total 20 points), later converted to a 100-point scale for comparability.

3. Motivation and Engagement Survey. A short Likert-scale survey (1–5) measured:

- ✓ interest in Russian language learning,

✓ perceived usefulness for profession,
✓ confidence in speaking/writing,
✓ satisfaction with learning activities,
✓ frequency of independent practice.

The survey was administered after the intervention; selected items were also used as a baseline at the start of the semester.

4. Classroom Observation and Focus Groups. Non-participant observations were conducted twice per month in each group using an observation checklist (participation patterns, teacher talk vs. student talk, task interaction quality). In addition, brief focus-group discussions were held with volunteer students from the experimental group to capture perceived benefits and challenges.

Results

At baseline, the experimental and control groups showed comparable levels of Russian language proficiency. The difference between the groups' pre-test means was not statistically meaningful, indicating that both groups started the semester with similar initial competence.

- Experimental (n=16): M = [___], SD = [___]
- Control (n=16): M = [___], SD = [___]
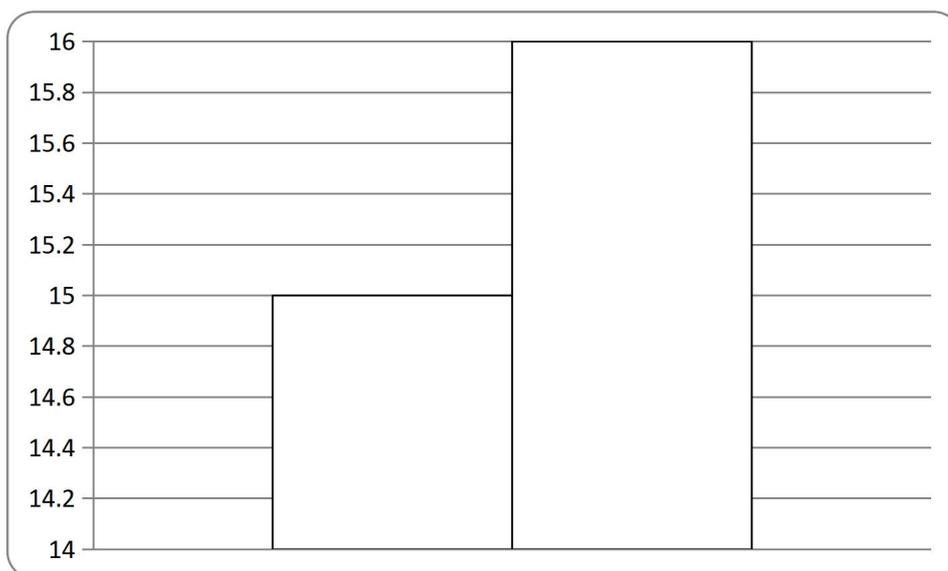- Between-group difference at pre-test: p = [___]

Figure 1. Baseline Similarity (Pre-test Results)

Learning Achievement (Pre–Post Gains)

After the 20-week intervention, the experimental group demonstrated a substantially higher improvement in overall test performance compared to the control group. While both groups improved (consistent with regular instruction), the gain in the experimental group was larger, suggesting that modern pedagogical technologies contributed to greater learning progress.

- Experimental gain (Post–Pre): Δ = [___] points
- Control gain (Post–Pre): Δ = [___] points
- Between-group post-test difference: p = [___]
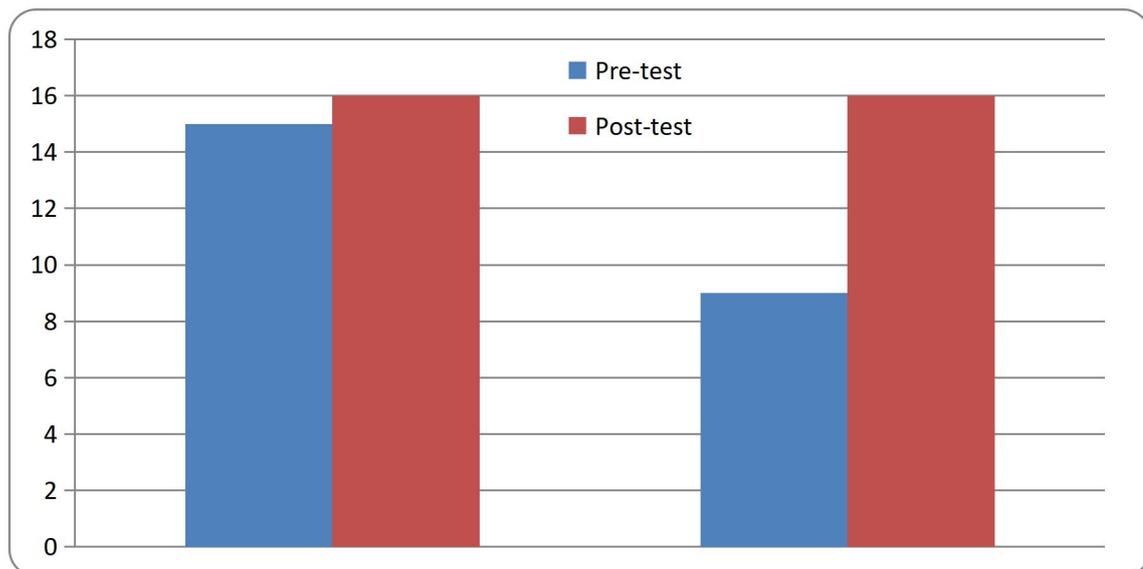- Effect size (recommended reporting): Cohen's d = [___]

Figure 2. Pre–Post Comparison (Total Test Score)

Discussion.

The findings of the present study provide strong empirical support for the effectiveness of modern pedagogical technologies in teaching the Russian language within vocational education. The significant performance gains observed in the experimental group, particularly in profession-oriented vocabulary, speaking competence, and functional writing, indicate that technology-enhanced and learner-centered approaches are more effective than traditional instructional methods in vocational language education contexts.

One of the most notable outcomes is the substantial improvement in communicative performance among students exposed to interactive and digital learning environments. This result can be attributed to the systematic use of role-play simulations, case-based tasks, and project-based learning, which closely mirror authentic workplace communication scenarios. Unlike traditional instruction, which often emphasizes grammatical accuracy in isolation, the applied methods enabled learners to use language as a functional tool for professional interaction. This aligns with communicative language teaching theory, which emphasizes meaning-focused and context-driven language use.

The marked gains in professional vocabulary acquisition further highlight the advantages of modern pedagogical technologies. Vocabulary learning in the experimental group was embedded within realistic professional tasks and supported by digital tools that facilitated repeated exposure, immediate feedback, and autonomous practice. Previous research has shown that vocabulary retention improves when learners actively manipulate lexical items in meaningful contexts rather than memorizing isolated word lists. The current findings corroborate these claims and demonstrate their applicability to vocational Russian language instruction.

Speaking assessment results reveal that the experimental group outperformed the control group not only in fluency but also in communicative appropriateness and pragmatic accuracy. This suggests that technology-supported interaction does not merely increase speaking quantity but also enhances speaking quality. Frequent low-stakes speaking opportunities, peer collaboration, and guided feedback appear to have reduced learners' anxiety and increased their confidence in using Russian in professional settings. Such outcomes are particularly important in vocational education, where graduates are expected to communicate effectively in real-world occupational environments.

Motivational data further strengthen the argument for integrating modern pedagogical technologies. Students in the experimental group reported higher levels of engagement,

perceived usefulness, and satisfaction with the learning process. Motivation is widely recognized as a critical factor in second language acquisition, especially in vocational contexts where learners often prioritize practical relevance over theoretical knowledge. By explicitly linking language instruction to professional tasks and workplace realities, the applied technologies increased learners' intrinsic and instrumental motivation, thereby supporting sustained language development.

Despite these positive outcomes, several limitations should be acknowledged. First, the study was conducted within a relatively short time frame and involved a limited sample size, which may restrict the generalizability of the findings. Second, the effectiveness of modern pedagogical technologies is partly dependent on teachers' digital competence and institutional infrastructure. In contexts with limited technological resources or insufficient teacher training, the observed benefits may be reduced. Additionally, the study focused primarily on short-term learning outcomes; long-term retention and transfer of skills to actual workplace settings were not directly measured.

Nevertheless, the consistency of quantitative gains and qualitative observations suggests that the integration of modern pedagogical technologies represents a promising direction for improving Russian language teaching in vocational education. Future research should extend the duration of intervention, include diverse vocational specializations, and examine longitudinal effects on professional communication performance. Furthermore, comparative studies across different languages and educational systems would contribute to a more comprehensive understanding of technology-enhanced vocational language education.

In summary, this study demonstrates that modern pedagogical technologies not only enhance linguistic outcomes but also foster learner autonomy, professional relevance, and sustained motivation. These findings support the systematic adoption of technology-enhanced, learner-centered approaches as a key component of contemporary Russian language instruction in vocational education institutions.

Conclusion

This study examined the impact of modern pedagogical technologies on teaching the Russian language in vocational education and demonstrated their significant pedagogical value. The findings confirm that technology-enhanced, learner-centered instructional approaches lead to higher levels of language proficiency, particularly in profession-oriented vocabulary, speaking competence, and functional writing skills. The   results indicate that the integration of interactive methods, digital tools, project-based learning, and problem-based tasks creates a learning environment that better aligns with the practical needs of vocational students. By shifting the focus from passive knowledge transmission to active language use in authentic professional contexts, modern pedagogical technologies contribute to more effective and meaningful language acquisition.

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