Novosibirsk State Pedagogical University

On the rights of the manuscript

Svetlana Vladimirovna Marchuk

Pedagogical conditions for the formation of communicative competences in the digital educational environment of a Russian university
(on the example of teaching foreign students)
5.8.1 General pedagogy, history of pedagogy and education

DISSERTATION
for an academic degree
candidate of pedagogical sciences

Translation from Russian
Supervisor
Doctor of Education, Associate Professor
Alexander Dakhin

Novosibirsk - 2023

Table of Contents

Introduction

Relevance of the research. In modern conditions of transformation of the Russian society intercultural communication acquires special both cultural-historical and geopolitical significance in the context of new socio-cultural effects. One of such innovative effects of psychological and pedagogical orientation is the digitalization of education, which creates a unique "language" of mastering different types of activities, including the language of communicative competence formation in the digital educational environment of the Russian university, studied by E. A. Alisov, A. A. Veriaev, Y. S. Manuilov, V. V. Rubtsov, V. I. Slobodchikov, V. A. Yasvin, etc.

It should be noted that computer-mediated communication is not a new, but still relevant form of communication, actively developing in an interactive format of self-organization of all participants in the pedagogical process. Digital educational technologies have become indispensable for both teacher and learner, uniting subjects of education emotionally, content-wise and value-organizationally, creating conditions for self-determination of participants of communication, their self-development by digital means of education in the modern world. It is the digital transformation of pedagogical systems that makes it possible to create a new didactics based on pedagogical interaction of a continuous, dialogical (according to M.M. Bakhtin), co-creative format which allows creating, according to E.D. Dneprov, V.A. Kan-Kalik, and N.D. Nikandrov, a collective cultural product. Accordingly, the content of the open education in this case represents in H. G. Gadamer's terminology - "horizon of expectation", a peculiar point of possible intersection of the world of signs and individual culture of the network user [35, p. 508].

The digitalization of education initially implies some variability in the content of language training, the lack of clear and unambiguous parameters characterizing the acquisition of Russian as a foreign language. And communicative competence as a model of expected results of Russian language acquisition allows for a certain degree of uncertainty, revealed at one time by V.V. Guzeyev, E.N. Gusinsky, A.N.

Dakhin, I.Yu. Turchaninova, etc. It should be noted that the pedagogical conditions of communicative competence formation with the help of an interactive pedagogical site provide self-organization of the results of foreign students' training, leveling the problem of a foreign student's alienation from the content of language competence, which from the "horizon of a hermeneutic ontology" is not a problem of the foreign student's self-organization. [35, p. 508] or a possible point of intersection of the world of external digital symbols and the listener's own experience is transformed into the individual culture of a competent native speaker of the Russian language.

The relevance of constructing, upgrading and testing the pedagogical conditions for the formation of specific types of students' competence is associated with a number of problems arising in a transforming society. Firstly, it is the need for cybersecurity of learners using all resources available on the information network.

Secondly, the open educational environment creates prerequisites for the failure of the main tasks of learning, not always providing a guaranteed and reproducible result of the cultural formation of students. The pedagogical process in an open education environment is prone to disintegration, a certain chaos and uneconomical search for already existing ways of solving pedagogical tasks of a cognitive nature. That is why we attach special importance to didactic tools partially reducing the extent of these problems both in terms of designing instrumental-media learning tools and in terms of their adaptation in pedagogical conditions of communicative competence formation in digital educational environment of a Russian university, which we tested on the example of training foreign students. Our research aims to make a feasible contribution to the implementation of the federal project 2019-2024. "Digital Learning Environment" in terms of solving the specific pedagogical task of developing communicative competence of a special category of learners, which are Russian university students studying Russian as a foreign language. The didactic tool we created, tested and implemented, which is the "interactive pedagogical website", made it possible to ensure digital transformation of open university education in the direction of its dialogic format due to the updated digital services of this website, allowing all participants in the process to create

authorial content of cognitive activities. Such pedagogical conditions quite effectively implement the possibility of self-education of foreign citizens while mastering the Russian language, providing the formation of an emerging personality precisely in the issues of active communication, which agrees with the philosophical vision of the axiological essence of education of M.K. Mamardashvili, who believed that the person himself is an opportunity to become a person, which is yet to be realized [74].

Thirdly, pedagogical practice requires pedagogical scholars to put such modern socio-cultural phenomenon as gamification at the service of cultural formation of students of different ages. Gamification of education is an innovative trend in pedagogy, because it is a "language" adapted to the learner's entry into a culture, in our case a linguistic one. However, games, even if they are educational and developmental, are a supplement to the cognitive activity of students and schoolchildren, enhancing the creative interest in learning, which we have used in constructing the content of the interactive pedagogical website.

At present, the issues of designing digital educational environment for distance learning are being researched. Thus, E. G. Azimov addressed this direction and proposed a methodology for distance learning Russian as a foreign language, presenting a detailed analysis of educational electronic resources and based on methodological research [1; 2]. The author gives a characteristic of mass open online courses (MOOCs), which are mainly aimed at organizing independent work [2]. In her research E.S. Polat has proved the effectiveness of distance education with appropriate organisation of pedagogical activities [107]. Every user can create his own site on any topic, no one will edit or ban this site. But the search can bring both excellent results and turn into a waste of time [155, p. 378].

A.A. Andreev's research reveals the concept of "electronic pedagogy", the author formulates the problems that have not been solved so far and have become chronic. One of the first problems is the lack of a developed theory of learning in modern information and educational environments [7, p. 179]. Pedagogical problems are also considered to be interdisciplinary. For example, physiologists P. A. Baiguzhin,

D. Z. Shibkova, R. I. Aizman made a profound theoretical analysis of the impact of informatization of the educational environment on the personality, pointing to the actualization of the problems of cognitive distortion [14]. The conducted analysis of the methodology related to information education allowed us to conclude that the research activity is mostly limited to a general description of this concept. Thus, A.V. Khutorskoy believes that the management of distance education in the country, is neither scientifically sound nor practically feasible. Websites and platforms are only learning tools, while the main thing is pedagogical technologies, teaching methods and staff training, system of diagnostics and evaluation of results, provision and support of the process, etc. [133].

Internet technologies include a website, which is a form of creativity of a teacher, developed for specific pedagogical intentions based on the researched methodology. Such pedagogical technology in the educational environment we called an interactive pedagogical website, the creation of which was based on a complex of sciences: pedagogy, physiology, psychology, linguistics, cultural studies, related literature, geography, history of the country of the language under study, communication theory, information theory, sociolinguistics, formal logic. Consequently, *the study of pedagogical conditions influencing the process of formation of* communicative competences of foreign students at the stage of preparation for admission to Russian universities has both interdisciplinary and technical aspect of extensive use of information and communication technologies in education, creating a digital creative-oriented environment.

The extent to which the research problem has been scientifically developed.

The analysis of research in the field of general pedagogy indicates the need for new solutions to the problems of forming communicative competences in a special category of students, which are foreign trainees of preparatory courses, which is associated with the need to develop technical training tools, digital representation of the content of language education, structured by an updated set of pedagogical conditions for the successful self-development of subjects of education

in the educational environment of a Russian university.

The scientific aspects that form the methodological basis of our study are contained in the works of the following scholars.

1. Methodology of Open Education in the Informational and Educational Environment of the Modern University (V.I. Slobodchikov, V.A. Yasvin, A.A. Verjaev, E.A. Pushkaryova, Y.S. Manuilov, V.V. Rubtsov, etc.).

The technology of personality-centred education (E. V. Andrienko, V. P. Bespalko, A. A. Verbitsky, V. V. Guzeyev, E. F. Seeer, I. S. Yakimanskaya).

3. The main goal of the study is to develop the content of education (V.V. Kraevsky, V.A. Slastenin, I.Y. Lerner, V.M. Polonsky, V.V. Serikov, M.N. Skatkin, A.A. Khutorov, A.A. Orlov, A.A. Sinenko) and the development of the content of education. A. V. Khutorskoy, A. A. Orlov, V. Y. Sinenko).

The axiological orientation of social education in civil society (B.G. Ananyev, A.V. Mudrik, T.A. Romm, Z.I. Lavrentieva).

5. Didactic foundations of competence formation (L.N. Berezhnova, V.A. Bolotov, V.S. Bibler, I.S. Zimnyaya, A.N. Dakhin, I.A. Fedoseyeva).

Pedagogical science has already formed traditions of application of computer tools, information technologies associated with multimedia applications, although all this does not always unambiguously infuse the cultural development of students, and the resources of the media educational platform are not effectively used in the teaching of Russian as a foreign language. The use of websites is more often spontaneous, poorly structured in content and not differentiated organizationally. The main functionality of the educational resources of the site is access to information. Although the personal site of a teacher can be considered not only as a didactic teaching tool, but also as a part of the educational process, in which the learner learns to work with information bases in an interactive format. However, this resource is far from being fully used by all participants in the educational process, according to researchers I. A. Rodionova et al. [115]. Thus, in the period of digitalization of education, a pedagogical site should be considered as one of the main resources for teaching Russian as a foreign language. Thus, there is a need to provide scientific and

pedagogical justification for the concept of **interactive pedagogical website**, which is an appropriate, effective and constructive means of teaching, accordingly, the topic of research on pedagogical conditions in the digital educational environment of the Russian university in the formation of communicative competences in foreigners is **relevant** in light of new didactic constructions.

We have identified the following **contradictions** between

- The need to improve the process of forming communicative competence of foreign students and the lack of tested pedagogical conditions for such formation in the digital educational environment of a modern university;

- The need of foreign students for self-actualisation in Russian culture and the lack of tested digital tools for active communication of all subjects of educational activity;

- the demand of educational organizations for effective technologies of students' training providing reproducible, guaranteed and diagnosable result of communicative activity and absence of didactic means of prompt feedback creating "zone of the nearest development" for staging patterns of speech musculature of foreign students striving to create - in N.A. Bernstein's terminology - image of required future formation in Russian society culture.

To resolve the contradictions existing in scientific pedagogy, noted technological difficulties in overcoming these contradictions, we formulated the **research problem**: what are the ways, technologies and conditions for building effective methods of communicative competence formation in the digital educational environment of the Russian university.

The problems and contradictions identified in the research allowed us to formulate the topic of our scientific and pedagogical research: "Pedagogical conditions of communicative competence formation in digital educational environment of Russian university (on the example of foreign students training).

Research objective. To develop, test and create pedagogical conditions for effective formation of communicative competences of foreign students entering a Russian university.

The object of the study. Formation of communicative competences of foreign students entering a Russian university.

Subject of the study. Pedagogical conditions for the formation of communicative competences in a digital educational environment.

Hypothesis of the research. Formation of communicative competences of foreign students at the stage of preparation for entering Russian universities will be effective if:

1) The content of language education is presented in the digital form of a specially adapted open-ended sign system, allowing for operational redefinition by all participants in education; (1-2 tasks)

2) teaching methods and forms of control should be placed on the interactive pedagogical website as a didactic tool designed for rapid diagnosis of difficulties encountered in the formation of communicative competences;

3) the dialogical format of education through an interactive pedagogical website will allow the trainees to partially participate in goal-setting, which will correspond to the conditions for effective formation of communicative competences;

4) to create a special didactic tool, which is an interactive pedagogical website with stylistic unity, invariant linguistic content, opportunities for wide involvement of students in network interaction with partners of a modern Russian university, as well as technological constructs providing person-centred teaching of Russian as a foreign language.

Research objectives.

1. To clarify the notion of communicative competences of foreign learners by explicating it to the training of learners in the digital learning environment of a Russian university.

2. To design and test a set of pedagogical conditions for effective formation of communicative competences of foreign students in Russian-speaking environment.

3. Create a didactic tool, such as an interactive pedagogical website, and experimentally justify its application in the formation of communicative competences, both in terms of content and process.

4. To develop a criterial framework corresponding to the effectiveness of communicative competence formation among foreign students at a Russian university.

5. Experimental testing of the effectiveness of the implementation of pedagogical conditions for the formation of communicative competences of foreign students through the introduction of an interactive teaching site as the main teaching tool for dialogic education.

The methodological basis of the study was as follows:

- *Personality-oriented* approach regulating formation on the operational representation of educational results developed by E. V. Bondarevskaya, A. A. Verbitsky, E. F. Zeer, V. V. Serikov, I. S. Yakimanskaya, etc.)

- *competence* approach in presenting the results, methodology and technology of language education as "knowledge in action" developed by V. A. Bolotov, I. A. Zimnaya, V. A. Slastenin, V. V. Serikov, V. Y. Sinenko, V. V. Kraevski, A. V. Khutorskiy, V. D. Shadrikov, etc.)

The theoretical basis of the study was as follows:

1. the theory and practice of applying the audio-visual method by O. A. Gromova in language learning; the technology of teaching Russian vocabulary to foreigners using multimedia by E. G. Azimova, S. V. Fadeeva, E. S. Polat, I. V. Robert et al.

2. Psycholinguistics as the doctrine of information processing by an individual and features of the production of patterns of speech musculature (A. R. Luria, N. A. Bernstein, I. P. Pavlov, L. S. Vygotsky, A. A. Leontiev, G. Paul, I. Ilyasov, P. Lindsey, D. Norman, D. Himes).

3. N. Chomsky's theory of generative grammar.

4. The content content of communicative competence. produced by A. N. Shchukin, L. V. Moskovkin, N. G. Abdurakhmanova, V. V. Andreev.

5. Modelling in Pedagogy, presented by E. V. Andrienko, V. P. Bespalko, V. M. Monakhov, A. G. Shabanov, A. A. Ostapenko, A. N. Dakhin, V. A. Stoff.

6. The theory of collective learning activity by A.G. Rivin, V.K. Diachenko and M.A. Mkrtchyan.

Research methods.

Theoretical: *Inductive-deductive* method to study literature, documents, materials to identify the content of communicative competences and the issues in their formation;

- the method of *observation and description* in the implementation of a training site in the educational process;

- the method *of analysis and synthesis* to identify practical relevance;

- a method *of interviewing foreign respondents* in the form of a questionnaire to identify actual results

- *the mathematical* method in processing the survey results;

- *modelling* method in the process of creating a pedagogical model for a training site;

- A *modelling* method for creating a structural and functional model of a training site;

- *Experimental* method as a scientifically organised observation of the work of the site at different educational sites, with students of different nationalities and age categories, and with different organisation of the learning process (face-to-face/distance/blended).

The author of the research work was guided by a holistic view of Russian as a foreign language learning outcomes, combining speech activities that are inextricably linked (reading, listening, speaking, writing), as well as person-centered education of foreign students, taking into account the personal position of each listener, participating in communicative intercultural interaction.

Experimental and experimental basis for the study.

In the course of the study, results were obtained confirming the effectiveness of teaching with the help of an interactive pedagogical website at different educational sites. The site was used as a teaching tool in a preparatory course for foreign applicants at the Naval Academy in St. Petersburg, at an aviation university, at St. Petersburg State University, in the Republic of Uzbekistan among teachers of Russian to Uzbek schoolchildren. In total, more than 300 people from the following

countries participated in the experiment: People's Republic of China, Vietnam, Congo, Equatorial Guinea, Dominican Republic, Turkey, Uzbekistan, Iran and France.

The results of the empirical study were reproducible, sustainable, guaranteed for 5 years (from 2019 to 2023). The site was used for distance learning in the presence of neutral conditions: student age of the trainees; their training at the university preparatory courses; the presence of a pronounced motivated willingness to study in Russia; the use of modern multimedia tools for learning. A programme "Visitor" was installed on the website, which identifies new visitors to the site on a daily basis. At the end of the course, the trainees acted as respondents to a survey to identify the effectiveness of using the teacher's website during the learning process.

Stages of the study.

1. Analytical stage (2017-2018). Analytical work with bibliographic sources was carried out, a research programme was drawn up, technologies of communicative competence formation in the digital environment were comprehended.

2. Practical stage (2019-2020). During this period the organizational and pedagogical conditions of the implementation of the structural and functional model, contributing to the formation of students' communicative competence were determined. The ways of approbation of the language education technology were determined. The structure of the site was developed taking into account the contradictions and problems of learning in the digital environment, the site was tested in different audiences of students studying Russian as a foreign language.

3. Result stage (2021-2023). This period is connected with the pedagogical experiment on testing the pedagogical conditions for the formation of communicative competences of students; the reflection of the whole set of research efforts was carried out; the directions of prospective continuation of scientific search for the options of communicative competences formation in the digital environment of the Russian university were outlined.

We conducted the final revision thanks to experimental teaching in a preparatory course at St. Petersburg State University of Civil Aviation and St. Petersburg State University, which allowed us to collect the necessary empirical data to determine the effectiveness of the developed digital learning tools. In addition, theoretical understanding of the results of the experimental testing of the effectiveness of the interactive pedagogical website was carried out and methodological recommendations for teachers on its use as a new didactic tool were prepared.

Scientific novelty of the study.

1. The notion of communicative competences of foreign language learners in the context of foreign language learners' acquisition of Russian language is clarified. Thus, communicative competence is a motivated readiness of a learner to enter into a cultural dialogue with partners in network interaction included in the language practice of the university educational environment.

2. For the first time, the concept of interactive pedagogical site consisting of a model with the most significant elements: goals, objectives, principles, technologies and functions, invariant and variant content has been developed. Such a site allows, firstly, a flexible choice of teaching forms, taking into account individual abilities of every student; secondly, it permits participation of an educational subject in goal-setting and self-organization of the language education content. Thirdly, the site is equipped with diagnostic tools, which allow for online correction of the interim results of Russian language teaching.

The teacher, creating a unique lesson, can save the content on the website, edit it as needed, and share it personally with each listener using the vast multimedia capabilities of the digital environment.

3. A set of pedagogical conditions for effective formation of communicative competences of foreign students in Russian-speaking environment was designed and tested. For this purpose, a linguodidactic structural and functional model of teaching Russian language in the digital educational environment of a Russian university was developed, tested and implemented. The main pedagogical conditions are as follows:

3.1) presenting the content of language education in the digital form of a specially adapted open sign system, allowing all subjects of education to participate in supplementing this content, designing the criteria for its selection, self-organisation of the students' listening experience;

3.2) A dialogical format of communication between subjects of education through an interactive pedagogical website, which allows trainees to partially participate in goal-setting, self-selection of teaching methods and forms of self-monitoring for diagnosing difficulties;

3.3) wide involvement of the foreign audience in networking with partners of a modern Russian university, united by the common goal of intercultural cooperation, which leads to the formation of students' readiness to create authentic texts of the network community culture.

4. The criterion base for the process of communicative competence formation among foreign students at a Russian university has been developed. The main criteria are adapted to the conditions of learning in the digital educational environment of the university, equipped with diagnostic tools, revealing the effectiveness of learning on an operational basis, i.e. by correlating the results with numerical series, forming a "digital trail" of progressive dynamics of the student's personality development. We have identified, modified and tested cognitive, activity, value, reflexive criteria among the main ones.

5. New teaching techniques were developed and proposed: "Live dialogue", in which the learner listens to the recording as many times as necessary to meet the standard. The "Simple to complex" reading technique, which is based on practicing the skill of reading a complex text, has three stages: the first is adapted, the second is more complex, and the third is original. Mastering a text in this way not only allows for a step-by-step mastery of content, i.e. creating cognitive loops that are overcome in stages in the form of cyclical repetitions. In addition, there is an opportunity for a differentiated approach when teaching a multi-level group. The "Learning Words Fast" technique is based on compiling a vocabulary of words with similar pronunciation. The students themselves take part in compiling the vocabulary, which

rapidly increases their vocabulary. This vocabulary is available on the interactive pedagogical website and is updated rapidly. The students become participants in compiling such a dictionary, which motivates them to further study the Russian language with more interest.

Theoretical significance of the study.

1. The conceptual apparatus of pedagogy is supplemented with a clarified definition of "communicative competence of foreign language learners" in the context of foreign language learners' acquisition of Russian as a definition expressing self-organization of communicative-cognitive activity in the digital educational environment of a Russian university.

2. the pedagogical conditions of successful formation of communicative competences of foreign students in Russian-speaking environment as a single set of organizational (digital educational environment, content and organizational openness, networking) and pedagogical constructs (set of competences aimed at collective and motivated readiness for language activity, key values of intercultural communication) are substantiated.

3. The structural and functional model of teaching Russian as a foreign language based on the didactic constructs of dialog-communication by A. G. Rivin, V. K. Diachenko, who proposed such forms of organization of dynamically-changing study groups, which allowed the training to be carried out on a technological basis.

Practical significance of the study.

1. The developed pedagogical conditions are used in the formation of communicative competences in three Russian universities.

2. The didactic methods have been implemented, criteria for educational content selection have been substantiated (value, cognitive, activity, reflexive), levels of readiness formation for communicative activity in foreign students have been verified.

3. methodological recommendations on the use of interactive pedagogical website among teachers of Russian as a foreign language were summarised and

disseminated. It is revealed that the site is used freely in more than 80 countries around the world.

The personal contribution of the co-author is to clarify the concept of "communicative competences of foreign language learners in the context of foreign language learners' Russian language acquisition", to disclose the term "interactive teaching site" as a special didactic tool for forming communication experience, to describe the phenomenon of forming this type of competence of foreign language learners as a pedagogical task solved in the digital educational environment of a Russian university. Developing structural and functional model of communicative competence formation, selecting forms and methods used at each stage of educational activity with trainees, author's approbation of diagnostic tools, valid in characterizing qualitative formation of a particular type of competence, analysis and pedagogical interpretation of experimental results.

Reliability and validity of the research results are ensured by the application of approaches and methods adequate to the research problem, consistency of these methods with fundamental provisions of modern Russian education methodology; completeness and deep psychological and pedagogical analysis of the research subject, which is a set of pedagogical conditions that increase the effectiveness of communicative competences formation; significant volume of the statistical sample of the experiment participants; correct use of methods of communicative competence formation. Established according to theoretical and empirical criteria. When constructing the model of communicative competence formation we strived to meet the following modeling requirements:

subject matter, where the analysed concepts relate to a common subject area - information and communication technologies in teaching Russian as a foreign language;

completeness, where it is evident that the teacher's interactive pedagogical site covers the main areas: speaking, listening, reading, writing, vocabulary and grammar in the formation of communicative competences in foreigners on the preparatory course of a Russian university;

consistency with other multimedia models, pedagogical ideas and principles. However, the seeming contradictions have only helped to improve the interactive pedagogical site in a digital educational environment according to the principle of additionality, as equivalence between different scientific descriptions of the object, which explain the same object, the same subject area, has been established, which has increased the effectiveness of learning;

The *interpretability of* the theory of interactive pedagogical site use has empirical content and validity;

Transparency as verifiability of the site's results was piloted at different educational sites of universities with learners from different countries.

In addition, the validity of the research results was ensured by the content validity, as one of the important criteria was the degree of relevance - the compliance of the didactic material of the website with the requirements of the curriculum, the needs of the students, their emotional and value preferences.

The statements made for the defence.

1. The conceptual apparatus of pedagogy is supplemented by the explication of the concept of communicative competence of foreign language learners in the context of foreign language learners' acquisition of Russian language in the digital educational environment of the Russian university. Communicative competence is, firstly, the motivated readiness of a learner to enter into a cultural dialogue with partners in network interaction included in the language practice of university educational environment; secondly, the ability to participate in joint design of language education content through interactive tools of educational environment; thirdly, the ability to build an individual learning path in the university educational environment open for authorship in culture.

2. The set of pedagogical conditions for effective formation of communicative competences of foreign students in the Russian-speaking environment that we have designed consists of:

2.1) presenting the content of language education in the digital form of a specially adapted open sign system, allowing the participation of all subjects of

education in supplementing this content, designing the criteria for its selection, self-organisation of the listening experience of the learners;

2.2) the dialogical format of communication between the subjects of education through an interactive pedagogical website, which allows the trainees to partially participate in goal-setting, self-selection of teaching methods and forms of self-monitoring in order to diagnose difficulties;

2.3) wide involvement of the foreign audience in networking with the partners of a modern Russian university, united by the common goal of intercultural cooperation, which leads to the formation of the students' readiness to create authentic texts of the network community culture.

3. The developed concept of interactive pedagogical site includes a model with the most significant elements: goals, objectives, principles, technologies and functions, invariant and variant content. The site allows for flexible learning forms, taking into account an individual psychotype of every student; it also permits partial participation of a subject of education in goal-setting and self-organization of the language learning content. The scientific concept of the site is expressed in linguistic norms, taking into account the knowledge of physiology and psychology.

The conceptual basis of the site consists of:

a) a structural and functional model of pedagogical activity in a digital educational environment;

b) the possibility of developing an individual programme for a foreign student or group on a routine basis;

c) integration of diverse and necessary didactic tools;

The notion of pedagogical website is expressed taking into account the set of pedagogical principles of pedagogical model integration; stylistic unity; learning as communication; positive results.

4. The linguodidactic structural and functional model of teaching Russian language in the digital educational environment of the Russian university was developed, tested and implemented. Thus, the criteria base of the process of formation of communicative competences of foreign students at Russian university is adapted to

the conditions of learning in the digital educational environment of the university, provided with diagnostic tools, revealing the effectiveness of learning on an operational basis, i.e. by correlating the results with a numerical series, forming a "digital trail" of progressive dynamics of the listener personality development. We have identified cognitive, activity, value, reflexive criteria as the main ones.

Approval of the results of the research. The main results of the research were presented and discussed at scientific conferences and seminars.

1. International scientific conference XXV Jubilee Tsarskoselsky Readings. 23-24 April 2018 (St. Petersburg, A.S. Pushkin Leningrad State University).

2. International Scientific and Practical Conference "Open Educational Environment for Russian Language Learners in European Countries: Best Practices and Development Prospects". 10 November 2018, Bratislava-Moscow GIRJ named after A.S. Pushkin. A. S. Pushkin. (Pushkin State Institute of Russian Language). With the report "Tutorial̆ site as personal interaction in teaching Russian as a foreign language on the example of mastering the concept of "Russian world"". Access mode:

3. International Scientific-Practical Conference "Modern Development of Russia through the Prism of Scientific Research" SPbSEU, December 2018 (St. Petersburg State University of Economics SPbSEU). With the report "Russian language for foreigners: from the past to the present in teaching methodology".

4. IX International Scientific Conference "Education as a factor in the development of intellectual and moral potential of the individual and modern society" IX International Scientific Conference С 7-8 November 2019 (St. Petersburg, Leningrad State University named after A.S. Pushkin). With the report "Information and communication technologies: personal teacher's website".

5. International Research and Practice Jubilee Conference of the Department of Pre-university Russian Language Teaching at Moscow State University 'Theory and Practice of Russian Language Teaching in the Digital Age', February 25-26, 2020 (Moscow State Pedagogical University). With the report "Multimedia tools: educational personal website of a teacher".

6. Seminar "Culture of communication in the context of digital and socio-cultural globalisation: specific features of distance learning". "IPR Media 13.10.2020

7. XXVII International Conference of Students, Postgraduate Students and Young Scientists "Lomonosov". (Lomonosov Moscow State University. M.V. Lomonosov Moscow State University, November 2020. With the report "Using a teacher's learning site in an informed approach to teaching Russian as a foreign language".

8. International Scientific Conference XXII Jubilee Tsarskoselsky Readings. 20-21 April 2021 (St. Petersburg, Leningrad State University named after A. S. Pushkin). With the report "Teaching Russian as a foreign language to Uzbek pupils with a teacher's teaching site".

9. International Scientific and Practical Conference, Kazan, 15 April 2022. With the presentation "Comparative analysis of educational and pedagogical websites".

Structure and scope of the thesis. The thesis consists of an introduction, three chapters with conclusions, nine paragraphs, a conclusion, a bibliography including 162 titles, among which 15 are in English, 7 appendices. The total volume of the thesis is 220 pages.

Chapter 1
Theoretical foundations for modelling the digital learning environment

1.1 Designing pedagogical conditions in a digital learning environment

We consider the digital learning environment in a Russian university as an important subject, which is nowadays an integral part of modern education with a pronounced innovative orientation. The space of understanding the educational environment is as wide as gnoseology, pedagogical methodology and dialectics of consciousness in general allow. Philosophically, the changing essence of the environment can be compared to Hegel's Absolute Idea, which is subject to a triple hierarchy. Thanks to his laws of dialectics, development is possible if the unity of the struggle of opposites is at its core. Only in this way does the transition to higher levels of development take place. "All that is reasonable is valid and all that is valid is reasonable", such a chain of "reversal": the development of an idea in itself; the development of another being where nature serves as the external manifestation of the self-development of the logic that constitutes the spiritual essence of the idea; development in thinking and history then a return to itself, but in a renewed consciousness [127]. "Mankind has been moving for millennia ... it is moved by the fact that the advanced men change the environment little by little, pointing to an eternally distant perfection, pointing the way, and the environment changes little by little. And those are like everyone else again, but differently", explains the concept of a changing environment, Leo Tolstoy in his diaries, vol. XXII.

The term 'environment' does not carry any actual load on its own, its definition has to be seen in a certain context. Thus, environment is the space of existence, the environment in which a living being can be found. The essence and phenomena of environmental spaces have different properties. Although essence and phenomenon are categories inherent to object and environment, their intrinsic unity is contradictory. The essence is the determinant and the phenomenon is the determinable. We will consider *the educational environment*, so it is important to

take into account the axiology of essence, which is manifested by many phenomena. The problem with the educational environment is that phenomena often express its essence in a distorted way, creating the appearance of what is desirable for certain subjects of education. The multiplicity of phenomena of educational practice obscures the idea of education in the educational environment in general and in the digital environment in particular. Thus, proposed since the Middle Ages by leading educators-pedagogues: how to teach, what to teach, whom to teach, why to teach, but in life, in practice, we observe a different result. If we do an analysis of the methodology in pedagogy, the world population should be more educated than uneducated. Theorists lay out in their works methods, techniques, techniques that should make learning fruitful. But in fact this is not the case, particularly in the general education system. In a general education school, the following situation arises. There are 30 pupils in a class, and they get the same amount of information, but the result of their cognition is completely different. On average 30% of pupils have a score above satisfactory in the language subjects. It means that the process of mapping reality in the minds of students was chaotic and not purposeful. It turns out that the teacher did not use all those ways of activity, sets of techniques to get a certain result. The simplest example of a discrepancy between theory and practice is the family environment, where every child, being in one environment and receiving common manifestations, comes out with his own cognition, with his own understanding of the world. This means that the essence of the family, educational and street environment must resonate with the essence of the subject, which is also human physiology, psychology and genetics.

To understand the essence of education is especially relevant in the era of digitalization, which did not come in stages, not scientifically, but swooped in due to life circumstances and rapid development of information and communication technologies. We will refer to the works of V.I. Slobodchikov, V.V. Rubtsov, Y.S. Manuilov, V.A. Yasvin and others on educational environment. The proposed environmental educational models of scientists are systematized in the research, due to which it is possible to design a model of digital environment in a Russian

university. In order to present such a model, first of all, let us define the idea of education and, hence, the educational environment. It is important for us to establish a mutual correlation between those theoretical models proposed by scientists and activity-based pedagogy. If education is the process and result of knowledge, skills and abilities [3, p.164], then its essence can be understood through the environment in which it is offered.

V.A. Yasvin understands the educational *environment* for personal development as a spatially and/or event bounded *set of opportunities* arising from its *interaction with its social and spatial-subject environment* [152, p. 59]. Complementing V. A. Yasvin substantively, V.I. Slobodchikov states that the educational environment has specific properties that are structured and saturated *with educational resources*. The creation of an educational resource is a special and unconventional managerial task - to transform the available sociocultural content into an educational environment, where the principle of variability should be considered progressive. Such a varied educational environment is the main goal of education management. *Social practice, the mechanism of socio-cultural inheritance and the space for development of fundamental human abilities are the meaning, nature and content of any educational institution.* [60].

When parsing these concepts, it is possible to see the correlation between such definitions as a set of opportunities, socio-cultural heritage, and the development of personal abilities. It is difficult to argue with the theoretical framework of the conceptualisation of the educational environment by pedagogical scholars, but the practical component does not always fit into the general formulations.

The socio-pedagogical context of the environment is presented by V. V. Rubtsov and N. I. Polivanova. The educational environment is a holistic qualitative characteristic of the internal life of the school, which:

- is determined by the specific objectives that the school sets and pursues in its activities;

- This is reflected in the choice of means by which these objectives are achieved (the means include the curriculum chosen by the school, the organisation

of work in lessons, the type of interaction between teachers and students, the quality of grades, the style of informal relationships between children, the organisation of extra-curricular school life, the material and technical equipment of the school, the decoration of classrooms and corridors, etc.);

- is meaningfully assessed by the effect it has on the personal (self-esteem, attitudes, anxiety, prevailing motivation), social (communication competence, status in class, behaviour in conflict, etc.) and intellectual development of children that it enables [99]. This definition has a more concrete conclusion and is close to action pedagogy. Note that any educational source can be called a school: family, school, club, book, library, institute, etc.

How often a person finds himself or herself in an unsuitable environment and finds himself or herself in an undesirable situation. An abusive company, a family where the child is not socialised, not cared for, and worse, drunkenness and rudeness, etc. Such an environment prevents even a capable and ambitious person from achieving what he or she desires or from seeing his or her own prospects. It is impossible for a person to develop the good under the influence of the bad alone. Conversely, in such an environment, where people are loved, understood, ready to discern a person's abilities and to direct them in the right direction, to set a vector by their own actions, even unmotivated people achieve success, achieve their own results. Reforming the educational environment is one of the most important tasks of the state. We will formulate the notion of educational environment on the basis of the essence and the phenomenon, which pass into each other. We will distinguish the theses based on the thoughts of the writer and philosopher L.N. Tolstoy, which are close to our essence. *Firstly*, education should be goal-oriented, first of all for the learner. But the essence is that neither teacher nor parent should set this goal, but only lead to it, taking into account the needs and predisposition to the sciences of the student. It is only when this meaning is present that the learning activity will lead to the development of the child and, by responding to the needs and motivations of life, will itself become a goal for the child [99, p. 7].

Secondly, the educational environment will bring real results of education if it, education, is embedded in the professional teaching of the subject. If you want to educate a student with science, love your science and know it, and students will love both you and science, and you will educate them [122, p. 164]. *Thirdly,* 'education is a process of human activity which has as its foundation the need for equality and the unchangeable law of educational progression'. Tolstoy by 'the need for equality' meant the aspiration of the learner for equality in knowledge with the educator. Once knowledge is equalised, i.e. the learner acquires it in due measure, then with attainment the activity itself unwittingly ceases. The law of "progression" in education can be regarded as striving from the lowest level to the highest. *Fourthly,* the aim of the teacher as educator is to impart all his knowledge and the more the better. "Teacher, educate the pupil so that there is someone to learn from". This catchphrase can complete this thesis. To create the necessary educational environment from both the learner's and the learner's perspective, the basis should be a person's desire for equality of knowledge. *Fifthly,* the motivation for education on the part of the learner is more often than not based on three grounds: desire, often parental, expected reward, material gain. Such motives can by no means be the essence of the educational environment. This is the kind of extrinsic motivation that can push for education, while still relevant, but the goal of education is never achieved. As an example, college students were offered a test questionnaire on "Success Motivation and Fear of Failure Motivation". There were 26 people in the group. 2 people were motivated to succeed, and as evidence, were leaders in the group. 6 people as a result had motivation to fear failure. One of them wrote lectures with a pencil and sat at the last desk on principle. The rest of the respondents belonged to the category of people who occasionally had external motivation, i.e. "went with the flow". In order to create the necessary educational environment in the learner, the basis should be the desire for equality of knowledge, let us call it *intrinsic motivation. Sixthly*, one of the most "central and basic issues, without which the problems of educational psychology... not only cannot be properly solved but even posed" is *the relationship of learning and development* [32, p. 374]. *Seventh,*

relying on physiologist N. A. Bernstein's idea of extrapolating the present into the near future, the learner in every communication with the learner should strictly adhere to the principle of positive outcome, supplemented with sensory correction, which will be discussed in detail in the next chapter [20; 21].

Thus, *the essence of an educational environment is a goal-oriented activity of the learner in which the intrinsic motivation should be the desire for equality of knowledge with the learner, in which the relationship between learning and development of the learner (L. S. Vygotsky) should be taken into account, in which the positive result principle based on the idea of extrapolating the present to the near future according to probability theory (N. A. Bernstein) is observed, and the learner should be a professional who loves his work.*

We have defined the matrix of the educational environment, its root cause, both for the general school and for the higher education system, i.e. for universities. Each of the research teachers contributes a specific definition, because it is practically impossible to formulate a uniform and clear definition, because each educational environment has its own manifestations, much depends on many things. Climatic conditions, focus of the educational institution, number of students, teaching staff, etc. However, it is obvious that in any case it is necessary to start from the essence of the educational environment, which should be based on the *pedagogical conditions of* the educational institution. For example, one can find an environmentally friendly educational environment in the works of V.A. Yasvin, which guides the school's activities towards creating health-saving pedagogical technologies [152]. The socio-cultural content that turns into the means and content of the educational environment can be found in the works of V.I. Slobodchikov [60]. However, according to V.V. Rubtsov, the educational environment is determined by the internal tasks of a particular school, which agrees with the position of I.M. Ulanovskaya who notes the importance of a holistic qualitative characteristic of the internal life of the school [124], V.I. Panov emphasizes psycho.

There should be a special pedagogical approach to the educational environment in a Russian university, as this includes conscious acquisition of knowledge of the future profession, a different faculty and teaching staff oriented towards the essence of education in the above context and digitalisation in all its forms and manifestations. Digitalisation is evolving by updating curricula or creating new ones based on existing ones. Much research has been written on this topic. In this paragraph, we will look at some of the problems of the Russian university and the global project outlined by the Ministry of Education and Science of the Russian Federation.

To begin with, let us give an overview of the approaches to defining the concept of digital learning environments and reflect in Table 1.1.

Table 1.1. Approaches to defining the digital learning environment

Author	The concept of
V.G. Lapin	A set of resources that support the learning and management process of a vocational training organisation
V.P. Goremykin	A set of information, technical, educational and methodological support for the learning process
A.V. Drummers	The pedagogical system, together with its support system, i.e. the financial, economic, logistical, regulatory and hardware and software subsystems
O.A. Ilchenko	A unified university information space that combines the following subsystems: administrative, registration and authorization, information, interaction, accounting, and library, The following are the key components of the training process (e-deanery), the knowledge

	management subsystem (test subsystem), the economic, statistics and documentation subsystems
И. G. Zakharova	The information and educational environment of a higher education institution is understood as a system that accumulates not only programmatic, methodological, organisational and technical resources, but also the intellectual and cultural potential of the institution, the content The system is governed by the goals of society, learners and educators; it is governed by the goals of society, learners and educators
И. G. Zakharova	A digital learning environment is an open set of information systems designed to support a variety of educational tasks
M.G. Dolence	It is a term that refers to all digital resources (computers, software, storage and systems) used to manage, support or manage learning. Their emergence and adoption is largely about learning rather than technology, although technological developments play an important role in their development
J. Suhonen	Technical solutions to support teaching, learning and information activities

[89, p. 6.]

Of course, the researchers' criteria overlap, e.g. in the presence of open information systems, information activities, unified information space of a higher education institution, etc.

The author's team of researchers in their monograph "Universities at a Crossroads: Higher Education in Russia" edited by D.P. Platonova, Y.I. Kuzminov, and I.D. Frumin provides significant statistical data for 2019 on various aspects of higher education development in Russia. For a better understanding of Russian

higher education, let us turn to some statistical data in order to understand more clearly the situation in the higher education system in our country and what educational environment needs to be formed to improve the efficiency of education. Figures 1.1, 1.2, and 1.3 below present the results of research on student demand for higher education.
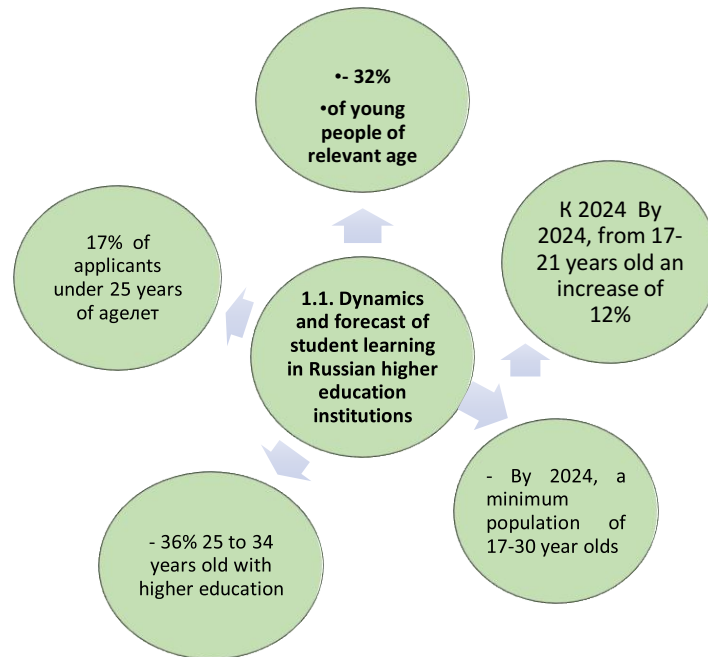
Figure 1.1. Dynamics and forecast of student learning in Russian higher education institutions

Figure 1.1. shows the dynamics and some prognosis of student learning. Note that 36% are students between 25 and 34 years old - this age is defined as relevant, i.e. essential, relevant in education. Data provided by the Organisation for Economic Co-operation and Development (OECD), of which Russia is not a member, 19th place in the international higher education market. The number of young people aged 17 to 30 is projected to be minimal in 2024, but at the same time from 17 to 21 years old will increase by 12% in 2024 and by 45% in 2034.

Figure 1.2 shows that entrants to higher education both after school and after specialised secondary education. Most are satisfied with free standard education and a small percentage are willing to budget between 5% and 15% for quality.
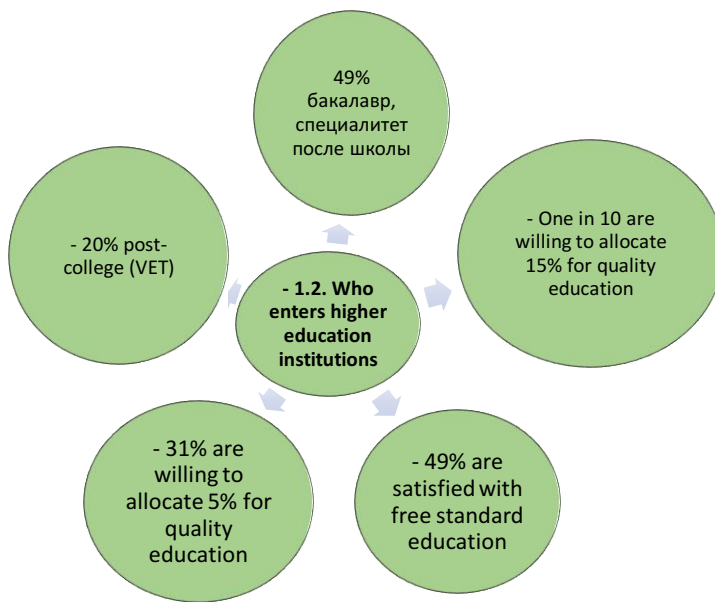
Figure 1.2. Who goes to university

Figure 1.3. shows that interregional migration to higher priority cities creates competition for admission, resulting in a high USE score. Migration has a vector towards the west of the country. This can be explained by the declining economy, lack of large-scale production in the peripheral areas, and, consequently, no interest in enrolling in higher education institutions in the city. The tendency of tertiary education is expressed by the 4th place indicator from 25 to 34 years old, which is 57.4%, i.e. after school young people go to SPE and then to the university by correspondence. We believe that this form of education has priority among applicants for several reasons: psychological aversion to taking the unified state exam, lack of confidence in passing the competition when entering university and a low standard of living. An increased tendency to intra-regional rather than inter-regional migration has been noted. This is an important factor which needs to be supported, and thus the level of educational institutions in the periphery needs to be raised. It can be argued that with the reconstruction and growth of their own industry, young people will both live in their home region and be educated with the prospect of further employment.
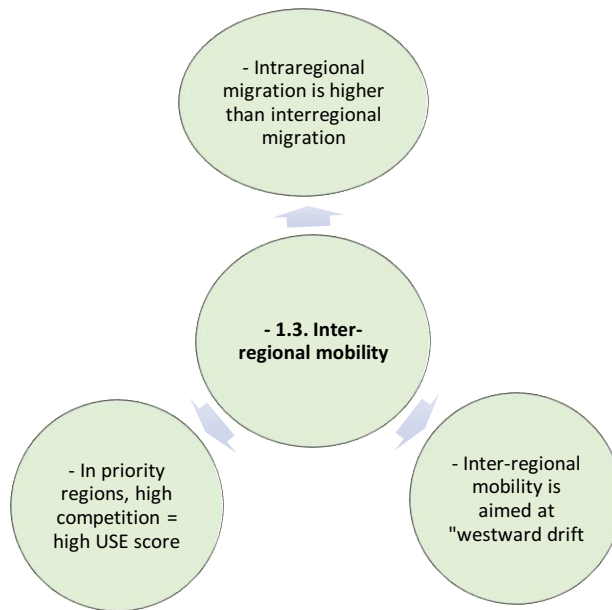
Figure 1.3 Inter-regional mobility

Figures 1.4, 1.5, 1.6 below present higher education offerings for students. The research material shows that the large Russian educational system has 66% of state institutions. Among the non-state ones, there is a decrease due to mergers. Due to economic instability in 50% of the regions, the number of educational institutions varies from 2 to 50. Multidisciplinary universities have an advantage. 172 universities have priority among secondary enrollees (extramural students).
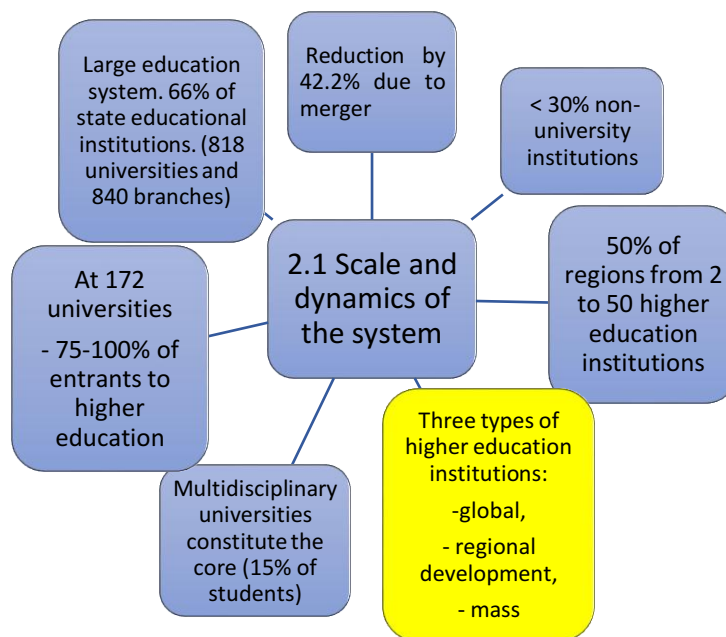
Figure 1.5: Scale and dynamics of the education system

Fig. 1.6 shows that the percentage of budget-funded places has increased, the cost of fee-paying education has increased considerably. There are more offers for excellent and good pupils for state-funded places. Low achievers are not admitted to some schools. This is a good indicator for quality incentives in preparation for admission.
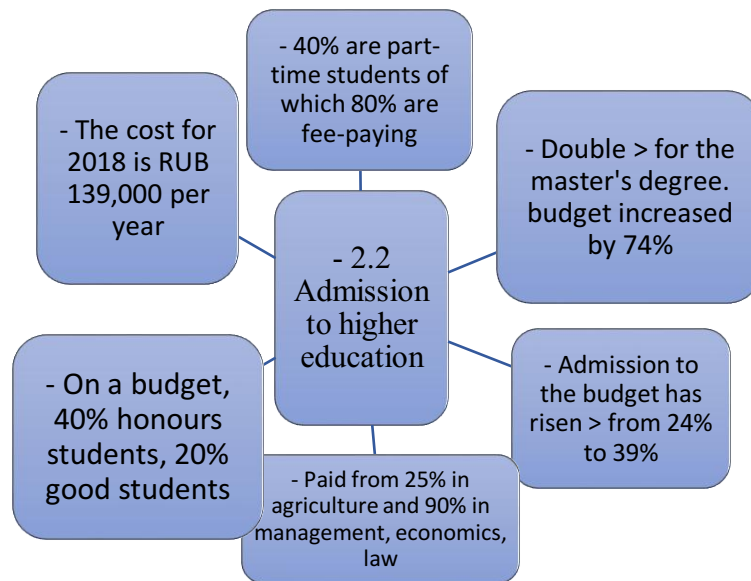
Figure 1.6. Admission to higher education

In the admission quality graph we see that budgetary places are increased in all fields, but it is noticeable that engineering, mathematics and natural sciences are combined and it is not clear how the percentages of these increases are dealt with. This direction is directly dependent on industrial production. There is a change in the ideological revision, Russia's axiology is taking its place in the world order, and this should be reflected in education in the first place.
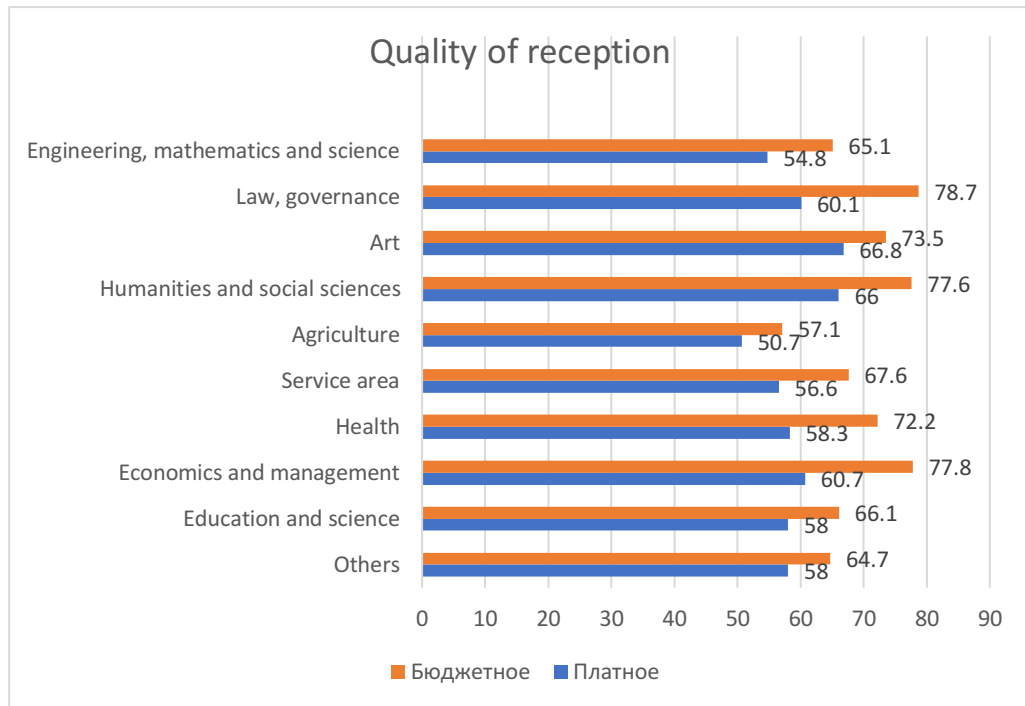
Figure 1.7: Quality of university admissions

In the situation of the gas industry, for example, the president of the country suggested that engineering schools should be opened for the maintenance of gas equipment. Opening engineering schools, supported by the government, is a good start for reforms in Russian higher education. Taking advantage of past experience, namely the establishment of educational institutions at large industries, is progress for the development of the country. According to theoretical analysis on supply and demand in higher education, we have identified the main problems: a) a weakened industry, which does not provide graduates with jobs, which means there is no supply and demand for professions; b) agriculture, where "rural migration within the country is a problem, but for the region a disaster", so agriculture also needs to be raised to train farmers; c) interregional mobility aims at "western drift", which means that in remote areas there is a decrease in the number of graduates. This form is present in higher education in Russia, but at individual educational institutions. As a rule, these are military, aviation, transport, geological and some other educational institutions. The educational environment is different for universities that specialize in it: the motivation is more concrete, and there are more chances to find a job. Of course,

education is the prerogative of the state, but it is up to the research professors to suggest solutions.

The subject matter of the whole dissertation is aimed at the study of digital educational environment as a comprehensive opportunity to develop communicative competences of foreign students on the preparatory course of a Russian university. The educational environment in Russian higher education should have its own axiology, but use learning tools that are relevant in the world. In fact, the international community has approached the age of digitalisation, but circumstances related to the global epidemic have accelerated this process. The digital space has expanded so much in its capabilities that a tension has emerged between a society in need of quality education and a didactic methodology using digital capabilities. Thus, A.V. Khutorskoy believes that the management of distance education in the country is neither scientifically grounded nor practically feasible. Websites and platforms are only learning tools, while the main thing is pedagogical technologies, teaching methods and training, a system of diagnostics and evaluation of results, support and maintenance of the process, etc. [133, c. 141]. If didactics is a science, then the approaches should also be scientific. Accordingly, digital implementation should also have a theoretical approach. For example, we should already understand the difference in the forms of learning: online, offline and face-to-face. Although many teachers think of offline learning as classroom learning. In offline learning, information is transmitted by means of an Internet connection, but the intended users are not available online to communicate directly. This means that the instructor can leave information on a predetermined portal, and the learner receives and processes it at his/her convenience. Each form of learning has both positive aspects and disadvantages, which need to be taken into account. We consider blended learning, in which the right organisational form is used at a certain stage. In our opinion, in primary and secondary schools, face-to-face education with offline elements is more important. In high school it is full-time and increased offline, in vocational schools it is more full-time, but with the transition to the graduation course offline and online, in higher education - online and to a lesser extent full-time. The exams are only face

to face. E.S. Polat, A.V. Khutorskij, E.G. Azimov have written about the forms of distance learning; I.V. Robert, S.V. Fadeev, D.A. Makhotin, I.N. Ochirova, O.I. Pashchenko, A.J. Egorova have written about diverse implementation of multimedia capabilities in education, Egorova A.Y., Zhuk L.G., Krasnyarova O.V., Butsyk S.V., Gabrakhmanova P.L., Andersen B., Baiguzhin P.A., Shibkova D.Z, Aizman R.I., Aljalut K.V., Rodionova I.A., Andreev A.A., Gorozhanov A.I., Rusetskaya M.N., Tryapelnikov A.V., Butsyk et al. Their research and experience help to develop innovations in the digital space.

Presidential Decree No. 474 of 21 July 2020 "On the National Development Goals of the Russian Federation for the period until 2030" sets the goal of achieving "digital maturity" in key sectors of the economy and education. Learning is moving from a traditional form of learning to a level where artificial intelligence is involved, enabling the imitation of human cognitive functions. Whereas previously the motto was to teach learning, to increase knowledge, now it is necessary to develop the ability to learn, to navigate in a large flow of information, to assess the relevance of the acquired knowledge and skills at the moment and to adapt to changes that may occur during the learning period. The pandemic has proved to be a striking example of a paradigm shift. Thus, in the period 2020-2021 alone, online education in Russia grew by 30-35%. The list of analogue electronic platforms, which can be an alternative to the common zoom skype google, is growing, and the official portal Gosuslugi can be used to apply for admission to an educational institution "Admission to university online" in all higher education institutions in the country. A resource online.edu.ru with courses in various fields of study from leading universities has been created. Digital services are actively used in higher education institutions.

On the one hand, a rather dramatic transition to digitalisation has helped to compensate for face-to-face learning by distance learning, but on the other hand, many problems have emerged that affect the quality of learning. Outdated programmes, teachers who are not digitally competent, and varying degrees of access to digital services. To compare: in the capital's cities, 83% of students attend online classes, and in the regions - 43% of students. The problem of the slow introduction of

technology in the digital activities of universities is evident (Strategy for the Digital Transformation of the Science and Higher Education Industry https://minobrnauki.gov.ru/upload/iblock/e16/dv6edzmr0og5dm57dtm0wyllr6uwtuj w.pdf.

From my own experience, I can add the problem of online communication ethics. It is difficult to explain why students allow themselves not to turn on the camera when communicating with the teacher. The reason is not only a weak Internet connection. US researchers Castelli, F. R. and Sarwari, M. A. (2021) analysed the results of a survey of 283 biology students. Of these, 41% turned off the camera because they were worried about their appearance, 26% were worried about people in the background and 22% because of a weak internet connection. These are the data from American researchers, but the problem is acute in Russian education as well. In its turn, it is puzzling that at international videoconferences, the participants of which are teachers themselves, do not turn on their cameras even when discussing reports, but they express discontent with the students who, explaining various reasons, do not use the camera. If students reacted and turned it on, then after a while, when the teacher became engaged in the educational process, they turned it off again and did it constantly, turning it on and off, which distracted both the teacher and other participants. At the Institute of Physiology named after I.P. Pavlov, there were some lecturers. I. P. Pavlov Institute of Physiology conducted experimental research on the effectiveness of perception by the verbal "face-to-face" and non-verbal "back-to-back" modes of communication, which in our case is equivalent to the absence of video in the interlocutor receiving the information. A comparison of the "hyperscan - EEG" indicators of brain activity varied according to the types of communication. With the highest total power, the EEG differs in the "face-to-face" position compared to the "back-to-back" position, highlighting the importance of non-verbal components in verbal communication [137]. So, when communicating with the "black square", the efficiency of information perception is reduced by several times. It has been revealed that more than 88% of teachers are sceptical about the distance learning format, that is, they are either not competent or not interested. It is clear that

digital transformation can become a tool for improving the quality of higher education in Russian universities, if the widespread implementation of a practice-oriented approach to learning becomes possible. One of the projects is the Digital University, which aims to create and develop a unified ecosystem of digital services in higher education and science.

Thus, the introduction of digitalisation into the educational environment of a Russian university is an irreversible process. The learning organisation, the main purpose of which is educational activity should be primarily ideological, where the teacher should be a professional, the motivation of the learner should be the desire for equality of knowledge, the ratio of learning and student development should be taken into account, the principle of positive result based on the idea of extrapolating the immediate future should be observed. When designing a digital learning environment in higher education institutions, it is necessary to propose pedagogical conditions that will promote effective learning, a set of technological solutions that will simulate human cognitive functions and produce results comparable to the results of human intellectual activity. These are distance learning online and ofline; competent use of digital portals with accessible and verified information; non-commercial learning meetings to share experience and knowledge: webinars, conferences; transforming programmes to take account of digitalization opportunities; introducing information culture and ethics in learning as communication; education that cannot be divided into quality and poor quality - it is an a priori education with an absolute idea.

Implementing digitalisation at a high level in all Russian universities is possible if the problems of the country's economy and education reform are addressed at the state level, and if there are people in the leadership who are focused on education essentially as an ideology, not as a commercial service.

To summarise the paragraph, we provide our own working definition of a digital learning environment. This is a specifically structured cultural space equipped with digital resources, firstly, for substantive openness, i.e. participation of all actors in the construction of educational content; secondly, for procedural

openness, provided by forms of learning adapted to a given audience of learners; thirdly, organisational openness, allowing education to be widely networked with cultural partners.

The design of pedagogical conditions belongs to the category of sign modelling-design developed by A. N. Dakhin [42; 43]. The pedagogical conditions themselves represent, firstly, a sign system providing personality-oriented character of mastering Russian as a foreign language. Secondly, a set of technical means available to learners thanks to a specially created didactic tool. This is an interactive pedagogical site [78, C. 45-48]. Thirdly, organizational forms of students' participation in goal-setting and adapting the content of linguistic education in accordance with their emotional and value orientations.

Designing of pedagogical conditions of formation of communicative competences of foreign students in Russian-speaking environment is carried out by us comprehensively, i.e. all conditions are interconnected and complement each other in the necessary part.

For this purpose, a linguodidactic structural and functional model of Russian language teaching in a digital educational environment of a Russian university has been developed, tested and implemented, which we will disclose below. The model itself is an artificially created object in the form of a block diagram, physical material construction or sign form (sign system) which, being similar to the object under study (in our case the linguistic environment), displays and reproduces in a simpler and coarser form the structure, properties, relationships and relations between the elements of this object [p. 24].

The main pedagogical conditions justified, highlighted and tested by us are the following:

1) presenting the content of language education in the digital form of a specially adapted open sign system, allowing for the participation of all subjects of education in supplementing this content, designing the criteria for its selection, self-organisation of the students' listening experience;

2) a dialogical format of communication between subjects of education through an interactive pedagogical website, which allows trainees to partially participate in goal-setting, self-selection of teaching methods and forms of self-monitoring for diagnosing difficulties;

3) wide involvement of the audience of foreign students in networking with partners of a modern Russian university, united by the common goal of intercultural cooperation, which leads to the formation of students' readiness to create authentic texts of the culture of the network community.

1.2 Communicative competences as a result of the dialogic education of foreign language learners in the language training phase

A theoretical study on communicative competences of foreign trainees in the training phase should begin with the etymology of the concept "competence". The origin of the word has English-speaking roots, so "competence" is widely used in the US educational system. Nowadays, many branches of humanitarian knowledge apply terminology related to competences. In the Dictionary of Foreign Words competence is from Latin competere fit, fit, achieve. It is noted that this concept first appeared in Robert White's book "Motivation Revisited: The Concept of Competence" in 1959 about human interaction with the environment. Subsequently, the concept of competences has been used more and more frequently, but it is important to note that competences were primarily aimed at recruitment, usually of managers. Later on, competences have been classified, e.g. R. Bojacis identified 21 competences [153]. Psychologists L. and S. Spencer [158] of competences related to behaviourist psychology, i.e. behavioural psychology, who investigated actions, behaviour leading to good results at work, systematised the requirements, with a list of competences. There were also psychologists, e.g. M. Lombardo and R. Eichinger, who created classifications of competences by analysing the works of other authors-researchers [157].

The second half of the 20th century was a high point in the promotion of competences. More often we can see the names of American and later European psychology scholars. It is important to note that the American scholar David C. McClelland put forward a theory that became a defining one in the field of human resource management, where the term competence has been used many times (156). There are enough definitions of the concept of competences that have a common focus but are separated by activity affiliation. For example, competence is a combination of knowledge, abilities, skills, motivational factors, personal qualities and situational intentions that ensures effective solution of tasks of a certain class by the performer in a certain organization, at a certain workplace, in a certain

production team [15, p. 99]. In other words, competence, as an essence, emerges only when a combination of knowledge, skills, motivational factors, personal qualities, and situational intentions is formed at the right time and in the right place [100].

Khutorskoy A. In this context, it is important to note that the competence of a student's educational training is a standard that has been alienated and predetermined [134].

In Russian education, competences began to be approached before the Bologna Process of 2003. It is believed that American linguist N. Chomsky first used the term in his scientific work "Speech and Thinking" in 1968, arguing that if we are ever to understand how language is used and learned, then we should isolate and study the system *of language competence* that underlies behaviour, but is not implemented in behaviour in any direct or simple way [130, p. 15].

It can be considered that the introduction of this term into pedagogy is related to *psycholinguistics*. The notion of competencies has extrapolated into Russian education not only because of the lack of disclosure of the triad of knowledge, skills, and abilities, but also because of Anglo-Saxon influence and infusion into the Russian education system. The key competences have entered as **a goal setting in the** Russian educational programme, as a result of which they are to be mastered by the learners. It is important to remember that, until recently, domestic education was based on the long-standing canons outlined by the great educators Y. A. Comenius and K. D. Ushinsky, and education in the Soviet period was of a fairly high standard. So, the task of a modern Russian teacher is to match the competence approach with academic requirements. In what follows we will look at new didactics of V.K. Diachenko, so in Fig. 1.8 we have presented correlation between main criteria of great didactics of J.A. Comenius, new didactics of V. K. Diachenko and key competencies. At the head of the iconic questions are why to teach (learning goal), what to teach (content) and how to teach (ways and means). Three colours are used in the figure, each of which represents the belonging to the above-mentioned pedagogical aspects. The single aim for any education is to prepare a person for life.

We can see that the formation of competences fits in and reveals the educational, educational and developmental objectives.

[1]Why teach? (Objectives)	What is there to teach? (Contents)	How to teach? (Methods, means, forms)
Educational **Overall objective** "Upbringing and education to prepare a person for life"	**Principles** - visibility -postponing	**Methods, tools, forms** - lectures - dialogues - repetitions - monologues instructions - imitations - textbooks with illustrations - Form: Lesson, games in the classroom - examples
	A healthy daily routine. Revision of homework	
[3]Educational and cognitive - cognition/the role of science - Set a goal and achieve it - communicative	- from the known to the unknown - strength of knowledge to independence	
Educational	Changes in the timing of examinations	**Forms:** Individual, paired, group -shift pairs -co-dialogue -excursion -consultation, debate, seminar, elective, mixed-age reception - equipment
Socio-cultural - Define their role in the world around them - Be proficient in the ethics of civil and labour relations	- Conscientiousness and activism	
	The principle of universal cooperation	
Developing	- Consistency and consistency	[1]**Great didactics Я. A. Comenius**
Value-based - formulate value orientations - to pursue an individual educational trajectory - Self-determination in situations of choice	The principle of completeness - trainee and trainee	[2]**The new didactics V.K. Diachenko**
	[2]Didactics is the science of learning content and forms of organisation, where forms are structures of communication.	[3]**Key competences**

Figure 1.8. Correlation of great didactics, new didactics and key competences

When investigating the competence approach and knowledge, skills and competences, we come to the conclusion that the formulation of competences is only a formal substitute for skills, which are impossible without knowledge and skills. Let us refer to dictionaries. Competence, -i, *g. An* area of expertise in which one is

well versed. In other words, a competent person should be aware of certain knowledge, which meets the criteria defined by the experts in this or that field. E.G. Azimov and A.N. Shchukin's new dictionary of methodological terms and concepts defines more precisely the definition of "competence" as applied to learners of Russian as a foreign language. "Competence (from Latin *competens* - capable). A set of knowledge, skills, abilities formed in the process of learning a particular discipline, as well as the ability to **perform** any activity on the basis of the acquired knowledge, skills, abilities [3].

We should bear in mind that each industry has its own terminology, and the introduction of a term that was originally intended for management does not suit education in terms of ideology. We hardly ever use the expression "I am competent to read texts in Russian". We say: "I can read with the syllables", or "I can read but I don't understand", or "I can read Russian well, quickly, I usually understand everything". We use the word "can". But since the expression "communicative competence" first appeared in the work of psycholinguist N. Chomsky, and in its meaning it reflects familiar notions of knowledge, skills and abilities, we will continue the study using the notion of communicative competence.

We need to understand communicative competences, their correlation with knowledge and skills in order to identify what and how to teach foreigners Russian at the preparatory stage. We can say from life practice that learning a foreign language twice a week for forty-five minutes for 4-6 years does not materialise to the required extent. And "if we want to stay on academic ground, we have to be aware of what, why and how we are modelling when we build a language model". Communicative competences are directly related, or rather coherent with the theory of speech activity. The focus of the study will be on the ideas of domestic scientists. Firstly, psycholinguistics is based on psychology, which was dealt with by pedagogue and neuropsychologist A.R. Luria, together with L.S. Vygotsky and A.N. Leontiev. It is worth noting that many Soviet psychologists emerged from the Vygotsky-Luria-Leontiev school and made invaluable contributions to pedagogy from the perspective of psychology. As early as 1928 and 1930 A.R. Luria published

two collections, "Speech and Intellect in Child Development" and "Speech and Intellect of the Urban, Rural and Homeless Child". American psycholinguistics was born much later, namely in 1953. The term communicative competence was introduced by N. Chomsky in the late sixties. Secondly, in 1965 the book Psycholinguistics. A Review of Theory and Research Problems" by C. Osgood and T. Sebeok, which took as its basis the ideas of L.S. Vygotsky from his book "Thinking and Speech". Let us repeat that the aim of the research work is **to understand the practical significance** of psycholinguistics, because "in principle it is impossible to build a full-fledged method of teaching a language or grammar without having a theory of speech communication" (L.V. Shcherba, N.I. Zhinkin, A.A. Leontiev), and **use** this understanding in teaching foreigners at the preparatory level through educational **Internet technologies**. The principal approach in our study is outlined by the ideas 1) about realization of certain biological task through "topological" structure of P. K. Anohin and N. A. Bernstein, 2) about "preventive activity" of I. P. Pavlov or "modeling of necessary future" of N. A. Bernstein who deeply investigated this aspect. In what follows we will study in detail the "model of the past-present, or become, and the model of the future. The psychophysiologist N. A. Bernstein dealt with physiology, but we will apply his ideas to pedagogy and prove that psycholinguistics is a fundamental science in learning Russian as a foreign language, especially on a preparatory course [79, C. 20-22]. Communicativity obliges us to understand such notions as language and thinking, which arise, historically develop and function separately from each other, yes they are different sides of one object - language thinking [136]. We use speech to communicate directly, by speaking to each other, or indirectly, i.e., in writing, but in both cases, *language* is the means. A. Luria, a national scientist, teacher and psycholinguist, reveals the psychological processes that underlie the formulation of a speech utterance. It is a motive, expressed in a request, the requirement, the transfer of information, then the emergence of thought, even a whole strategy for the utterance of information, but an idea only when it is formed into words, formulated. Here,

according to Vygotsky's closest associate, a complex mechanism called inner speech in psychology takes place [71, p. 280].

At the initial stage of learning Russian by foreigners, this process is particularly difficult. It is often possible to hear a criterion question addressed to the speaker of more than one language: in which language does he or she think? If a person learning a foreign language begins to think in it, it can be said that he or she can independently move from an idea to an expanded external speech. It turns out that one of Bernstein's ideas about realisation of some biological task has a topological structure, that is, the beginning and end (task and effect) remain literally unchanged, while the intermediate links may change, is literally embodied in speech practice. [68, p. 85].

Communicative is first and foremost speech reproduction, where both the listener and the speaker are involved. Speech utterances and their structure are naturally multifaceted: for example, *affective* speech where interjections, particles or familiar stamps and patterns are used. "Eh!", "Here", "so" or the expression "How are you?" are usually obligatory for foreigners starting to learn. There is no definite motive, intention or even thought in these forms, but if a foreigner uses these expressions, his message is clear: he wants to communicate, but lack of vocabulary, ignorance of grammar limits his possibilities.

Oral dialogue speech has its own characteristics. We know that the style of spoken dialogue uses abbreviations, gestures, changes in intonation, and a superficial sentence structure consisting of simple affirmative constructions. The non-verbal form of communication is used with success, albeit with difficulty. Again Bernstein's idea where "the movements of living organisms are determined by topological categories no less than by perceptions". That is, the speaker, by setting out to "be understood", gets the effect: "he is understood". We are not diminishing the metrical function which determines the distance, the route, which can and does change, but the initial and final link remain unchanged. Such dialogic speech as imagined by A.R. Luria has motive and intention. Often an elaborate grammatical treatment is not necessary. *Monological speech* is the most complex, which must

have a motive, intention, thought-form and internal speech that contributes to the preparation of the statement. Luria distinguishes in monological speech "dramatizing", which relies more on emotions supported by gestures, articulation, direct speech and less on compliance with grammatical norms, and "epic", which requires compliance with "lexico-grammatical codes", grammatical literacy and necessarily elaboration of internal speech process [71, p. 285].

The next most difficult mode of speech is *mediated communication*. This is monological written speech, the structure of which is complex in many ways. There is a motive, an idea, an imaginary interlocutor, and this is already figurative thinking. The use of different levels of language is supported by an extended lexico-grammatical system. In addition, fine motor skills are involved.

The elaborate spoken and written language is not only a direct and mediated means of communication, but also a tool for thinking. It indicates the social nature that distinguishes humans from animals. Mastering communicative knowledge, skills and competences is a priority for the learner. We carry out these theoretical studies so that in practice a teacher of Russian as a foreign language (RLI) will know what principles should be used for teaching, what requirements should be imposed on a certain level of RLI teaching in a preparatory course, and what is more effective to use to form communicative competences in foreigners at a preparatory department at a Russian university.

Consider the concept of communicative competence. "Different authors use either the term communicative competence (referring to an individual's ability) or communicative competence (referring to a category of scientific level of generalisation). Attention to the distinction of the terms is usually not focused on." [34, p. 331].

Of course, words that are close in meaning have a connection to the same process, but the definition of these concepts has a fundamental difference that cannot be overlooked.

A competent speaker/listener (according to N. Chomsky) must: a) form **sentences/understand** speech; b**)** have a judgement about a statement, i.e. discern

formal **similarity/difference** in the meaning of two sentences**,** and include linguistic (or linguistic), speech and communicative competence". [3].

It is worth recalling that the first person to introduce this concept was Dell Hymes in the context of his article, which is called "Communicative Competence" (Sociolinguistics. Selected Readings. Harmondsworth: Penguin, pp. 269-293. Part 1). In his work, the American scholar repeatedly uses the terms "competence" and "competence" and refers to works by N. Chomsky and other American linguists conducting research among children of different social status. D. Himes concludes that when subcultural differences in patterns and purposes of language use are taken into account, children of lower status can actually excel in aspects *of communicative competence.* The level of language competence was tested in the Northeast of the Amazon, where there were not only young people using patterns, i.e. ready-made sentence patterns, but also those speaking beautifully, using idioms and knowing two or three languages. Hymes D. concludes that communicative competence is formed not so much by language competence as by socio-cultural competence. During this period, foreign representatives who were involved in linguistics and psychology debunked the topic of competence based on *behaviourism* (behaviour), i.e. speech adaptation to the environment, equilibrium in man-environment system*,* then *according to Chomsky* linguistic competence is primary and determines the model of language use (linguistic performance). The former is the subject of linguistics; the latter is the subject of psychology, as well as the idea of generative grammar - innateness of language structures (68).

Domestic scientists engaged in psycholinguistics, then still a very young science, made empirical conclusions based on physiology and biology (Ivan Pavlov, Ivan Sechenov, Nikolai Bernstein), psychology (Lev Vygotsky and his associates A. Leontiev, S. Rubinstein, D.Z. Uznadze, Ryabova), neuropsychology (A. Luria), linguistics (L. Shcherba, M. Bakhtin, I. Zimnaya).

Many linguists, who were at the origin of the entry of this multifaceted aspect, have imprinted their position. Undoubtedly, at the head of psycholinguistic theory stands L. Vygotsky, who so defines the key idea "the relation of thought to word is

first of all not a thing, but a process, this relation is a movement from thought to word and back - from word to thought.... The work of thought is the transition from the sense of the task, through the construction of meaning, to the unfolding of thought itself... The way from vague desire to mediated expression through meanings..." [Vygotsky, vol. 1, p. 162)]. N. Bernstein worked in these same years, and his ideas on the physiology of movements and the physiology of activity will be very important in psycholinguistics, and hence in pedagogy. Among modern scientists and linguists who have studied and continue to study Vygotsky's task of "studying phases which form the movement from thought to word", it is more succinctly formulated in the concept of communicative competence by A. N. Shchukin: intercultural **communicative competence** in its modern interpretation includes several types of competences formed in language classes and being the *ultimate goal of learning* and mastering a language. These are linguistic (language) competence, pragmatic, discursive, strategic (compensatory), sociolinguistic, socio-cultural competence [139, p.55].

For a general perception of communicative competences, we have presented the above *in Figure 1.9 "Communicative competence and its components"*.
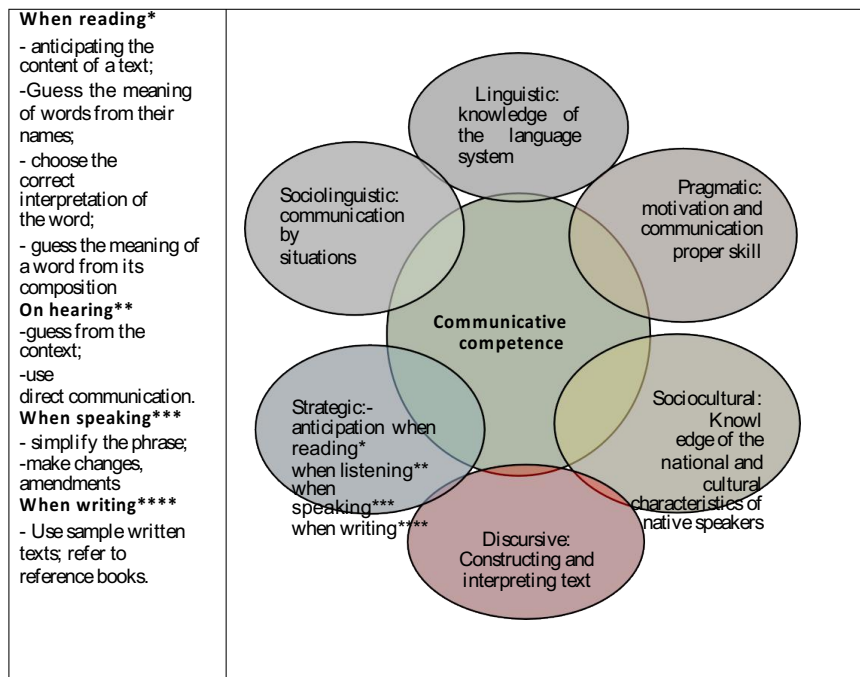
Figure 1.9. Communicative competence and its components

We can see that all competences are interconnected, and incompetence in any aspect in a Russian-speaking environment is a problem for a foreigner. It is clear that the absence of a theoretical approach in the formation of competences is a path illiterate and unsuccessful. "The Western communicative approach is devoid of any coherent theory of teaching underlying them. It is a set of empirical rules, a very arbitrary set which can be used almost like a construction set, assembling what can be assembled", - frankly points out E.I. Passov, Doctor of Pedagogical Sciences. Our understanding is also in harmony with the teaching of E. I. Passov. I. Passov who called the teacher a 'speech partner' and the learning process 'specially organized communication'. He also proposes as a competence approach a list of skills for a teacher as a speech partner. He divides the skills into - *perceptual* (sensory perception):

- identify and understand the mental state of the pupil;

- Identify and understand the mood of the class (group);

- to see everyone at the same time and individually;

- to distribute attention between the different components of the learning process;

- see what kind of help the student needs;

- predict the behaviour of the pupil as a speech partner;

- hear and see mistakes in the pupil's communicative behaviour;

- instantly assess the communication situation;

- determine an approximate level of proficiency in a speech skill without specific testing.

and *productive* (producing results);

- create a communicative environment;

- Establish verbal contact with the pupil(s);

- complete the speech contact; establish and maintain the atmosphere of communication in the classroom;

- regulate the pupil's behaviour as a speech partner;

- to change the students' functional state in the right direction;

- be appropriate in any communication situation;

- Have a command of the paralinguistic (non-verbal), extralinguistic (non-linguistic mode), kinetic (movement), proxemic means of communication;

- have a nuanced understanding of emotional and evaluative attitudes;

- consciously apply the effect of fascination [104, p. 169].

Figure 1.10 "Teacher skills as a speech partner" reflects this competency-based approach.
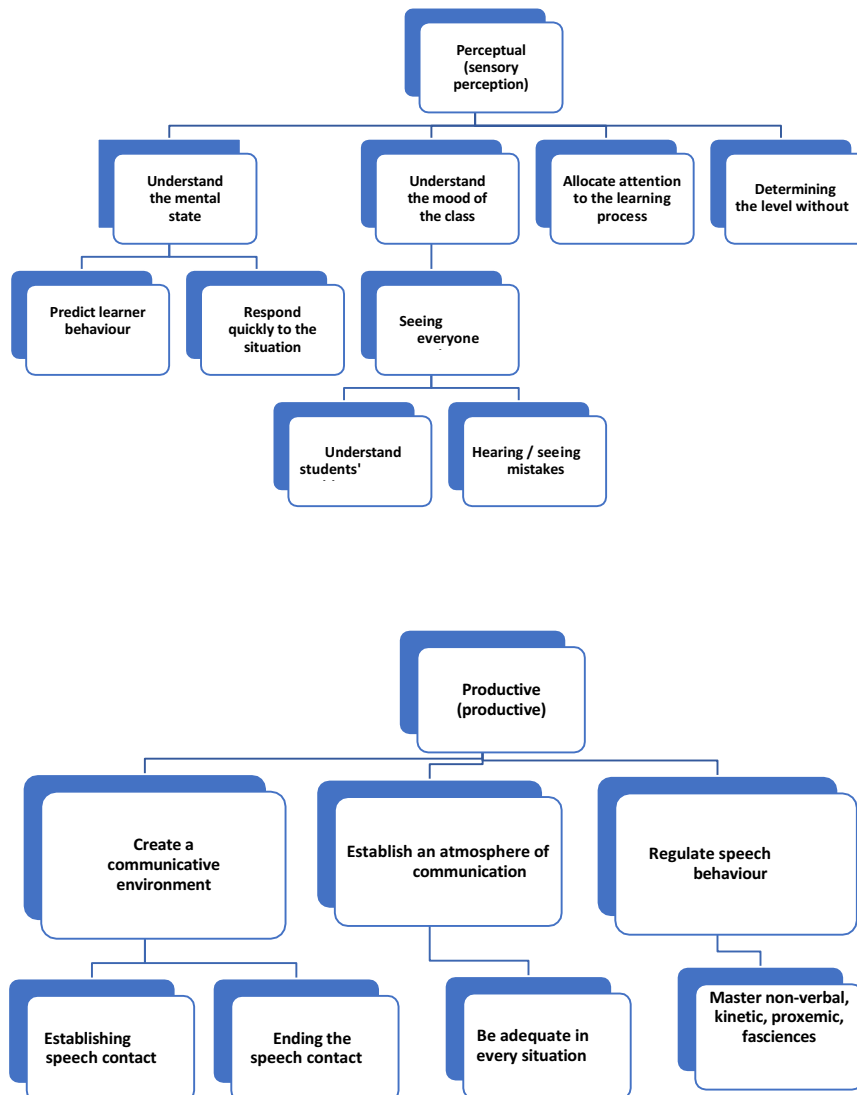

Figure 1.10. Teacher skills as a speech partner

In other words, the competence approach is associated with the formation of algorithms superimposed over the system of skill algorithms that allow adapting to varied activities, i.e. forming a systematically interrelated set of skills [72]. The

teacher must have a mastery of science and art, which are always contemporary and valid, otherwise they cannot exist. Philosophical problems are always posed: theory - life, the abstract - the concrete, the universal - the singular. It is like a unity of opposites, and balancing teachers simply has to be done.

The content of the core competences in teaching Russian as a foreign language is presented in the Explanation to the Law on Education No. 273-FZ, which does not contain restrictions on mastering a part or the whole of a basic educational programme in a foreign language.

Consequently, the Federal State Educational Standards (FSES) also provide opportunities for foreign students to learn Russian. It should be noted that the educational organization has the right to independently develop and implement online courses (disciplines, modules) in Russian as a foreign language, which will allow foreign students to learn Russian as an additional professional program before starting their studies in a specialized educational organization or during the development of the Basic Educational Program (BEP) of higher education with obtaining an appropriate document on mastering the specified course simultaneously with the diploma of higher education. (On the teaching of RCTs to foreign nationals from 23.01.2015).

On April 01, 2014 requirements for Russian as a foreign language proficiency were approved by the Minister of Education of the Russian Federation D. Livanov (Order of the Ministry of Education and Science of the Russian Federation from April 1, 2014 N 255 "On approval of levels of Russian as a foreign language proficiency and requirements for them"). According to the above-mentioned order, levels of proficiency in Russian as a foreign language were established, which should determine the degree of formation of communicative competence in Russian as a foreign language: elementary (TEU/A1); basic (TBUM/A1); basic (TBU/A2); first (TRKI-1/B1); second (TRKI-II/B2); third (TRKI-III/C1); fourth (TRKI-IV/C2).

The preparatory programme can be studied both in the country of origin and in Russia. It is a common experience to learn Russian as a foreign language during

a preparatory course in the educational institution where the foreign national plans to study in the future.

The elementary level vocabulary minimum is 780 units. The main body of active vocabulary at A1 level serves the everyday, academic and socio-cultural spheres of communication.

The Communicative Competences have been developed by author teams based at Lomonosov Moscow State University, St. Petersburg State University, Peoples' Friendship University of Russia and St. Petersburg State Technical University, and are the foundational state standard for Russian as a foreign language.

The requirements clearly specify the content of communicative-speech and language competences. When forming communicative competences, language competences are presented as basic grammar of the Russian language, without which it is impossible to master elementary A1 level to a proper extent.

Educational institutions draw up a syllabus based on the requirements of the state standard according to the curriculum and the specifics of the higher education institution. A foreigner should be able *to read a text* with general comprehension, identify the topic, some details carrying important semantic load of 250-300 words. In *writing,* you should be able to construct a text on a suggested topic with the help of questions and to write a written text of a reproductive/productive nature on the basis of the reading in accordance with the communicative and communicative task. *Speaking* means monological speech with independent production of coherent statements, construction of a monological statement on the basis of the read text of at least 150-200 words and dialogical speech with a minimum set of speech situations, with an adequate response to the interlocutor's remarks.

The content of language competence includes the grammatical foundations of the Russian language: phonetics (graphics), word formation and morphology, syntax and vocabulary.

Phonetic competence is primarily the knowledge of the alphabet, accents and pronunciation rules. The construction of intonation constructions.

Vocabulary and morphological competence is the concept of word composition with the ability to recognise the same root words. To be able to separate parts of speech and change the form of a word depending on its syntactic belonging. To have a concept of Russian syntax and be able to build a syntactic unit such as a word combination, simple sentence, compound sentence, compound sentence, direct and indirect speech sentence, to correctly build the order of words in a sentence.

The communicative competence of the elementary level enables you to study specialised subjects and master further levels of Russian as a foreign language.

By far the most difficult level to learn is the beginner's level, the basic level, because the basics are the foundation for further language acquisition. An A1 level teacher has a demanding, time-consuming, routine job that requires an effective approach to deliver the programme at a quality level. Hans Stern has argued, "The 'competence' or 'proficiency' or 'knowledge' of a native speaker is the indispensable reference point in the concept of second language proficiency used in language teaching" [162].

In 2003, the Russian Federation signed the Bologna Declaration, and in the same year the monograph "Common European Framework of Reference for Languages: Learning, Teaching, Assessment" was recommended, on which experts from different European countries and representatives from Russia worked. It should be noted that "Competences" consists of 9 chapters and 4 appendices and offers a basis for the development of curricula and examinations. The first chapter contains information on how and why to use the competence; the second chapter introduces the activist approach and describes the competence types; the third chapter describes the proficiency levels with criteria for each level; the fourth and fifth chapters cover the language use and commentary of the requirements; the sixth chapter describes the methods; the seventh chapter comments on solving communicative pedagogical problems; the eighth chapter presents recommendations for curriculum development; the ninth chapter describes what to assess and how we can compare them. In the annexes, descriptors are offered. "Competencies" are aptly formulated for practical application. Moreover, it is expected to use them as a model, a basic

informal document, whose requirements should be adjusted to the situation (Common European Framework of Reference for Languages: Learning, Teaching, Assessment: Monograph (Council of Europe, French and English versions) - Moscow: Moscow State Linguistic University (Russian version), 2003. - 259 p.)

So, the content of the basic communicative competences of foreigners in a Russian-speaking environment is versatile.

The requirements for the development of communicative competences are presented by the leading educational institutions. The knowledge and skills required for the formation of competences in each linguistic section are prescribed: reading, speaking, writing, listening, vocabulary and grammar. The content of the requirements serves as a guide for the curriculum, which has a varied nature due to the preparedness, age, ethnicity and further profile education of foreigners wishing to study in our country.

*The content of socio-cultural competence, which is motivational in the learning of the Russian language by foreigners, is insufficiently developed. The formation of this competence is a complex ideological aspect. The competence of a teacher of Russian as a foreign language should include such qualities as love for Russian art [76, C. 277; **81**, C. 62], knowledge and respect for the historical past, firm civic position, the right understanding of the Russian idea; perceptive skills as positive and productive, as productive. The teacher should be a "speech partner". The content of the basic communicative competences of foreigners requires regular correction with a scientific and creative approach, which should be reflected in the methodological recommendations.*

There is an insufficient methodological basis for the application of digital platforms, which is currently relevant in the educational environment of Russian universities. It is a prerequisite that appropriate methodological guidelines are written for the web resources offered. Accordingly, a teacher using a media platform will be able to clearly implement and communicate the author's idea to the trainee.

So, when creating an interactive platform, it is necessary to identify the questions that may arise for foreigners starting to learn the Russian language. Often

these issues are problematic, the solution to which the teacher finds with the help of pedagogical technology, creativity and the possibilities of Internet resources. The following will present a study on the ways to form communicative competences of foreigners at the initial stage by means of modern technologies, in particular the use of a pedagogical website as the main teaching tool of a teacher at the stage of preparation for entering Russian universities.

1.3 Pedagogical conditions for shaping communicative competences in the language training phase by digital learning tools

Let us start with the disclosure of the content, structure and didactic meaning of forming communicative competences at the stage of language training by digital learning tools in the context of clarifying the concept of "pedagogical conditions". The importance and complexity of explaining such a capacious scientific and interdisciplinary concept as "condition" is connected, on the one hand, with the problem of one-sided utilitarian understanding of "condition". On the other hand, there is a certain eclecticism in the composition of conditions in general and pedagogical conditions in particular, applied in one project, but belonging to a variety of groups of conditions classified on different grounds.

Below we will understand a condition as a certain circumstance aimed at realising the intention of a project, in our case a pedagogical project. A detailed presentation of psychological and pedagogical conditions can be found in V.M. Polonsky's dictionary. The author-compiler interprets conditions as a complex of socio-pedagogical, natural-genetic, internal and external factors influencing a person tactile-physical, moral-ethical, which condition his (person, subject) psychophysical and psycho-emotional formation as an individual [Polonsky].

In the following, a pedagogical meaning is added to the concept of "condition", which is correlated with a digital learning environment. The condition implemented in the structure of the educational environment is a complex, open system consisting of a number of detailed reasons that led to the need for the learner to master communication as a key competence. The whole system of conditions defined in the study influences the cultural formation of the learner in the Russian-speaking environment. At the same time, the impact and result of the influence of a set of conditions has a certain degree of uncertainty, i.e. it is not always possible to predict unambiguously the impact of such conditions on both the process and the result of communicative skills formation. There are conditions that increase the rate

of cultural formation of the foreign listener, but there are also reverse effects. Here it is important to have a feedback system by means of which the influence of the conditions can be corrected and the result of this influence on the listener can be corrected, in particular through "sensory correction" [18].

There is a utilitarian view of "conditions". Thus, E.V. Petrova views the concept of 'conditions' from a philosophical point of view as demands, obligations, circumstances, that is, something on which something else depends, the existence of which is ensured by this demand, obligation or circumstance, the relation of essence to its surrounding reality, without which the existence of essence itself is impossible.

In this way, the subject is presented as predetermined and the condition as an external manifold of objective reality, relative to the subject. The conditions form the environment or setting in which the phenomenon or process generated by the cause itself arises and exists, develops and spreads.

Our analysis of scientific sources and pedagogical literature allows us to identify pedagogical conditions as a set of circumstances that form a unified system and influence the formation of personality, its development, education, training and behaviour.

Such a concept as "pedagogical condition" contains in its context components of training, education and the whole complex of education. Therefore, pedagogical conditions immanently include didactic objectives, educational content and didactic (technological) basis. A pedagogical condition is characterized by an opportunity on which the degree of implementation of educational activities, development, education and training, the ability to accelerate or decelerate these processes, as well as the degree of impact on the dynamics and effectiveness of these processes depend. Such intensions are reflected in the works of V.I. Andreev who believes that pedagogical conditions are "circumstances of the learning process that are the result of purposeful selection, design and application of elements of content, methods, and organizational forms of learning to achieve certain didactic goals". [7, c. 59].

The dynamics of civil society development at the present stage of development are characterised by increasing complex organised activity. Monitoring

of contemporary society shows that new, broader and more complex networks of various interactions are being created and developed, including social, political, informational and technological ones. Such networks are organised on the principle of cause-effect relationships rather than discrete chains of societal activity. As a consequence, one of the most important is an individual's ability to analyse and take account of multiple heterogeneous factors and activities simultaneously, which is enabled by the digital environment.

The role and importance of information and communication technology in education has been established for quite a long time, given the rapid development of this field in science, which has changed the ideology in communication of the individual and humanity as a whole. It must be acknowledged that modern electronics, i.e. electronic means of communication, is a historical challenge for pedagogy, both school and university [40].

As early as the early 2000s, E.G. Azimov proposed a method of organising distance learning in the Russian language using information and communication technologies [2].

Zhuk L.G. focuses on the organization of independent work of technical university students by means of Internet technologies [45].

One of the first to talk about computer-assisted learning was S.V. Fadeev. [126].

In the eighties E.I. Passov writes about the communicative teaching method and in 2010 publishes a methodological manual with a new innovative approach [104].

The didactic and methodological possibilities of information technology are presented in the manual by O. Paschenko. И. [105].

The problem of introducing ICT into modern education from the perspective of foreign practice is studied by Rukina N.A., who traces the origins of the Internet and the computerization of society. The author systematically examines the history and contemporary problems of information and communication technologies, which are thought-provoking. For example, "it was discovered that radio took 30 years to

reach an audience of 50 million people, television - 13 years, and the Internet - only 4 years. [118].

Innovative teachers explore the development of ICTs in education in foreign countries Butsik S.V. [26], Makhotin D.A. Lesin S.M., Makhotin D.A., Lesin S.M. considered technical and multimedia learning tools in the educational process [86], Mosienko L.V. [90] created TED lectures as a factor of increasing communicative motivation in learning a foreign language. The authors-researchers raise one common problem of the competence approach. The lack of information culture, the manipulation of information has led to consequences that can only be remedied by state intervention. "The issue is even broader: all teachers today should understand - and not amateurishly, but professionally" [40].

The French linguist Philippe Feréol, referring to the digital learning environment and new technologies that enable a significant expansion of the spatio-temporal vision of teaching, calls this way of teaching - 'embedded pedagogy scenario'. This means that it is about designing learning around the time students spend working outside the classroom as well as the time teachers take to continue learning outside the same space" [161, p. 220.]

The problems identified in teaching Russian to foreigners at the preparatory stage are aimed at creating ways of forming communicative competences by means of modern technologies. Digitalization is being introduced - methods and techniques are being adjusted. Different educational platforms were used to identify the ways of teaching.

The first educational site was the St. Petersburg Naval Institute (Pushkin). The experimental work was carried out from 2017-2019. All cadets had completed the first year of their country's military institute before coming to Russia. The age of the cadets ranged from 19 to 25 years old. The students were grouped according to nationality: Arabs, Vietnamese, Congolese, Tanzanians, Nicaraguans and others. There were also mixed groups of Russian language proficiency, which complicated the learning process. Some, for example Vietnamese cadets, had preparatory training in Russian in their home country.

The educational environment at a military higher education institution has its own characteristics. As a rule, cadets with good mental abilities and physical characteristics are sent to study abroad. It is important for a teacher of Russian as a foreign language (RLI) that students are appropriately motivated, committed, disciplined, mentally and physically capable. The motivation of foreigners arriving for a military profession is due to financial conditions, disciplinary and, of course, everyone has their own intrinsic motivation. Difficulties at the initial stage are getting used to the statutory regime (dressing up, participation in events), climatic conditions (cold), local cuisine, insufficient access to the Internet. Communication in Russian is with Russian language teachers, officers, there is no opportunity to communicate with Russian-speaking cadets. After only half a year, students begin lectures and practical classes in their specialty, which require the ability to understand a Russian-speaking teacher and reveal problems with the perception of information on humanities subjects. Consequently, the preparatory phase needs to be effective.

The next experimental platform during 2020 was the Center for Additional Education in Russian as a Foreign Language at St. Petersburg State University (SPbSU Center for Further Education in Russian as a Foreign Language). The main learners are Chinese students who came to Russia with the aim of further study in Russian universities. Students are 18 to 25 years old. According to their living conditions they have a possibility to communicate with Russian-speaking people, to choose a place of residence, meals, access to the Internet, a possibility of communication with relatives and friends. This is good for the psyche, for adapting to life in a foreign country, but it also weakens discipline. Students can afford free attendance, not doing their homework, which makes it difficult to learn the language. Due to the lack of discipline in civilian HEIs, 30% of international students do not receive the necessary level of preparation by the beginning of basic classes.

When analysing problems, the opinion of foreigners who have studied or are studying Russian is relevant, but more often than not their arguments are not taken into account and thus there is no proper understanding of the real situation. For

example, the majority of senior cadets believe that the skill in using Russian they have acquired only through communication with Russian speakers when participating in creative activities, in classes in other subjects that are taught in Russian. Learning from the textbook, most felt, was of no practical use. A significant part of the problems hindering the educational process can only be identified by observing how the students work and how they perform the learning tasks received. Let's take a look at some of the tasks frequently used in textbooks. Example one. Foreign students were given writing exercises which involved the repetition of a similar or identical phrase with the substitution of a word. Such exercises are called "drills". They have a place, but an excess of them does not have a positive effect. For example: Insert the words Russian and Russian instead of dots

1. Juan writes well ... .
2. Maria has long been studying ... .
3. You understand well ... .
4. Anwar and Ahmed are already talking a little ... .

When checking the completed task, it turned out that everyone had written, but had not read or understood. The task itself does not explain the difference between an adverb and an adjective, nor does it have a generalised character for the listeners, so the phrases do not carry any meaningful load, which suggests that the exercise is useless. This is the way practically the whole course is set up, where similar exercises of the practical manual are the basis. Example two. In an individual lesson with a Chinese student studying on the preparatory course of higher education, the question "Do you have ...?" was not answered, that is, the question was not understood, although in the student's notebook on the four pages of neat handwriting were written the phrase "I have ... house" and the like. That is, the Chinese student could not answer the question "Do you have a house?" after writing the same phrases repeatedly. Both examples show that written repetition is not just an ineffective approach, but rather useless. These examples could go on and on. The contents of the textbooks are for the most part similar. You can find similar exercises in every textbook:

Assignment: Answer the questions by choosing the correct tense form.

Model: - What are you doing now? (rest) - We are resting now.

1.What do you do in the evening? (Have dinner, rest, go out) 2. What does John do in the evening? (Work) 3. What are the students doing now? (read the text, repeat the verbs, answer the lesson) etc.

All foreigners do these exercises, but only in its execution mode. These phrases, disparate in meaning, do not fulfil a communicative function. Students in the preparatory course go through several textbooks, doing exercise after exercise, but the desired result is not achieved. We should therefore think seriously about replacing these techniques with other, more effective ones. For example, in real time and on location, students can formulate both a dialogue and a monologue by themselves by selecting a topic. For independent work, replacement of words in the same texts with synonymous words can be suggested. In this way several important tasks are carried out: work with a dictionary rather than a technical translator, conscious work on composing a dialogue or a monologue and as a result an increase in vocabulary.

The only place where a foreign language is practised is the classroom. Rod Ellis defines the classroom as follows: "...where the target language is only as an object and is not used as a communicative tool outside the classroom" [154]. Communicative situations in the classroom are language activities designed or chosen by the teacher based on clearly defined objectives. If a learner uses what he or she has learned in real-life situations rather than in classroom situations, he or she has to face the unforeseen circumstances of spontaneous communication and look for ways to act in those circumstances. The rules of communication become secondary, and the aims of communication and the active search for ways to achieve them become more prominent. Visits to excursions, joint cultural activities and virtual media contribute to a more rapid assimilation of the material on offer.

It is important to understand to whom and how to teach Russian. For example, military academy cadets sent for special education are confined to barracks for six years of training, which limits communication in everyday life. From the very

beginning of Russian language training, the textbooks contain material related to maritime and military engineering topics. Special terms such as "cadet", "officer", "dismissal" and the like are introduced. Initially, the Russian as a foreign language programme is structured in such a way as to prepare the foreign cadet to take up special subjects in the near future. Such institutions start including special disciplines into the timetable as early as the preparatory course. In this case, teachers of Russian as a foreign language are in cooperation with teachers of special subjects, they write manuals oriented to the specifics among others. In a maritime university the vocabulary is endowed with subjects related to the sea; in a civil aviation university it is related to aviation, etc.

In preparatory Russian as a foreign language at civilian universities, the teaching of Russian as a foreign language has a different character. The teacher teaches free-form Russian using recommended study guides, with an emphasis on the everyday environment, student life and country studies. Students are generally aged 18 years and over. The students' free accommodation, the opportunity to meet native Russian speakers, free access to the sights of the city, the Internet should facilitate and stimulate language learning, but it is more important to have intrinsic motivation. Nevertheless, psychologists (A.N. Leontiev, S.L. Rubinstein, L.I. Bozhovich, A.K. Markova, M.V. Matyukhina, A. Gottfried, M. Lepper, S. Harter) considered internal and external motives as two dichotomy poles, on one of which individual motivation was determined by interest in the activity itself, and on the other by something lying outside the latter [38].

Scholars refer to the presence of intrinsic motivation as nothing less than a phenomenon, which is hard to disagree with.

It should be noted that 800-900 class hours are devoted to the preparatory course. On average, a foreign student studies Russian for 8-9 months six days a week for 4 hours with a teacher. At this maximum load, students studying Russian as a foreign language at the end of the preparatory course should have a good command of the Russian language: understand monological speech, participate in a dialogue,

write from dictation, read fluently and process the text read without errors. You should be able to pass the B1-B2 level test.

In order to form communicative competence, we will consider and propose the ways connected with digital educational environment. Let us turn to the developers of electronic educational environment of higher education institution, which proposes, implements and integrates the structure of educational electronic environment of F.M. Dostoyevsky Omsk State University. It includes authentication server, i.e. specialized software system with authentication with access through different modules. [17].

In creating such a digital learning environment, the tasks of providing authorization with access to information resources and periodic updating of the user database were solved. The modules of electronic library with remote access, information module on educational process were used. Such a structure of electronic educational environment is now designed in every university in Russia and is perceived as a natural phenomenon. To solve the communication tasks, digital platforms both within the university's server and external capabilities are thought out and used.

We turn to possible ways of developing communicative competences in foreigners in training where the digital educational environment has become a priority. These are Moscow State University (MSU), A. S. Pushkin State Institute (GIRNP) and South Ural State University (SUSU). GIRNP is global in its digital capabilities. This institute has a portal on its site "Education in Russian" https://pushkininstitute.ru/learn?locale=ru, created for foreigners who want to study Russian. The portal is organized according to the following categories: teaching online, checking knowledge online, information block, training teachers of Russian as a foreign language, teaching for children with audio recordings, pictures, tests, texts. Textual teaching information is presented with accents, which is very important for learning at the initial stage. More than twenty foreign languages are available for translation of the information. It is especially important to note the methodological guidelines for working with the teaching materials of the online

edition. It is important to note that in recent years, both electronic and printed teaching aids have been published, but fewer and fewer complete teaching aids are offered. Undoubtedly, the paradigm of textbooks has changed, but the content should be higher in level, but in reality behind a nice and convenient website or cover there is no quality, time-tested methodological approach, interesting, not simplified, not copied from another textbook. After all, technical possibilities allow you to check the effectiveness and re-edit the material. Of course, there are many interesting ideas suggested in various kinds of social content, but there are so many of them that a teacher simply cannot keep track of them and implement them, optimise them and teach them simultaneously, having the workload. This is why teaching practitioners apply several textbooks and select different video and audio materials that are suitable for a certain ethnic group, age, preparedness, specification and motivation.

The digital educational environment at Lomonosov Moscow State University, Institute of Russian Language and Culture https://www.irlc.msu.ru is somewhat different. The menu includes the "Educational Environment" section, which includes educational linguistic and cultural projects, the Institute's catalogues, a closed book collection for the Institute's teachers, and authentication (logging in to a personal account). There are also sections: Institute, study programmes, entrants, learners, science, projects, archive, links. If tuition is paid, access to the necessary resources is provided. For the most part, the educational environment has external access, that is, anyone can enter to get information, but in this case it is desirable to register and internal access, that is, students, trainees, teachers, learners and trainees at this university receive a key to enter. On the site of Moscow State University in the media library short films, texts for reading, videos, which are distributed by level, but on A1 texts are offered, not corresponding to the initial level, no accent, after the text questions, tasks, which at the initial stage alone a foreigner can not do, although the pre-text work, where some words are explained, with a mediating language is available for some tasks, that is haphazard. There are mistakes in the wording of the tasks, which particularly contradicts the methodology of teaching foreigners. Firstly, the teacher has to immediately correct the students' mistakes at the initial stage;

secondly, the student will have to translate the task and will face a problem when he/she does it independently. This means that the structure of the tasks should be followed when placing them, and the tasks themselves should be translated into the language of the intermediary or into the language of the learner. For example, if a text is proposed for study at any level, pre-textual work is required, accents must be placed in the text itself at levels A1-A2-B1 and, as an extension, post-textual work is required. If self-study is envisaged, the guidelines should be clear and translated into the intermediary language at A1-A2 level. It has already been proven that learning a foreign language from films is a productive way. The media catalogue offers fragments on the topic "greetings" from various domestic films https://www.catalogue.irlc.msu.ru/media-texts catalogue/all/audio-i-video-materialyi/autentichnyie-rechevyiesituaczii/pozdravleniya Comments on the videos are given, but there are no subtitles, which makes it difficult to perceive the text. Subject-specific lectures are offered, but when learning Russian as a foreign language it is important to achieve pronunciation, repetition of words and phrases and it would be relevant to ask to repeat certain words and phrases during the lecture, using verb-imperatives in methodological guidelines for learners

As a rule, there are nowadays paid courses for education. But there are also free courses, for example the Pushkin State Institute (GIRNP) has a state programme where courses are freely available, and the Moscow Institute puts not only its courses but also those of other educational institutions on its website. For example, an introductory course in phonetics from the South Ural University is presented at https://courses.pushkininstitute.ru/courses/570/videopages/1-dot-5-soghlasnyi-zvuk-r?moduleitemid=43935. It should be noted that explanations in the introductory course are in Russian, which may not be understandable for beginners. If this course is for Arabs, then accordingly there should be subtitles in Arabic, for Chinese - in Chinese.

The creation of a universal textbook is impossible due to the circumstances outlined above. We will use some criteria derived by the co-authors of the article on the analysis of contemporary RLI textbooks Martynova and Nikolenko. 1) National

orientation; use of translation; relevance of the textbook to the stated level. 2) For East and South-East Asian countries, attention should be paid to:

- on the traditions of the education system of the beneficiary countries;

- on the comparative analysis of language systems;

- on the ethno-psychological characteristics of students;

- for variation in training materials depending on the objectives and timeframe training;

- The use of the same-name manuals is widely available, both in

The language environment and outside of it.

3) - communicative learning does not reject the use of translation;

- The extent to which translation is used in textbooks and teaching aids is determined by the stage of study and the author's position;

- translation into the mother tongue of learners (especially in East and South-East Asian countries) is preferable to an intermediary language;

- Modern RLI textbooks use translation: when commenting on the phonetic and grammatical features of the Russian language system, when formulating tasks; when introducing new lexical units, when broadening understanding of poetic texts, etc.

4. The needs of the modern education system highlight the creation of teaching and learning packages (TLCs) rather than individual textbooks and manuals. The most effective work on teaching materials is recognised as the most effective because they:

- are multidimensional;

- multi-component;

- are interactive;

- are aimed at developing all types of speech activity;

- allow the use of paper-and-video-electronic learning media, -effective in developing speech communication skills [96].

Such a criterion conclusion generally covers the main problematic issues in shaping the communicative competences of foreign trainees.

In order to identify the optimisation of the methodology of shaping communicative competences of foreigners at the initial stage, we proceed from the practical reality. Let us consider the requirements for competences, the general trend towards the problems of mastering speaking, reading, listening, writing, grammar and vocabulary. The theoretical component of communicative competence content is outlined in many textbooks. Our study has an empirical approach to suggest real ways in overcoming difficulties. The main communicative aim is to form communication skills, to improve listening and speaking, reading and writing skills in Russian. If communicative skill is at the core of communicative competence, we will base our teaching on the new didactics of V. K. Diachenko, a follower of A.G. Rivin. Let us recall the main principles on which the teachings of modern didactics are based: 1) the principle of completeness, focused on the ultimate goal of learning, when the student is not only able to reproduce knowledge and experience, but also to teach others, without losing or distorting anything. If learning achieves its goal, then it is considered to be complete. One may refer here to the idea of psychologists of Vygotsky school about realisation of a certain task which has a 'topological' structure, i.e. the task and effect are unchangeable while the means of realisation may vary; 2) the principle of continuity and urgency when a pupil, having received information, should reproduce it without delay, but not by rote, and transfer it to another; 3) the principle of universal cooperation which does not need any explanations. When teachers and pupils are tasked with passing a curriculum, it is actually being passed, not studied. We hear and read more and more about what we should teach, we are given theoretical advice, but here is how to relate it to practice. Those who write do not take too much into account the volume of material to be studied, the multi-subject nature, the inconsistency of the methods with the content of teaching, the occupancy rate in the classroom, the lack of technical equipment.

Let us look at the specific problems faced by trainees when preparing to take the Russian as a foreign language exam in order to study further at a Russian university. Trainees from Turkey lived in Russia for six months, but studied remotely, five days of four hours each, with chemistry and biology training added

later. The exams were taken remotely. In reading, grammar, vocabulary, speaking and even writing, everyone in the group scored between 75 and 95 out of 100. Four people failed in listening and also scored less than the rest in speaking. The students use an audio interpreter during class discussions, during the exam they cannot use it in any way. So it is possible to pass a grammar test with some preparation, especially remotely; it is also possible to read a text when studying and translate for an interview using a dictionary, but listening and then discussing was not possible. Speaking, listening is above all about communication. A student from the same group communicating with Russian friends, taking an active part in the conversation in class, passed all the exams with the first try. This once again confirms that communication is a priority for learning a foreign language. So, RLI teachers need to think about and apply other techniques to develop the skill of speaking and understanding Russian.

The foreign cadets arrived at the Military Institute 5 months late for their preparatory course, that is, they had to study and, most importantly, master the communicative competencies of B1 B2 level in 4 months and, together with the whole preparatory course, pass the exam in Russian as a foreign language. It has to be mentioned that the whole group of 7 French speaking Congolese and 2 English speaking Congolese had the same level of zero, but everybody was motivated for success and disciplined. Contrary to the conservative-classical school of teaching the textbook was very rarely used. Although in the 2022 Russian as a foreign language curriculum for schools with Uzbek and other languages of instruction, the developers believe that "the teacher's main tool in his work in teaching the pupil a language is a leading and multifunctional teaching tool, which organizes and models the whole learning process". For effective learning in conversation practice, excursions around the city were used, during which the students repeated aloud to the teacher what they were observing around them. "- What's on the right? - There is a school on the right", they asked and answered questions to each other. They used car numbers to learn numbers. On the spot they wrote down new words with a pencil in a notebook. Thanks to the website, the teacher can create techniques that will

simulate real-life communication. For example, the "Live Dialogue" technique which simulates live communication digitally http://russian-teacher.ru/2021/11/06/живой-диалог-что-нравится-делать/ and it is important for the teacher to formulate methodological guidelines and monitor implementation. So, a textbook as a tool cannot in principle 'organise and model the learning process'. Only the teacher can do this! It is known that a big obstacle for foreigners is psychological fear when communicating. They are afraid to be misunderstood, afraid to look ridiculous, not sure if they will be communicated with. During excursion walks, entering cafés, shops and other public places, the teacher can arrange communication with the staff of the establishments. Such ways allow for real-time speech practice in real-life circumstances. Foreigners themselves do not dare to engage in such dialogues. For example, on the menu they show what to bring, in the shop at the cash register they silently pay for their purchases. Non-verbal communication and expression-patterns (a certain set of patterns), always help, but the more foreigners do not use, verbal method of communication, the longer they do not go into speech, that is not speaking and not thinking in Russian, which is particularly characteristic of the Vietnamese and the Chinese. It is very important that the instructor selects interesting content and ensures that the reading is correct; it is better if the text is not primitive and far-fetched, but rather art-like, even if it is adapted to a certain level. For example, the "Simple to complex" technique is effective: http://russian-teacher.ru/category/р_к_и/чтение-от-простого-к-сложному/ Here the UFO story is presented in two versions: first the more simplified one, then the original one. This rubric is "Reading. From simple to complex" http://russian-teacher.ru/category/р_к_и/чтение-от-простого-к-сложному/ focuses on a differentiated approach to learning. In addition, there are subtitled films and educational films on the website. Any material can be intelligently incorporated into a thematic unit. A good technique is the selection of synonyms for words in the pre-text work. This allows for a better understanding of the content and enrichment of the vocabulary. It is very important to achieve good reading. Typical mistakes: wrong accent, missing letters in compound words. That's

why you have to stress the words up to B1. You can make corrections in the course of reading, but this is not productive. You can write down the words where the reader makes mistakes and then work through them. This method is not very effective either. I have practiced the technique of tapping on the table when reading in error. Of course, the readers were aware that in case of an incorrect reading, there would be exactly this reaction of the teacher, who does not correct, but only makes it clear that the error and the learner must correct himself, receiving approval from the teacher, better non-verbally: with a nod, a smile, etc. This method works and has been tested many times. When teaching reading, a problem has come to light which at first misleads the teacher, it is related to the learner's fluent correct reading. This means that the student has learned to read correctly, understands how to accentuate words, has no phonetic problems, but he/she does not understand the meaning of what he/she has read. Therefore, it is necessary to check the comprehension of the reading, ask for synonyms for certain words and translate them into the native language.

The study of vocabulary, as required by the programme, raises a number of questions. The norm is to teach 3-4 new words in each lesson. We will take the minimum number of hours - two hours a week, eight hours a month, that is 24 words. For nine school months roughly 220 words. In addition you will learn the same words and forms of the same word, which again doubles the use of foreign words. And if the average study of a foreign language takes 5 years, the minimum is 1100 words. This is a perfectly acceptable number of words for communication. In fact, the programs are rewritten from year to year for different educational institutions, but there are no declared results. It means that a reform in the teaching of Russian as a foreign language is necessary, taking into account the digitalization already present in the educational environment. Figure 3 shows a fragment from the dictionary in the section "Learn words quickly". The teacher selects words which have a common etymology and similar phonetics. If the vocabulary, which is constantly updated, becomes a project activity for all the students, the vocabulary will be enriched automatically http://russian-teacher.ru/category/р_к_и/учим-

новые-слова/ and cognitive activity will become an exploratory activity. The teacher can divide the foreigners by assigning a certain letter of the Russian alphabet to a group to search for words with a common origin. Motivation will be increased if the teacher explains that their participation will be of practical relevance to all Russian language learners going forward. This project not only helps to increase the vocabulary of the words, but by presenting the words found, to provide practice in speaking, to see how much the languages have in common. French or English speakers are surprised to see words with a common etymology.

Alley	allée	alley
alliance m.	alliance	alliance
ambition g.	ambition	ambition

As pupils usually learn English, French and German, such practical activities would be useful for learning other foreign languages as well. This project is also organised by the teacher - the single most important organiser of the learning process. Let's look at ways to optimise this task.

I. Learning objectives - Planning important tasks: 1. Increasing the vocabulary. 2. Concretisation of tasks: Study new words borrowed from French and English.

II. Learning content - Choosing the best sequence: get to know the vocabulary offered, choose the most relevant words to memorise, read.

III. Structure of the lesson - Choosing the best structure: reading, translation, writing, repetition.

IV. Teaching methods and tools - Selection of the most rational tools: vocabulary of compiled words translated into French and English. Opportunity to participate in the addition of the vocabulary of the students.

V. Forms of training - Choosing the best form of training: group training.

VI. Time spent on words during one lesson - Choosing a rational pace, taking into account the known words during one lesson.

VII. Conditions for learning - Creating a supportive environment: accessibility, visibility.

VIII. Analysis of learning outcomes - Determination of compliance with standards.

For listening, it is useful to have one phrase or a short text not only played by the teacher, but also by the students themselves, but there is a problem: when one student answers, the others do not listen, as if his answer does not concern the others. The teacher's task is to involve everyone in the work: to evaluate the answer, whether they liked it or not and why, to ask questions about the answer or the presentation, and to briefly retell what the speaker was talking about. With the help of information and communication technology, the text to be studied should have audio playback. In addition, the training site can be equipped with word pronunciation. Difficulties with writing remotely can also be solved by watching and repeating http://russian-teacher.ru/2020/11/16/учимся-писать-по-русски-прописи/. The technique of modeling calligraphic writing with spelling at the initial stage is very productive. With the help of the teacher's website it is possible to learn to write correctly in Russian in the online learning mode.

Thus, communicative competence is expressed in the mastery of all aspects: speaking, writing, listening, reading, vocabulary and grammar. The teacher should first of all start with the motivation of the learners, which is stimulated by the results, necessarily overcome by the difficulties. The work on them should be laconic, without unnecessary details, the student should not know that he/she is overcoming language and speech difficulties, he/she is above all mastering communicative skills. If the problem is in reading, then the pupil should be made aware of the error and the opportunity to correct it; if the problem is in misunderstanding, then he/she should be offered to translate the words in the text with the help of the dictionary and find synonyms for them; if the problem is in listening, then the text should be read and then listened to in different versions, if on vocabulary increase, create a vocabulary with a common etymology; if on grammar, avoid using textbooks, but use fiction texts and go into grammar through them; if on speaking, use the model

of a live dialogue. Ask about what is easy to do and what is not, take the results into account and immediately address the difficulties, calling them peculiarities. Interest in learning and overcoming difficulties should be built in an informal setting: excursions, walks, projects, plays, etc. It is important that all learners participate in one way or another. This is possible with digitalization. Each learner can record his/her own or a group's performance and present it. Students lose interest if their efforts are not appreciated or if they do not do well for one reason or another, so one of the principles of modern didactics can be used here: "pairs in alternating order". Information and communication technology makes it possible to be heard and seen. Although learning is a two-way process, it is the teacher who should be the flagship, igniting with his or her energy, interest, love of language and learning, professionalism based on scholarship but executed creatively. Digitalisation is an additional comprehensive learning tool that should be used to its full potential.

Below we dissect the essence of a set of pedagogical conditions designed and tested by us to form communicative competences in digital educational environment of a Russian university on the example of training foreign students. Such a complex is a system of measures aimed at solving the problem of effective formation of competences of a particular type.

The first pedagogical condition is related to the possibilities of the digital learning environment to enable all the participants of the pedagogical process to participate in the construction of the linguistic content of education. Such content is a unique sign system adapted to the emotional and value preferences of a given audience of foreign listeners. Representation of language education content in the digital form of specially adapted open sign system allows self-organization of cultural texts by a given pedagogical community, designing its criteria of educational content selection, self-organization of listening experience. We constructed the educational content itself using an interactive pedagogical site based on V. Kraev's culturological concept. V. Kraevsky and I. Lerner. The digital format allowed each student to promptly identify 1) the experience of cognitive activity based on mastering linguistic forms of the Russian language; 2) the experience of

emotional and value relationships to the content of pedagogical activity of collective learning Russian as a foreign language in the network format; 3) the experience of cognitive activity through the selection of relevant cognitive tools; 4) the experience of creative activity, producing the authors' texts of language learning culture.

The second pedagogical condition ensures a dialogical format of communication between the subjects of education through an interactive pedagogical website, which allows the trainees to partially participate in goal-setting, self-selection of teaching methods and forms of self-control for diagnosing difficulties. In addition, the organisational form becomes time-shared, does not require a specific timetable, trainees can perform many tasks on their own at a convenient time and at an acceptable pace. The content elements vary according to the learner's background, psycho-type and cognitive and cultural needs.

The third pedagogical condition is aimed at broad inclusion of the audience of foreign students into the network interaction with the partners of the modern Russian university united by the common goal of intercultural cooperation, which leads to the formation of students' readiness to create authentic texts of the network community culture. The networking was carried out by us, firstly, with the academic community within the framework of trainees' participation in scientific and practical conferences. Secondly, in the joint activities of volunteer and patriotic public organisations interested in intercultural dialogue. Thirdly, in the participation of the university in educational programmes supported by both municipal and federal grants.

To summarise the paragraph, we present a theoretical framework for modelling the digital learning environment of a Russian university on the example of initial training of foreign language learners in Russian.

Firstly, the very notion of educational environment is considered, the essence of which is filled with Russian educational ideology, and pedagogical conditions corresponding to the circumstances of a particular educational institution are created. It has been revealed that the design can be productive if the educational environment is based on:

- motivation building, where there is a desire for equality of knowledge;

- Training based on the principles of modern didactics (V.K. Diachenko)

- Respecting the principle of positive outcome;

- the teacher is a professional;

- the use of digitally validated portals as key learning tools;

- Transforming training programmes to take account of digital opportunities;

- fostering ethical norms in the digital environment of the Russian university;

- the state's interest in higher education reforms.

Secondly, communicative competences at the stage of foreign students' training at the Russian university are considered, where new didactics, key competences and educational, educational and developmental goals are correlated. Psycholinguistics with the ideas of leading physiologists and psycholinguists A.R. Luria, N.A. Bernstein, L.S. Vygotsky are considered to be fundamental in the formation of communicative competences. Communicative competences include: linguistic, pragmatic, discursive, strategic, sociolinguistic, sociocultural. They are also the result of dialogic education, when the learning process can be considered as specially organised communication. And the teacher is a speech partner who can organise digital communication.

Thirdly, difficulties should be identified and solutions found. Focus not only on classical cases, but also on details that are not particularly pronounced. For example, the verbs hear and listen are perceived by foreigners as close synonyms or one word at all, at the initial stage they do not use the word hear, because the letter Y is difficult for many, so when asked: "Can you hear me? "Yes, I can hear you". This became especially clear during distance learning. Also, the similarity of the sound in the words evening and yesterday is often perceived as synonymous. The letters i - y are considered by many to be one letter, e - y is a particular difficulty as the correct use of the letter y in Russian texts is often ignored. The teacher should correct the mistakes immediately or let the student correct the mistakes on his/her own. There are difficulties in mastering communicative competence in every aspect of the language: vocabulary, grammar, speaking, listening, reading and writing.

Only a teacher who is aware of these difficulties can find ways of avoiding them rather than overcoming them. In dialogue, as a partner in goal-oriented communication, the teacher should motivate students to learn by engaging them in project-based activities; by using digital opportunities to create learning sites where pedagogical conditions can be adjusted according to the situation. Classical textbooks are no longer relevant and should be used as a supplementary tool, but it should be remembered that only the teacher creates the educational process. Ways of overcoming difficulties or peculiarities of the language through digitalization require an update of approaches. For example, in reading it is possible to use the technique of complicating the text, in writing it is possible to model the proposed writing reproduced on video, in phonetics it is possible to sound the text in Russian, in speaking it is possible to model a live dialogue, in listening it is possible to create a simultaneous reading, listening and repetition. This is only possible with the help of information and communication technology. Of course, not all students have the opportunity to use them, but teachers need to be competent in this field. Not all multimedia should be used in education. In the next chapter, we will compare educational multimedia products with regard to teaching foreigners Russian as a foreign language during training.

Conclusions from the first chapter

In the first chapter we reveal the theoretical foundations of digital learning environment modelling. For this purpose, three main research design questions are highlighted.

1. Designing pedagogical conditions in a digital learning environment.

2. Communicative competences as a result of the dialogic education of foreign language learners in the language training phase.

3. Pedagogical conditions for the formation of communicative competences at the stage of language training with digital learning tools.

Designing in a digital environment is represented by its main components: entering into the problem of designing pedagogical conditions; identifying the basic structural components of the draft conditions; optimising these components on conditions of their completeness and consistency; defining ways of approbation.

We consider communicative competences as a result of students' motivated readiness to engage in a "dialogue of Cultures" with partners in network interaction, producing texts of authentic authorship, which is ensured by the resources of the Russian university's digital educational environment.

The main pedagogical conditions that ensure the effectiveness of such a formation are as follows:

- providing an opportunity for all participants of the pedagogical process to participate in constructing the language content of education; such content is a unique sign system, adapted to the emotional and value preferences of a given audience of foreign students, successfully functioning in the digital educational environment of a modern Russian university;

- Providing a dialogical format for communication between subjects of education through an interactive pedagogical website, which allows trainees to partially participate in goal-setting, self-selection of teaching methods and forms of self-monitoring to diagnose difficulties;

- the wide involvement of the foreign audience in networking with the partners

of a modern Russian university, united by the common goal of intercultural cooperation, which leads to the formation of students' readiness to create authentic texts of the network community culture.

Chapter 2
Information resources as a means of dialogic education for foreign students on a preparatory course at a Russian university

2.1 Comparative analysis of the effectiveness of educational multimedia tools

The method of comparative analysis is one of the main methods of research. But from the point of view of theoretical and cognitive significance this method is not one-sided and is considered in conjunction with the method of synthesis. The aim is to analyze and synthesize modern educational multimedia, including the site of a pedagogical (Russian as a foreign language teacher). The research has used descriptive and explanatory methods, exploring definitions of multimedia in education. Accordingly, existing educational platforms *were identified*, *distributed* according to functional features, characteristics *were given*, common and different, advantages and disadvantages from the position of educational content in the field of RCT *were found.*

For a more complete characterization of the issue under consideration, the works of Zhuk L.G., Grechko P.K., Fadeev S.V., Andreev V.V., Makhotin D.A., Lesin S.M, Robert I. V. on multimedia tools in education, Tryapelnikov A. V. on digital format in RCT, Ivanova A. M., Malygin E. V. on TED TALKS media content, Rusetskaya M. N. on education portal "Education in Russian". Dissertations on websites by E.V. Bugrovskaya, L.G. Zhuk, Y.V. Eelmaa, requirements for educational websites by T.S. Yashina were studied; a desk book is a concept dictionary by E.G. Azimov, A.N. Shchukin.

Modern **multimedia** in education should be considered as a component of *information and* communication technologies in education. In 2008, a national standard of the Russian Federation was introduced, which established concepts and appropriate terminology for the introduction of *information and communication technologies in* the educational process. The notions *of communicative* and *communicative* technologies in the competence approach should be considered as paronyms, more often the same-kin words with sound similarities, but differing in

meaning. P.K. Grechko has defined these concepts in a philosophically precise way: "distinctive unity". One could say, a bifurcation of the one followed by an analysis of its elements, when a single vector with common interests is given. Mutualism - complete communication - taking into account the definition of each concept. "Communication" translates as "communication, connection, interaction". "The main component of communication" - information exchange - does not arise by itself, it is facilitated by telecommunication systems, electronic and mass media, which are also referred to as mass communications [151].

Communication, then, is a line, a channel, designed to transmit information on one side and to be perceived on the other by means of telecommunications. Information and communication technology has been talked about relatively recently, given the rapid development of this field in science, which has overturned the ideology in human communication. It has to be acknowledged that modern electronics, i.e. electronic means of communication, are a historical challenge for pedagogy, both school and university [40].

For full clarity, let us take an excursion to the origins of ICT. The chronology of development is presented in the research paper by N.A. Rukina "Initially the topic of information society was introduced for discussion at the governmental level in the USA in 1960-1970s. In 1993, a report with plans of information structure development ("Agenda for action") was read in the US government. In 2002, the e-Government Bill of Rights was passed. In 1994, American researcher S. Clift introduced the concept of e-democracy and developed the Minnesota State website, where citizens could exchange opinions with politicians, make proposals and discuss them with other citizens. At present, the state policy of the USA in the sphere of information and communication technologies is determined by the strategy "Federal informational technology services strategy 2012". Initially, Japan and the USA led the way in developing state participation in the development of the information society, and later the EU countries became one of the major players in this field. After the 1984 Green Paper on television policy (television without frontiers), telecommunications were liberalised and in 1998 ICTs ceased to be controlled by

the state as a total liberalisation law was passed, amended in 2003 and 2009. The first IT Summit was held in Lisbon in 2000, and an "e-Europe action plan 2005" was adopted in June 2002, replacing the strategy adopted in Stockholm in 2001 ("e-Europe 2002"). On April 25, 2006, a document containing an action plan for the development of e-government for the 'benefit of all' was adopted. Today, development in the field of ICT (in the public sector) is defined by the document "The European Government action plan 2011-2015", adopted on December 15, 2010, which is a part of the general development strategy of the European Union "Europe 2020 Strategy". Researchers distinguish the USA and the European Union as European models of global information society development, in which the state either has almost no control over the ICT sector, which is entirely in the hands of private individuals (USA), or it finds a balance between state control and market laws (EU).

The other model is the Eastern model. It is developed in countries such as Japan, South Korea, Taiwan, Singapore, Hong Kong, China and India, where state and private individuals work closely together to develop an information society. The "Asian Tigers" and other countries where the Oriental model is prevalent place great importance on the preservation of cultural values. The need for NGO involvement in the development of a global information society was recognised in the late 1990s, and the UNESKO Information Society Steering Committee was established in 1998. Within the UN Department of Economic and Social Affairs (the Commission on Governance and Development), studies on e-government development are conducted first every year and now every two years. These researches reflect indexes of development of technological infrastructures of all countries, give full information about the level of development of technologies. Such surveys were carried out in 2003, 2004, 2005, 2008, 2010 and 2012 and have provided a rich statistical material for public authorities and researchers". [118].

Due to this dynamic, state standards in Russia are undergoing regular changes. The latest were published in October 2018. Key terms and definitions consistent with the legislative framework and national standards of the Russian Federation,

harmonised with international standards, are recommended for use in all types of documentation and literature in the field of *information and communication technologies* in education.

For the following study, let us present in the table the main terms and concepts proposed by the Russian Federation State Standard, which are part of the set of standards "Information and Communication Technologies in Education". [39].

Table 2.1. Comparison of concepts used in communication technology

Russian/English term.	The concept of
The field of informatisation	
information/information	Information (reports, data) irrespective of the form in which it is presented.
information technology/ information technology	Processes, methods for seeking, collecting, storing, processing, making available, disseminating information and how to implement these processes and methods.
information telecommunication network	A technological system designed for the transmission over lines of communication of information that is accessed by means of computer technology. An example of an information and telecommunication network is the Internet
information and communication technology; ICT	Information processes and information handling methods carried out with the use of computer and telecommunication equipment.
information system	The totality of the information and information technology contained in databases and the technical means to process it.
electronic document	A document in which information is presented in electronic digital form.
electronic message	Information transmitted or received by a user of an information and telecommunication network.

computer	A technical device capable of performing multiple arithmetic and logical operations based on a given program and data. The term computer is similar in meaning to the term electronic computing machine (ECM).
database	A set of data organised according to a conceptual structure describing the characteristics of that data and the relationships between them.
software product	Software and related documentation to be delivered to the user
media/media	A means of perceiving, displaying and/or storing, transmitting data
multimedia	Sharing multiple media outlets
E-learning	
Distance learning technology/distant learning technology	Educational technologies implemented mainly through the use of information and telecommunication technologies with indirect (remote) or partially indirect interaction between the learner and the educator.
e-learning / e-learning	Learning through information and communication technology.
mobile learning; m-learning	E-learning via mobile devices, not restricted by location or change of location of the learner.
Online learning/online learning	Training with the help of an information and telecommunication network.
offline learning/ off-line learning	Computer-assisted learning without connection to an information and telecommunication network.
Blended learning/blended learning	**Combination of online learning with face-to-face or offline learning**
Learning management system; LMS	learning content management system; LCMS
Learning content/management system; LCMS	An information system used to create, store, collect and/or deliver educational content.

electronic learning resource; e-learning resource	An educational resource that is in electronic digital form and includes structure, subject content and metadata about them.
Educational content/learning content	Structured subject content used in the educational process. In e-learning, educational content is the basis of an e-learning resource.
metadata (educational content)/ metadata	Information about educational content, describing its structure and content. EER metadata contains standardised information necessary to search for EERs through a technological learning system.

State standards are proposed for the quality and assessment of information and communication technology software products to build the competences of all participants in the educational process.

GOST R ISO/IEC 9126-93 Information Technology. Evaluation of Software Products", prepared by the Technical Committee on Standardisation (TC 22) "Information Technology" standard was approved and put into effect by the Russian Gosstandart Decree of December 28, 1993. Reissued in November 2004. This standard defines six characteristics describing software quality. These are *functionality, reliability, usability, efficiency, maintainability, mobility.* These characteristics can be applied to any kind of software.

1. Functionalities characterising the software to meet the needs.

2. Reliability is the ability of an element to perform the required function and maintain its level of functional quality.

3. Practicality - must be considered by the users in the whole range of operating conditions.

4. efficiency - the ratio between the level of quality of software performance and the amount of resources used under the given conditions.

5. Supportability - usability for analysis, modifiability, stability, testability.

6. Mobility - portability from one environment to another [39].

The priority of each quality attribute varies depending on the object and the speed of change of standards, online tools and related applications. Knowledge of national standards in order to apply them in the educational process is basic. Let's imagine how the quality characteristics of software can be applied in some communication technologies for education.

1. *Functionality*. For example, a word processor and all its features. Does this software product fulfil the needs? And what needs to be done to make this text editor function at all? Or. Using hyperlinks to link your document to other documents or to other pages on your website.

2. *Reliability.* The programme should be fully complete and recoverable. For example, the document must be saved before it is completed using a certain attribute.

3. *Practicality.* The site's interface is convenient and understandable for all the users for whom it is intended. For example, an educational website for foreigners should have an intermediary language (English) in addition to Russian, and a standard style should be followed.

4. *efficiency.* The ratio of quality to time. For example, the information of a certain heading should be concise and meaningful.

5. *Maintainability.* For example, carrying out site modifications. Its administration, maintenance, modification.

6. *Mobility.* The website can be migrated, reinstalled and adapted to the mobile application.

Adherence to ICT standards at its core is a necessary criterion for the competencies a teacher should possess.

Information and communication technologies (ICT) include various software and hardware tools and devices that operate on the basis of computer technology, as well as modern means and systems of information exchange that ensure the collection, storage, production and transfer of information. [3, c. 90]. Information space is of the highest priority for education. Information technology occupies one of the leading places in higher education, as access to different kinds of information

is particularly required during this period of study. For the principle of communicativeness in the language classes are inherent:

(a) *Motivation* as the functional and verbal conditioning of any speech act and activity of the pupil as a whole;

b) *Purposefulness* as having a speech strategy and tactics and being goal-oriented;

c) *the personal meaning of the* learner's *activity* in acquiring a foreign language culture;

d) *speechmaking* as a constant engagement in the process of communication;

e) *the individuality of attitude* towards everything that makes up the educational process;

(e) *Situationality as the relationship of* speech activity to the situation;

g) *the educational value* of the learning material;

h) *problemativeness as a way of organising*;

(i) *Three kinds of contact*: emotional, semantic and personal;

j) *Interaction between participants* in the educational process (coordination, mutual assistance, etc.)

(k) *Linking speech activity* with different forms of activity - learning, work, everyday life, etc;

m) *Functionality* as the recognition of the leading role of function rather than form of speech units;

m) *Novelty* as permanent variation in all components of the educational process;

(o) *Heuristic* as an antithesis to arbitrary memorisation and reproduction of what has been memorised. [3, c. 108]

Communication requires the knowledge, skills and abilities to create specific channels of communication, as well as the ability to use technical means to transmit information.

Communication is a human prerogative. The ability to make verbal and non-verbal contact.

By parsing the definitions of each concept, we found out that communication is both man-made and for man.

Table 2.2. Comparative information on communication and communication technologies

Attributes	Communications technology	Communication technology
Subject	Artificial intelligence	Individual communicating
Facility	The individual requesting the information	The individual receiving the information
Modes of communication	Telecommunications: telephone, smartphone, interactive whiteboards; software: software, social media, multimedia, hardware: computer	Speech is oral, Written
Content	Virtually any information required	Industrial, practical-occupational, interpersonal, scientific-theoretical, educational, etc.
Place	Channel of communication	Convenient for communication: home, street, etc.
Target	Information output	Communication, information, persuasion, motivation, intention, etc.
Value	A technical means of transmitting information, a channel, the ability to communicate at a distance	The ability to communicate information through thoughts, feelings, emotions
Role	Availability of information via the communication channel	Establishing and managing interpersonal relationships

Reliability	Technical capacity, availability	Depends on how the information is presented and perceived
Number of members	Infinite number	More than one
Problems	Lack of TC, lack of internet	Distance, a psychological factor in communication

We will consider multimedia learning tools in the field of teaching Russian as a foreign language, in particular in the preparatory course. The interest in multimedia technology in the humanities is connected with the name of the prominent American computer businessman Bill Gates. He accumulated three basic principles of multimedia: artistic design of the interface and navigation tools; and presentation of information through a combination of multiple human-readable media. The term multimedia is derived from multi, media; there are several storylines in the product content including those constructed by the user on the basis of a "free search" of the information contained in the product. [59].

Nevertheless, it is necessary to highlight the main characteristics and their attributes [83, C. 75].

Multimedia is the simultaneous use of different forms of information presentation and processing in a single object. For example, a single object can contain text, sound, graphics, animation and video information, as well as tools for interacting with this information.

Virtually any web page you visit can qualify as a multimedia content page, that is, any resource content, such as a website. When creating multimedia files, special software is used to generate a file in the desired format. Nowadays, software is available and even embedded in equipment, which allows teachers to use multimedia in a competency-based approach to effectively teach both the exact sciences and the humanities. Multimedia learning tools include a set of hardware

and software **that** allows the user to communicate with a computer **using a variety of** media**:** graphics**,** hypertext**,** sound**,** animation**,** video**.** [105].

Terms such as "server", "processor", "scanner", "display", "formatting", "flash memory", "remote access", "backup", "operating system", "screenshot", "webcam", "video chat", "forum", "media", "hosting", "provider", "website" and others are used to use modern information technology, knowledge of which is productive if used in practice and thus incorporated into the educational process. Perhaps there is no teacher who has not used a presentation as a visual aid. No seminar, conference or lesson is complete without this type of presentation. Whereas in the past presentations used to motivate and arouse interest, nowadays they are rather dulled by their predictability. Pupils sometimes read from a slide, while teachers show pictures or the contents of a teaching aid.

The time has come to start using multimedia not only creatively, but also productively. This includes learning tools such as: e-courses, e-textbooks, online textbooks, websites, learning management systems, etc. These are the new generation of technical learning tools. Particular attention is paid in this regard to web technologies, which accumulate the innovations of information and communication technology [123].

It is undeniable that there is now a wide range of online platforms that can be divided into open educational resources and e-learning courses that provide online learning activities. They can be either software to be installed on a computer or an accessible online resource. We find interesting the modern media content TED TALKS, which can be used both in self-study and with a teacher [56].

These are popular public lectures presented on the official website of the internationally renowned conference on technology, entertainment, design, global issues, business and self-development. The topics of the lectures are very diverse, and they are mostly used by foreign language teachers. Such an information resource is played out from the general to the particular and vice versa. For example, French teachers suggest reviewing a certain performance and, according to the prepared algorithm, they build a whole set of lessons with different kinds of tasks on it [90].

This platform can undoubtedly be used as supplementary material, the presentation of which depends on the skills of the teacher. For Russian as a foreign language itself, we will highlight the educational platform from IPR MEDIA https://www.ros-edu.ru, which offers varied content on topics. This project was launched jointly with the Russian World Foundation, and is a base where fiction and professional literature is collected for both students learning Russian as a foreign language and teachers. Teachers can set up their own personal office in order to get the material they need. In terms of style it is made according to the standards. In our opinion the functional component comes to an end here, as this general portal has a large information load, thus complicating the work. The portal "Education in Russian" https://pushkininstitute.ru, created by professionals in 2014, is particularly authoritative. Their system is based on a concentric principle, whereby each following module expands knowledge and in doing so begins with a diagnostic test. At the end of each module, the learner has to take a final test. In principle, a set of knowledge in all speech activities is implemented [119].

This educational portal has a single media platform for the purpose of webinars, where teachers are free to enter and participate in the educational event. For RKI students, participation on the institute's portal is only possible if the learner has an advanced level. It should be noted that nowadays all higher education institutions have websites; the content of these portals depends on the focus of the institution. Often teachers form their own page where they can put the necessary information for students: timetable, tests, literature. Such multimedia tools can be called educational tools.

Researchers in the field have identified requirements for educational multimedia tools. Functional - sound quality, information transmission, brightness, operating time without charging (recharging), on/off time of the device, versatility of the device, etc.). Pedagogical - correspondence of technical capabilities to forms and methods of education and upbringing, as well as age peculiarities. Ergonomic - convenience and safety of operation; minimum number of operations when

preparing and working with equipment. Aesthetic - determining the appearance of the content [86].

The use of multimedia can be important and useful in a competency-based teacher approach.

These are the possibilities of using several perceptual channels *simultaneously* in the learning process, allowing the *integration of* information delivered by different senses; *simulation* of experiments and complex real-world processes; *visualisation* of abstract information and dynamic processes; *development of* personal cognitive structures. [6].

Types of multimedia in education

- *The virtual learning environment Moodle is* another modern technology that has proven itself in the teaching of Russian as a foreign language. This technology is very effective for distance learning Russian as a foreign language, it can be used as an additional tool for students' independent work, and also allows the teacher to create various test materials (online tests, quizzes, verification exercises). [102].

- Media resources include *social media.* At present, they should be seen as the biggest information block. The problem that needs to be talked about is the lack of an information culture.

"Social network" refers to a website through which social relationships can be constructed, reflected and organised while being visualised in social graphs. A social networking website is distinguished by the following features:

- the need to create your own "profile";

- the ability to create a list of "friends" on your page;

- the ability to view other users' pages;

- multiple options for presenting and sharing information (photos, videos, blogs, microblogging, groups, chat rooms, location tagging, etc.). [111].

It has to be recognised that in the current period social networks are used in the educational process as a means to manage learning. It is possible to quickly share information, to interact "teacher-student", "student-student", "teacher-parent". It is also a practical way of communicating from a psychological point of view. For some

learners, this form of communication is more comfortable, which has a positive impact on the effectiveness of the learning process. The social networks themselves are *a media platform* capable of hosting media of various kinds: audio, video, photo, webinars, both online and offline.

- *Webinars* as media resources *have recently* taken on the role of a learning platform with the ability to transmit information to a large number of participants simultaneously. Webinars used online are endowed with the ability for participants to communicate both epistolarily and verbally. They can be viewed in a recording, i.e. ofline.

Despite the open challenge of information and communication technologies to traditional pedagogy, the importance of the teacher is very high, but in a new format. The problem of the competency-based approach in teaching is a high-priority issue that should not be delayed.

An example of an innovative approach is a group of young academics who are promoting the Tensy media platform, where the user can explore a subject independently, without resorting to the usual lesson format. This is a newly created media resource. Particular attention should be paid to the background and ideological content of this methodology. At the heart of the creation of this media platform is **the idea of pedagogue and methodologist A.G. Rivin.** His pioneering idea, we can say, a new discovery in pedagogy, which has been repeatedly tested. *The method of sodialog*, that is, joint dialogue, which has the subject-subject nature of the relationship of the participants in the educational process. Each of the participants, changing the interlocutor, acts as a subject. Under the guidance of the teacher, students interact with each other in pairs of alternating members, i.e. a collective organisational form of learning through dialogue is used.

Table 2.3. Overview of organisational forms and modes of learning

	Ways of learning		
1. *Individual (IOF)* learner - book (non-living source of information)	ISO - the individual way of learning (pre-17th and 18th centuries)	GSA - group The way of learning (so far)	CSR - collective way of learning (incipient; late twentieth and early twenty-first century)
2. *Paired (POF)* Teacher - learner Learner (more			
3. *Group (GOF)* Teacher - student group (class, student group) Learner (senior) - student group			
4. *Collective (COF)* communication between students in shifting pairs			
5. *Collective-dynamic (co-operative) (CDF)* communication between students in small groups of permanent and shifting members, but in a large open space			

Table 2.3 presents the forms and modes of learning, the last two being interactive learning. [50]

Rivin himself left practically no writings behind. For some reason, the name of the pioneering teacher has been eclipsed, but his pupils and followers M.D. Breiterman and V.K. Dyachenko revived the teaching methodology. The inquisitive and observant mind of the pedagogue, who was interested in engineering, wondered about the automation of teaching and intellectual work. The basic idea of A.G. Rivin ("received - pass on") is new in the algorithm of the following learning:

1. Obtaining new information.

2. Reproduction of this information to another **immediately**.

3. Learning new knowledge through explanation and repetition.

If the acquired knowledge is reproduced **only for oneself and by oneself**, then one gets *rote learning*. This means that conscious co-dialogue learning is preferable to mechanical rote learning. It is imperative that the student reproduce the material immediately, without delay, without procrastination to another, and maybe even several times, so that the new material is absorbed deeply and firmly. [44].

This method of teaching in the form of a lesson solves didactic tasks where it is not even the pupil - pupil, but also the teacher, although not directly. After all, it is the teacher who is the organiser of the whole process. And the paradigm of such teaching with definitions has only the leader, i.e. the teacher. This method creates psychological comfort in learning, which is important for the assimilation of information, is endowed with a differentiated approach, and knowledge is acquired by a large group of learners, where control takes place simultaneously.

It is now worth returning to a way of learning that has been proven to be effective. Media opportunities are capable of implementing such an idea with modern resources.

Savva Antonyuk is a nuclear physicist. In August 2018, together with a friend, he founded a technology start-up in the education sector (Tensy).

Tensy is a platform where users can explore a subject on their own and, if they need explanations, ask for help from other users - pupils and students just like them. There are now more than 700 users on the Tensy media platform. The creators of this media believe that education in the form of lectures is outdated. It was decided to create an education system where people would be bound by technology rather than authority, and the effectiveness was not based on rules that change every year, but on the structure of the system itself. Anyone can come to the platform and solve assignments. The system now has assignments available for preparation for the USE in mathematics. If a user does not succeed in solving a problem, he or she is immediately referred to someone who has already solved it. Often this is the same schoolboy, maybe even a younger one, or a student, or a teacher. The main thing is that at this moment he is also on the site and has already successfully solved the problem. The platform directs participants to a separate chat room, where there is a special 'tablet' for drawing, and one visually explains to the other what he himself has recently studied. It cannot be said that this media platform is perfect and universal, nor can any textbook, lesson or programme be called universal, but work on improvements will always continue, taking into account user requests and the capabilities of the creators.

For international students learning Russian as a foreign language, media opportunities in absolutely different formats can serve as an effective way of learning.

The following distance learning models are currently in successful use.

I model. Externship-type learning. This is actually a part-time form of external study.

Model II. University studies. A system of distance or distance learning for students who study by correspondence or by distance learning, based on information technology, including computer telecommunications.

Model III. Informal, integrated learning based on multimedia programmers. These are self-study programmers aimed at educating adult audiences, those people who have not been able to finish school.

IV model. Training based on the cooperation of several educational institutions. Collaboration of educational institutions in the preparation of distance learning/distance education programmes makes them more professional and less costly. [105].

For example, for specialised training of foreigners in Russia, it would be advisable to teach Russian as a foreign language in the preparatory course (A1-A2) remotely by means of information and communication tools, using a media platform. This means that applicants can start learning Russian from home, which is an effective way of learning, as they can immediately enroll in the first year, having mastered the first level of the Russian language. In the distance learning format, verbal, dialogic, heuristic teaching methods are implemented using multimedia tools (podcasts): online and offline webinars, educational websites, educational institution websites with a personal user key, forums, social networks, personal learning websites, video films.

Thus, the MOOC system (mass open online courses) is also built on the possibilities of the Internet and multimedia. At the Pushkin State Institute of the Russian Language named after A.S. Pushkin, based on the educational platforms Universarium and Uniweb, various teaching materials on Russian as a foreign

language are oriented towards the system of professional development for teachers. [2].

The demand for this form of training has increased and the demand for such courses has become apparent.

For teaching Russian as a foreign language, multimedia is not so much an aid to the educational process as a forced necessity. The difficulty of implementation lies not only in the implementation of the technical part, but also in the training of the teaching staff. The teacher of the new generation has, on the one hand, ample opportunities and, on the other hand, the inability to take advantage of these discoveries. This is currently a very serious problem affecting the educational status of the state.

Modern education should recognise the fact that the teacher is not the only medium and, moreover, is many times inferior to modern information technology, which has moved far and fast. Even the most talented teacher cannot know as much as the computer can hold.

The possibilities and results of information and communication technologies in education are undeniable. Let us note some of the results revealed by researching different sources.

- Collecting, storing, transmitting, transforming, analysing and applying information that is diverse in nature;

- accessibility in getting an education;

- continuity of education and training;

- Development of person-centred learning, further and advanced education;

- Expanding and improving the organisation of the educational process (virtual schools, laboratories, universities, etc.)

- increasing motivation in the educational process;

- The creation of a unified information and learning environment within the global community;

- the mobility of the learning process;

- Improving the methodological and programme support for the educational process;

- The possibility of direct teacher-student, pupil-student and teacher-student interaction;

- the possibility of choosing an individual learning path;

- the development of the individual's creative abilities;

- development of research activities, etc.

Consequently, multimedia, in particular when studying Russian as a foreign language on a preparatory course, plays the role of highly effective tools in obtaining a quality education. The use of multimedia learning tools is possible when the teacher has developed competences in the field of information and communication technologies.

2.2 Structural and functional model of effective Russian language teaching to foreign students at a Russian university

Modern didactics in higher education is primarily of interest to us in its new format. In addition to the Bologna Agreement (2003), educational reforms have been influenced by the development of information and communication technology. Innovations in information technology have changed the form of learning and influenced the ideological content of education. The difficult period of change is unquestionable, and not only the material and technical basis but also the personal characteristics of all teaching staff without exception need to be restructured. Didactics, as previously formulated, is now taking on a different format. Whereas "didaktikos" meant "one who teaches" and "didasko" meant "one who studies", today's didactics is forced *to investigate* the problems of education. [66].

The academician F.I. Buslaev once said that scientific and scholastic grammar are separated by a clear line [77].

This means that each performs a different function: the research scientist studies, researches, and proposes to the research teacher to implement the findings into the teaching process. The mission of both is important in its own way. Researchers carry out theoretical and practical research, but it is the vocation of the teacher who has the responsibility of teaching, which is seen as informative and interesting rather than formal" [ibid]. This functional division can be allowed in junior and secondary schools, but not in higher education where didactics is designed to put on a scientific basis the solution of problems with the justification of specific objectives, social functions, content of education, implementation of learning activities, determining the best ways, choosing content, methods, forms, learning technologies [66, p. 35].

Thus, the principles of higher school didactics should be scientific, the relationship between theory and practice, practical experience and science, consistency and coherence in training specialists; consciousness, activity and independence of students in learning; connection of individual search for knowledge

with learning work in the team; combination of abstract thinking with visualization in teaching; accessibility of scientific knowledge; strength of knowledge assimilation. The existing principles of learning in higher education can be synthesised into the main groups:

- the development of a future specialist's personality;

- The content of higher education corresponds to current trends in the development of science and technology;

- The optimum combination of different forms of organisation of the learning process in higher education;

- the effective use of modern methods and technologies to achieve the university's goals:

- The results of specialist training are in line with customer requirements, i.e. it is necessary to prepare competence-based graduates who are ready to compete.

Higher education studies have a broad impact on the individual in terms of his or her future profession in a particular field and usually have theoretical, developmental and educational objectives that differ in content from those of primary and secondary education. Accordingly, the methods and means are also different. The main functions of the organization of the learning process in higher education institution are educational, including scientific knowledge; developmental, focused on the development of sensory, emotional-willed, internally motivated personality; educational, forming moral qualities, strong-willed traits, and socially acceptable forms of behaviour [101].

The most important aspect of the nurturing function is the formation of motives for learning activities that determine their success, and the specific nature of the professional field has features that influence the educational characteristics.

For example, the profession *of a sailor* brings up not only basic human qualities, but also mutual help and patience; *a doctor* - greater responsibility for the life and health of patients; *a nurse* - mercy and patience; *a teacher* - tolerance; an engineer - meticulousness and assiduity, etc.

The learning process in higher education has special features:

- The independent choice of the grading system and the form, procedure and frequency of assessment of students;

- the creation of scientific and methodological support;

- The acquisition of educational and vocational programmes;

- availability of the main units of the HEI, academic departments;

- The choice by university teaching staff of methods, techniques and tools for teaching, lesson design and research,

- Availability of basic professional educational programmes, curricula and work programmes.

An important distinguishing feature of a higher education institution is the various forms of study. They may be full-time, part-time or evening classes; mixed (classroom and self-study); and distance learning.

The main types of classes are lectures, seminars, practical and laboratory classes, tests and term papers, essays, thesis, projects, independent work, discussions, consultations, computer training, training on the university's media platform, internships, etc.

The control of the educational process in a higher education institution is carried out by the authorised federal executive bodies of the subjects of the Russian Federation on the basis of Federal Law No. 273-FZ of 29.12.2012 "On Education in the Russian Federation" and includes

- Quality control of education;

- supervision of education.

The emphasis is placed on students' independent work, which is one of the forms of the learning process and is an essential part of it. Independent work is the planned work of students, which is carried out under the instructions and methodological guidance of the teacher, but without his direct participation [66, p. 35].

The forms of independent work are varied. Preparation for lectures, seminars, laboratory work, tests, examinations, essays, term papers, theses and group projects.

Independent work should be accompanied by methodological recommendations and supervision of the teacher.

Independent work is carried out with the use of didactic materials. The teams of university departments develop teaching aids, topics of term and graduation theses, methodological recommendations, lists of recommended literature.

Self-study will be effective if motivation is created, the tasks and algorithm are clearly defined, the students are familiarised with the assessment criteria and forms of control, and the learning and methodological support is in place.

Despite the importance of independent work, poor organisation: ignorance of assessment criteria, insufficient reference to methodological recommendations on performance, lack of modern, stable teaching aids make independent work ineffective.

It is important to note that when carrying out independent work, pedagogical communication should have a certain specificity expressed in the universality of communication. For example, when individual teaching is conducted, the result is oriented to all those present and vice versa, when explaining to all, a differentiated way should be used. When communicating remotely, all questions should be answered. The educator should cultivate politeness and communication ethics through a respectful attitude. The combination of scientific and pedagogical activities is fundamental in higher education.

In modern didactics, independent work is carried out thanks to communication technology, and the means of communication should not interfere with the status of the educator. The teacher-student interaction is facilitated by

- collaborative research activities;

- preparing to speak at the conference together;

- advice on the subject matter of the course.

The quality of general and professional education depends on the search and implementation of effective technologies, means, forms of organization and result assessment. L.G. Zhuk in her dissertation in 2006 put forward the hypothesis of increasing the efficiency of organization of students' independent work and

optimization of foreign language teacher's activity as a coordinator of their independent work in case of implementation of Internet technologies [45].

Э. G. Azimov has developed a methodological guide on the use of distance learning technologies in teaching Russian as a foreign language [2].

Information and communication technologies do not have a strict scientific definition, as a teacher's creative contribution with a scientific and applied basis is integral, where didactic requirements of scientificity, accessibility, systematicity and consistency, consciousness and independence of the learner, strength of information assimilation, development of intellectual potential, feedback when working with software must be fulfilled in education.

The possibilities of new information technology tools can be considered unique in the field of education and with a competency-based approach of the teacher it is possible to create and use methods that will have effective teaching. At present, multimedia in the teaching of Russian as a foreign language in the preparatory course is becoming more and more in demand in the mixed form of teaching and as supplementary tools.

It is worth noting the media platforms on which thematic lessons are created by teachers. As a rule, they are freely available on the Internet. In order to find video courses of this format, it is enough to specify in the "search" column the desired course "Russian as a foreign language study". Such courses are in addition to the main course, they have both positive and negative sides. *The advantages of* video lessons are that you can study at your convenience, stop the broadcast, listen and repeat, watch and record. These lessons last an average of twenty minutes and can be downloaded and viewed without logging into the Internet. Such lessons have a systematic approach: they are divided into themes. You have to choose the right media courses, download the whole series or watch them online. *The disadvantages* of this method are *the human factor*, but the most important in learning: the learner's self-organization. It is a quality that contributes to the achievement of results. Self-organisation should include factors such as: motivation, diligence, determination,

punctuality, endurance, systematicness, etc. *Lack of feedback*, both written and verbal.

Mobile applications have rapidly entered information and communication technology. Software that performs service functions, adapted to a mobile personal device, used at any time and in any place with the availability of internet. Such mobile applications have become relevant in social media, banking, transportation, shopping services, etc. Educational services are also very active in the use of mobile applications. These include translators, dictionaries, mobile apps for learning a foreign language, etc.

Mobile applications have also been developed for learning Russian as a foreign language. This is a structured application with a choice of levels (preparatory, elementary, basic), topics, with appropriate vocabulary, photo, video and audio accompaniment. The mobile app includes specific tasks, tests, exercises and if the learner has learnt the content of the mobile app, another one has to be selected with new topics. Effective learning with a mobile app requires *a high degree of self-organization*, availability *of internet* and *a device with* modern technical capabilities. Video courses and mobile applications are additional tools that can help you learn a foreign language. The use of such media is useful under certain conditions.

As a rule, all educational institutions have websites, which perform various informational functions and are designed for applicants, students, teachers, parents, administration and controlling bodies. The websites of higher education institutions may have a separate page with tasks for students by their teachers. The website of an educational institution provides information related to training and the organisation of training. If distance learning is available, the learner receives a password and enters the portal, where learning material, tests and quizzes can be found. In the methodological piggy-bank of a modern teacher of Russian as a foreign language there are *new tools* for teaching Russian, which he/she can use in the learning activities [5].

This can include electronic aids, presentations, videos and websites.

For the most part, the structural content of the sites is similar, but there are some fundamental differences. There are websites where teachers can make use of teaching material in the form of handouts, presentations or methodological recommendations on topics. Such websites are very useful, serving as a hint for the teacher when preparing for a lesson, as a working material that can be used, and as interesting ideas shared by other creative teachers. Sharing one's own experiences is essential for new teachers as well as for those who have been teaching for a long time and find themselves lacking new, up-to-date ideas. One such site is https://ru.islcollective.com http://urya.ru This has useful exercises, worksheets, cards etc. on grammar topics. The site https://www.pinterest.com is international and has a way of adding ideas of its own. The amount of information is very large with different topics. It is important to register and to ask for information by e-mail about new products and to create one's own board where the content can be saved. Personal web sites like http://vjanetta.narod.ru/index.html which is the work of Professor Zhannetta Alexandrovna Vardzelashvili, Doctor of Philological Sciences, and is of informational character. The author is sharing her work, both educational and scientific. The website http://love4russia.ru is useful for presenting Russia in terms of its geographical richness, full of photographs and adapted texts, attracted by its vividness and approximation to the natural world. Websites of an educational nature http://gramota.ru https://kartaslov.ru can be a desktop, as one can get information about words (terms), their synonyms, meanings, usage in concepts in a quick access. Such content can be useful for practicing and academic teachers, as well as for learners of Russian as a foreign language. Websites like these http://www.rus-on-line.ru http://learnrussian.rt.com have a largely similar structure. They are useful for learners of Russian as a foreign language, where you can find practice exercises, tests, grammar, etc. Such sites have some disadvantages. The work can only be done if you have the Internet, the phrases are mostly artificial and monotonous. Often such sites with registration and paid services.

Challenges of applying the teacher's **personal website** in the educational process of teaching Russian as a foreign language in a preparatory course:

- increase the motivation for cognitive activity;

- stimulate cognitive processes that influence perception and awareness of new learning material;

- provide access to training materials;

- use feedback for personalised teacher-student interaction;

- reduce the tensions between the increased flow of information and the limited time available to study it;

diversify the forms of learning (blended learning, distance learning, online).

"A website is a collection of web pages that form a coherent whole, usually hosted *on the same server*, sharing the same *domain name* and *cross-linked to each other*.

A server is a specialised hardware device with software. It is on the server that websites are stored including.

A domain name is a unique name given to a website to uniquely identify and refer to its content on the Internet. A domain name is assigned (registered) by the relevant organizations responsible for shaping the World Wide Web in a particular region. A website address is a unique numerical number (*IP - Internet Protocol*) consisting of four numbers from 0 to 255 (bytes) written after a decimal point. For convenience, the digital name can be compared to a domain name (*DNS - Domain Name System*), usually also consisting of several parts, written after a point, where www - indicating membership in the World Wide Web service, com - commercial, org - state organizations, net - services and services to support the Internet, edu - educational resources, etc. <country> - common abbreviation for the country in which the domain name is registered: ru - Russia, us - USA, ua - Ukraine, etc.". (Glossary of Informatization in Education Conceptual Framework. - MOSCOW: IIO RAO, 2009. - 96 c&) *Cross-references* provide links within their own file, they should be distinguished from *hyperlinks* creating links to external documents.

One of the problems for the introduction and use of personal websites (web-site) can be the incompetence of teachers, which is contrary to the spirit of the age,

because the ability to master electronic resources is a mandatory criterion for the modern teacher.

The educator's website is an interaction with learners using communication technology, an opportunity without limits. The teacher is able to change the content independently using audio, video, text and feedback. Thanks to social media, email and other means of communication, the teacher is able to interact personally, which means that tasks can be approached in a differentiated way, which is very important in the learning process. Differentiation comes from *the Latin differentia* - difference, distinction. A differentiated approach in teaching is a differentiated method of teaching. Level differentiation implies such an organization of learning, in which students, mastering the same program, have the right and opportunity to learn it at different planned levels, but not below the level of compulsory requirements. This organisation of learning requires creativity.

The website www.russian-teacher.ru has separate hosting (a resource where content is hosted), a domain name, and software. The teacher is the administrator, which means he/she manages the website independently. The author (teacher) determines the sections of the website as required. A personal learning website has the advantage of being able to proofread content, store information, pass it on directly to students and receive feedback. The teacher can save time in the classroom for the explanation of homework, because the foreign language learner receives methodological guidelines for homework by clicking on the website link. After completing the assignment, the student can send it by feedback. The teacher has the possibility to check and send back the corrected exercise or give recommendations for correction. The trainee can send back a written assignment but also an oral assignment by recording it on a tape recorder or by making a telephone call (an effective language learning technique). By the next face-to-face session, the teacher has an idea of the students' preparedness, and they, in turn, prepare for the lesson, taking into account the recommendations received through feedback. This method of blended learning is undoubtedly qualitative, since the formation of certain criteria, skills and abilities is shaped by effectiveness. Effectiveness is the achievement of

quality of education in a certain period of time **effectiveness = quality/time.** It is worth mentioning that quality is an axiology of education (system of values); methodical service; content of the material offered; technical provision; competence of the teacher. The headings included in the content of the site: home, methodological folder, Russian as a foreign language, cinema, Russian language, literature, textbooks, feedback, scientific articles, counter - statistics of site attendance by nationality. Let's look at the functions of each section.

The home page includes information about the teacher, the objectives of the site. The home page as well as other pages can have different attractive content: a calendar, pop-up phrases with translations, a clock, event reminders and more. It's best not to overload the home page with too much information. It should be concise, with cross-references to other headings.

The resource box is designed for teachers, where the author shares her work, programmes and handouts.

Russian as a foreign language implies content for foreigners learning Russian, which includes *subheadings*: lesson topics, story texts, phonetics, and country studies. The content of this section is targeted, so the teacher, preparing for the lesson, fills the page with necessary information: text exercises, questions, video and audio recording, hyperlink to an external source - all necessarily accompanied by methodological recommendations with the intermediary language.

The cinema includes educational films.

Tutorials are more often used as recommended by the teacher. The trainee can follow the link that he or she receives from the supervisor.

Feedback is an important part of the website, through which the learner can send a request for advice or a completed task without leaving the website. Such interaction is possible if both participants in the discussion have an email account.

Counter - statistics on nationality-based site traffic allows you to track the frequency with which the site is used.

The idea of an educational personal website and its direct systematic use in the learning process. The website as a tool, when used regularly, becomes the

main, not additional way to form communicative competences of foreigners in teaching Russian as a foreign language if it is clearly organised by the teacher.

It is imperative that an outline plan is drawn up for every lesson. When going to the students, the teacher should have a clear idea of both what he or she has planned and what he or she wants to get out of them. Such an approach is rational, and the clear implementation of the plan leads to effective learning. Didactics is known to be a two-way process of teaching and learning, involving teacher and pupil, but it has to be admitted that in most cases, at the initial stage, the teacher is the priority. Students who have come to learn Russian as a foreign language in a foreign country should be a priori very motivated, but difficulties are not always predictable and, even with intrinsic motivation, the support of the teacher is necessary. [Motivation] The best help in overcoming difficulties is a teacher with the possibility to make learning interesting and thus to strengthen the motivation to learn the Russian language. An interesting lesson can be made interesting by using personal qualities and carefully planned preparation, which implies a topic, the ideological content of the lesson, the material and technical means. For structure, an outline is prepared. The classical structure of the outline is stable: topic; objectives (learning, developmental, educational); tasks. It should be remembered that the goal set in the lesson is achieved through the tasks, the solution of which is the content of the lesson. The content of the lesson is prepared on the basis of a plan. This is considered a classic form of training.

Using a tool such as an interactive pedagogical website makes lesson preparation more practical and efficient. The teacher, as the administrator of his or her site, prepares the content for self-study and, therefore, automatically builds the lesson plan according to its purpose and objectives. Redirecting to a specific page with a self-study task helps to solve the existing problem of avoiding distractions. It has become increasingly difficult to contain the flow of information. Exposure to information has increased two hundredfold in the last twenty years. Specific information with an assignment allows you to focus your attention on the specific. Of great importance for the quality of education is a well-functioning

methodological service - an elite in education, whose mission is to provide quality solutions to the tasks set according to the goal, but based on ideological values. A well-directed methodological framework adjusts the learning process to meet the benchmarks. "In the 21st century we are drowning in a huge flow of information, which not even the censors are trying to stop... people need the ability to understand information, to distinguish the important from the unimportant, and most importantly, to connect disparate fragments of information into a coherent picture of the world" [131].

Motivation is an important factor for problem solving. A teacher with the involvement of a website is able to innovate, in which brain work becomes more active and productive. Not everyone is endowed with intrinsic motivation, so a creative approach to the task is able to motivate to action. The availability of feedback is capable of implementing a differentiated approach. It is sufficient to suggest changes, to be creative with the assignment and to send it back to the teacher.

It should be noted that an interactive pedagogical website, as well as other multimedia, has two undeniable disadvantages - the availability of the Internet and appropriate hardware that supports the software. The remaining parameters come down to the competence of the teacher, his or her willingness and creativity.

An interactive pedagogical website is created for full use by both teacher and learners of Russian, it is designed or adjusted for specific intentions, taking into account *scientific*, *technical* and *creative aspects*. It is important to clarify that the pedagogical website in this interpretation is one of the teacher's main tools. Usually used as a multimedia auxiliary information tool, the website is designed for the mass user and acts as a directory. In E.G. Azimov and A.N. Shchukin's extensive dictionary of terms, an educational website is a resource on the Internet which contains educational information (methodological recommendations and developments, tasks and exercises, texts, dictionaries) [3, c. 315].

The notion of a pedagogical website is not found in reference sources, although "a teacher's personal website can be seen not only as a didactic teaching tool, but also as part of the educational process in which the student masters the skills

of working with information resources. However, this resource is far from being fully used by both sides of the educational process" [115].

Consequently, the notion of an *interactive pedagogical website* should also be articulated. So, an **interactive pedagogical website** is a multimedia teacher training tool, which 1) follows the pedagogical model (*Fig.2.1 Pedagogical model*); 2) observes stylistic unity; 3) uses principles of new didactics; 4) is based on the positive result principle, based on the idea of "modeling the future". Let us examine the notion of pedagogical site in detail on the example of the created model www.russian-teacher.ru. First, when creating and implementing a pedagogical site in Russian as a foreign language, we outlined **the pedagogical model,** where the tasks, principles, functions, technologies and goal are prescribed. (Fig. 2.1.) Pedagogical modeling has a universal part - axiomatics and its own problem field, and it works for the ideals to which pedagogical practice aspires. In this case, the pedagogical model is implemented through the teacher's learning site. It is important to recall that it is necessary to compare the results stated in the model with the original. In other words, to determine the degree *of pedagogical validity*, the approach to which must be correct, i.e. take into account the principle of uncertainty. Figure 2.1 proposes a pedagogical model which can be adjusted in terms of content.
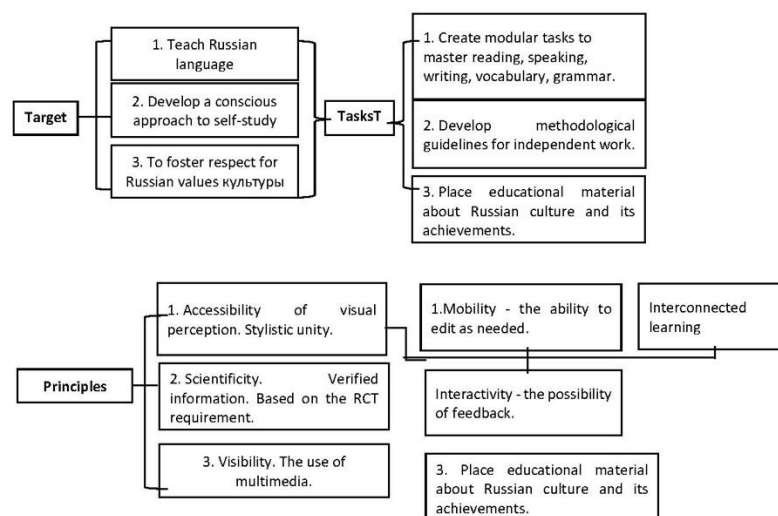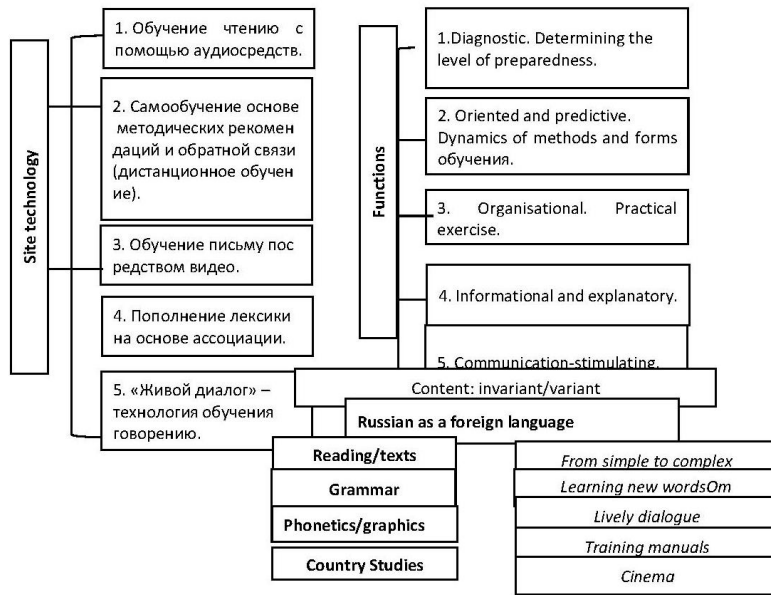
Figure 2.1. Pedagogical model of the website www.russian-teacher.ru

The next condition that is important to observe is the stylistic unity of the site. In order to create the site model, the life cycle of the site was initially investigated, based on the recommendations of GOST R ISO / IEC 12207-99. The main elements of the specific site model are shown in Figure 2.2. "The 'life cycle of a site model' can be represented as a strategy for creating a software product.
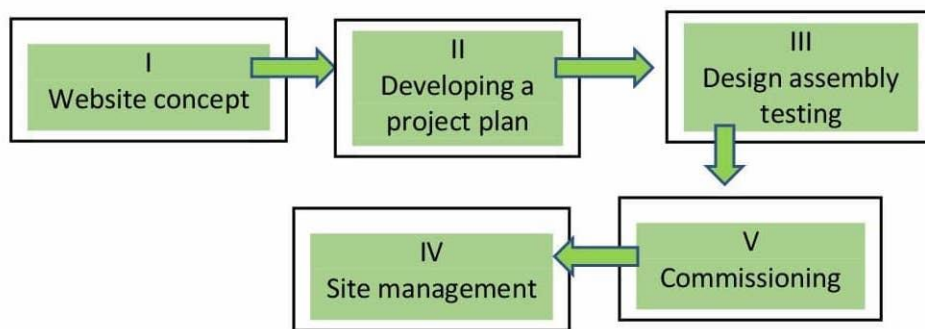
Figure 2.2. The life-cycle model of a website

The third condition for creating a pedagogical site in Russian as a foreign language is a principled approach to the new didactics, the relevance of which is proved day by day. To teach Russian as a foreign language effectively according to the new didactics, which is seen as a material and physical process, as communication

between those who have knowledge and experience and those who acquire it [44, p. 19].

In modern didacts it is important to consider the principles of learning: completeness, continuity and urgency, cooperon and peer-to-peer support, diversity, learning by ability (differentiated), age diversity and nanoball belonging [ibidem P.431].

Language, in turn, is not so much a process as a system of "mental images or associations", i.e. psychology is a "law-making science" for linguistics [103, p. 36].

Physiology also has an important influence on the optimisation of learning. One of the ideas of N. A. Bernstein's teaching on activity physiology [19] is the idea of "modelling the future". This can be called the backbone not only of the pedagogical site, but of any pedagogical project based on the principles of new didactics. That remarkable form of cerebral modelling, "modelling the future", is only possible by extrapolating what the brain selects from information about the current situation, from "fresh traces", from immediately preceding perceptions, from all the previous experience of the individual [20].

The brain, while reflecting reality, simultaneously constructs a model of the near future based on knowledge of the past and present, which determines the action. At the level of *reflex,* it compares what has been achieved with the model of the future in a sensory way. *This means that the RLI teacher should strive to create a positive and productive reality, which will serve as a motivation for further language learning.* It is up to the teacher to choose which psychological tools will be used in communication, but the criteria for positive communication between teacher and learner need to be carefully analysed. It should be noted that this important psychological aspect is practically not covered in pedagogy.

Advantages of the website. Until recently, it was the textbook that was an indispensable attribute in education for both the learner and the instructor. The textbook can be considered as a presented programme for the implementation of the content, the sequence of material with a system of exercises, texts and control and testing tasks. For comparison, *Table 2.4* presents an analysis of the capabilities of an

electronic textbook reflecting the content of a hard copy textbook and the website of a Russian as a foreign language teacher. The possibility to create, test the effectiveness of innovative methods and techniques, while keeping all the material in one place is a great advantage of the website. The teacher, acting as a generator of pedagogical ideas, has a technical opportunity to supplement and test the effectiveness of the content of the variant headings.

Table 2.4. Comparison of the capabilities of an e-textbook and a teacher's website

Электронный учебник	Сайт преподавателя РКИ
Accessibility	All e-textbook features
Visibility	Placement of e-textbooks
Control/self-monitoring	Regular addition of material
Content/programme	Innovative techniques
Material consistency	редакция по необходимости
Prompt updating	Revision with a differentiated approach
Interactivity	Voicing the text
Links to other material	
Mode offline	
Integration on one medium	
Audio playback	

It is known that many RLI teachers use different teaching materials during the preparatory phase of the course. Many RLI training centres at higher education institutions prefer to create their own manuals, including resorting to well-known or newly-emerging ones. This is due to a variety of reasons. Firstly, foreign students often enrol in a preparatory course at the university where they plan to study in the future. As a rule, these are military, aviation, and technical fields, and RLI teachers include special terminology in the preparatory curriculum. Secondly, there are groups of mixed nationalities or nationalities that require a special approach because of their different scripts (Arabic, Japanese) and phonetics (Chinese, Vietnamese). Thirdly,

for bilingual children. Fourthly, the groups are of different ages and are differently prepared. Including these reasons, modern teaching involves the following stages of pedagogical communication: foresight stage, i.e. modelling the anticipated communication; organisation of direct communication; management of communication; analysis of communication technology and modelling the new stage. These stages can be passed with the least time and energy expenditures by a teacher of RSL, using a personal website as the main training tool. In addition, one of the difficulties of teacher-student communication, Jeff Petty considers the important problem of the "unapproachable" teacher [155].

In our view, having a teacher website aimed at personalisation is the way to solve a problem that the teacher is sometimes unaware of.

Consequently, a website with appropriate and targeted content helps the teacher to organise the learning process, being an important tool in the training phase for foreign nationals aiming to learn Russian. Blended learning in higher education allows for the introduction of various means of information and communication technology, the analysis of which shows the advantage in obtaining information. Each method has its positive and negative sides. The interactive pedagogical website used by the programme teacher is not only an important universal tool, but also has the possibility to interact with each individual learner, which is certainly an innovation in its own way.

2.3 Criteria for Effectiveness of Forming Communicative Competences in Foreign Students at the Preparatory Stage of Russian Language Learning

The criteria are generally not consistently addressed by both teachers **and** learners. Fig. 2.3, "The impact of knowledge of assessment criteria on learning/learning Russian language skills", shows that students who are competent in this area have a higher quality of learning. We will have to find out why a study of methodological work in this area showed a positive result in favour of criterion competences. Namely, does knowledge and understanding of criteria play a role in learning success? Who should know about criteria: a teacher, a pupil or all parties involved in the educational process? If so, to what extent? How can the criteria for the formation of communicative competences in foreign language learners at the preparatory stage of Russian language learning be correlated with the digital environment in pedagogical conditions?
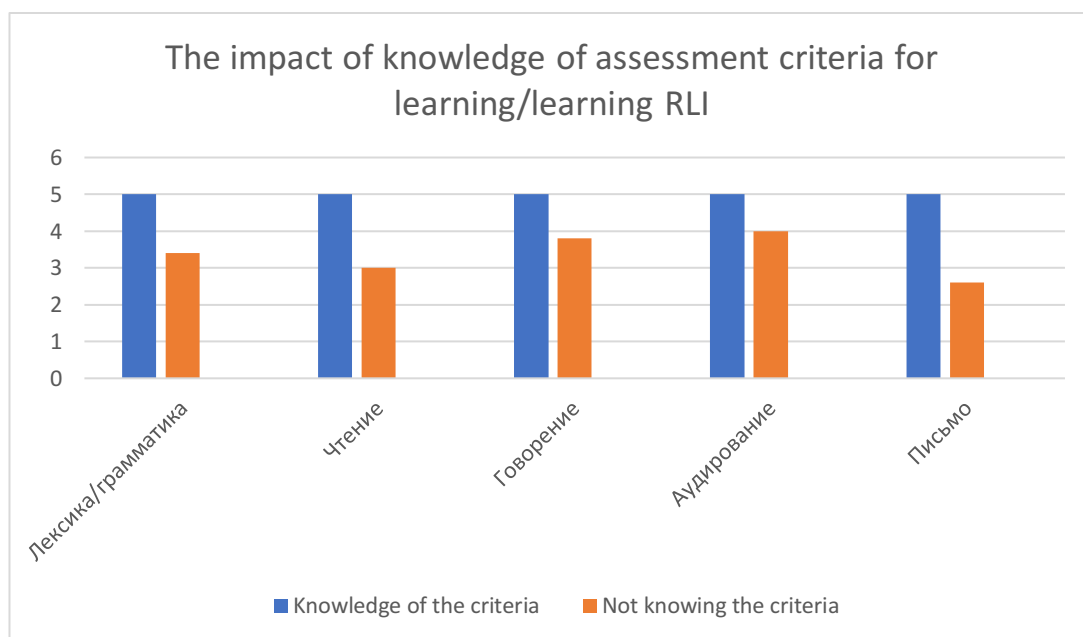

Figure 2.3. Impact of knowledge of learning assessment criteria in RLI learning/learning

We will consider the questions posed as tasks for the specific study. The results of the diagram in Figure 2.3 demonstrate an analysis of an empirical approach

to ascertain the significance of criterion competence among students in Year 9 and Year 10 of an Uzbekistani national school, who have an A0-A1 level. For each aspect of RLI, the criteria were interpreted using a five-point grading system. Whereas previously their assessment had been chaotic and undefined, in this case the pupils had a clear understanding of the grade they would receive for a particular activity. At first this caused a great resonance among the students, because before they were graded, but vaguely, without any clear explanation, and sometimes by inertia, both in performing the task and receiving a grade for it. Undoubtedly, putting things in order will take time and effort, but this structured approach has definite results for educational success.

Should the trainee be aware of the criteria and what exactly should he or she know? Below are the cognitive criteria.

Criteria for language proficiency.

Characterise the effectiveness of communication, the communicative qualities of speech according to the situation and setting of communication.

These criteria, as applied to language teaching, are presented in the state standards of teaching and the programmes created on the basis of these standards. [3, c. 117].

Referring to the Common European Framework of Reference for Languages and taking into account the didactic foundations of dialogic education in a digital environment, we propose criteria for the main aspects of communicative competence formation. These have been reflected in paragraph 1.2 on communicative competences in Figure 2.4 "Communicative competence and its components".

When reading*
- anticipating the content of a text;
-Guess the meaning of words from their names;
- choose the correct interpretation of the word;
- guess the meaning of a word from its composition
On hearing**
-guess from the context;
-use direct communication.
When speaking***
- simplify the phrase;
-make changes, amendments
When writing****
- Use sample written texts; refer to reference books.

Linguistic: knowledge of the language system

Sociolinguistic: communication by situations

Pragmatic: motivation and communication proper skill

Communicative competence

Strategic:-anticipation when reading* when listening** when speaking*** when writing****

Sociocultural: Knowl edge of the national and cultural characteristics of native speakers
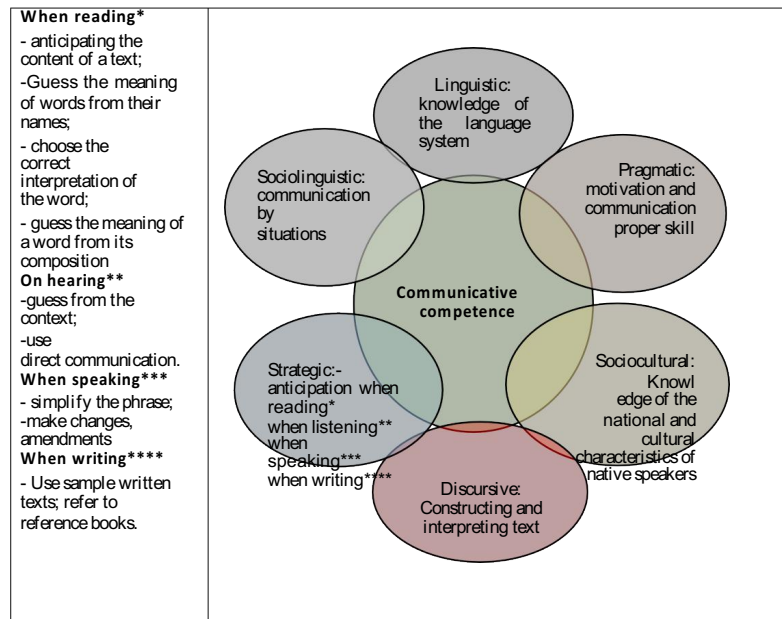
Discursive: Constructing and interpreting text

Figure 2.4. Communicative competence and its components

For those who teach we will need an additional definition of the concept of criteria.

Criteria for selecting language material (from Greek kritērion, a means of judgement).

Rules for selecting language material.

The criteria for the selection of linguistic material include: the frequency of use of linguistic units, their word-formation value, compatibility with other units, etc. It is customary to talk about statistical, linguistic and methodological criteria for the selection of language material [ibid]. The teacher should professionally master both the criteria of language proficiency and the criteria of language material selection. It is important to note that the criteria are closely related to errors, i.e. violations of rules (norms). When mastering a language we learn a set of words and rules of their connection, when forming speech competence it is important for us to put language into action for the purpose of communication. One is impossible without the other. If the speech follows the language rules, it is correct, if there are mistakes, it is called incorrect.

Criteria should occupy one of the main places in the education system in the methodology of teaching Russian as a foreign language [85, C. 10-12]. The methods of introducing the criteria are chosen by the teacher according to the situation, but methodically and steadily, not as a separate format, but as a component of the methodological complex. Thus, one of the important components is work on mistakes, which have become neglected, although it is a very important teaching method in language learning. As well as the requirements for norms. All of these: mistakes, rules, work on mistakes are closely related to the criteria. It is up to the teacher to decide what form these methods will take in the educational process. A.V. Khutorskoy defines knowledge and use of the criteria of "educational results" as a competence that requires "comparison of the achieved result of any activity with the desired, i. e. predicted by it" [134].

This attribute of competence can be included in the dialogisation of learning. The problems of teachers in assessing students' learning outcomes identified by A.V. Khutorsky are interesting. It is the lack of unified approaches to the notion of "educational results". Often it is an activity rather than a product itself. Difficulty in defining the type of educational result. Difficulty in understanding and formulating value outcomes. Difficulty in specifying one's own problems and formulating personal goals [132].

And, indeed, without professional knowledge, without the ability to master technique, without possessing a high culture, there can be no pedagogical mastery [77, C.17]. About professionalism of the teacher-educator wrote A.S. Makarenko, who believed that any falsehood and unprofessionalism students will reveal flawlessly. "Gather up the best children, put the worst teachers near them, and in a month they will tear down the colony, the orphanage, the school, and these teachers." [73].

Consider the methodology of introducing criteria for the vocabulary-grammar, reading, speaking, listening and writing aspects of the RLI. These criteria are of an activity-based nature. The variation in techniques may be varied, it is important that it becomes a system. For example, criteria *in modular RLI teaching*. When

identifying results in RLI, in particular at the preparatory stage, teachers use validation tests for all types of communicative competence, which are proposed by examiners. When checking the test, the RLI teacher is guided by the criteria attached to the control. Recall that our research aims to identify the criteria during the preparatory phase, where the pedagogical context of the Russian university is a digital information environment.

It will be effective if teachers clearly present the criteria for each aspect, by level, by topic, taking into account the use of information and communication technology. It is important to structure teaching methods in such a way that students both understand and are guided by the criteria in mastering speech skills from both cognitive and psychological points of view. For example, T. I. Popova has clearly defined criteria for evaluating the oral speech of foreign students in Russian in the modular organization of teaching (B2-C1). A programme for modular teaching is also compiled and the criteria are adjusted to the same system [109].

The levels are broken down into sub-levels, e.g. B2-1, B2-2, B2-3. The criteria are prescribed, stated and understood for teachers. The teacher needs to be clear about what needs to be taught and how it is to be taught, and thus clearly spell out the attributes by which the assessment will be made. Table 2.5 "Types of monologue at B2 level" by T.I. Ivanova shows how the communicative task becomes more complex from description to reasoning and then the evaluation criteria are marked with examples in which the author highlights the ability to identify phenomena, i.e. to make a coherent statement (discourse competence); the ability to describe the structure of phenomena (what is what, what is what, what is what); the ability to describe the process of phenomena; the ability to assess the merits of phenomena/giving (the merits of what are that).

Table 2.5. Types of monologue at B2 level

Module	Type of description	Communication task
B2-1	Monologue - description/characterisation of a phenomenon Monologue - a description of a phenomenon and its evaluation	- Describe student traditions. - To talk about the challenges of modern education. - Assess the quality of a television programme
B2-2	Monologue - comparing phenomena A monologue is a description of the relationship between phenomena and their evaluation.	- Describe the roles of men and women in family relationships. - Express an opinion or refute about the interrelationship of phenomena (choice of profession)
B2-3	Monologue - evaluative characterisation of an act/system/event, etc.	-Express their views on the rights and responsibilities of citizenship; -Make a socio-legal assessment of political events in the world and in the country; -Give a moral and ethical assessment; -Human behaviour in an emergency

With this approach, it is clear to the teacher how model texts should be taught as required, which means that the criterion parameters should focus on the relevance of the spheres and situations of communication.

More often than not, the criteria take place in a set of tests, on which a group of experts is working. Instructions for performance, methodological recommendations for the teacher, and a checklist for completion are offered. We will examine these items on some aspects of testing and compare the conditions for teachers and foreign examinees to obtain B1 level in Russian as a foreign language.

The students have the opportunity to read the instructions for the test when they receive it. (Appendix "Instructions for Completing the Test" is an example of the "Vocabulary. Grammar" "Speaking", "Reading"). These instructions show what they have to do, how and in what time.

The instructions for implementation are short, clear and to the point. But these are not the criteria. Methodological guidelines are offered for the test tutor. Appendix "Test procedure" offers guidelines. For the teacher the evaluation criteria are thought out (Appendix "Evaluation Criteria for the Writing and Speaking Test") which shows under which conditions the learner earns the required number of points. When analysing the above images, we can see that detailed methodological guidelines are available for teachers on both conducting and assessing the tests. There are instructions for the test takers. Teachers are expected to prepare their trainees and explain the criteria to them. Most often teachers are prepared for the test. We will explore the issue of criteria in the formation of communicative competences throughout the learning process. If we proceed from Diachenko's definition, the educational process can be considered completed if the learner repeats the information received exactly and then passes it on to a third person. If this condition is met, the learner may receive an 'A' on a five-point grading system. It is important to add a time limit to this criterion and inform the student about it. It is both difficult and convenient to follow this scheme at the same time. It is difficult, because teachers tend to deviate from the normative signs, for a variety of reasons. One reason is to shift to a personality, so a neutral person's assessment may be more objective. The teacher often takes into account how the pupil attends classes and even if the pupil answers well, he or she may lower the grade if he or she misses classes. In addition, the pupil does not have information on the criteria in the learning process or he/she gets it spontaneously on certain tasks. If hypothetically the information on criteria were put into a structured form and these criteria were applied, it would be easier for the teacher to assess and the pupil would understand what he or she is getting and what requirements need to be fulfilled in each particular field. In a way, the criteria will serve as a vector for students' self-organisation.

Gradually, a clear understanding of stability of requirements will accustom students to a certain order, to educational discipline. To achieve that, the criteria should be given a kind of stability and become rigidly enforced. This approach could be called educaϴonal and pedagogical. In pedagogical activities, much depends on how and in what form they are implemented.

Turning to modern didactics, we see that the sodialogue method, in which the learner who receives information must first reproduce it accurately and then pass it on to the next person, very clearly explains the criteria for learning. This way of presenting the criteria is exemplary.

We aim to cover all aspects of RCT and propose techniques used to implement the criteria. A methodological handbook with guidelines can be considered an important educational tool for the teacher. As a rule, methodological manuals offer recommendations and, more recently, criteria. For example, the methodological handbook Methodology of Teaching Foreign Languages by A. N. Shchukin and G. M. Frolova [139] is clearly structured.

The textbook has a classic approach: a theoretical part and a practical part. The teaching is organised in chapters, each one methodically explaining how to teach a particular aspect. For example, the chapter "Teaching Vocabulary" includes a control of the formation of lexical competence, i.e. criteria. Of course, it should be understood that the criterion approach will depend on the form of the work performed by the pupil. If it is a test, each pupil should be provided with a clear statement, if it is a lesson aimed at learning new knowledge, the criteria should be specified in a direct way. The structural organization of learning activities includes: motivation as an incitement to activity, a learning task and its solution, control of execution, which turns into self-control and, finally, teacher's evaluation of the quality of execution, which turns into self-assessment [ibid. p.24]. This activity is cyclical and is implemented in every lesson or series of lessons and the criteria are part and parcel of the learning activity. The problem is in the quality of realization of these stages during the learning process which is organized by the teacher who, as a rule, does not focus on the term "evaluation criteria" so as not to create a frame

for the student as an irrational individual. The teacher, on the contrary, should help to unleash creativity in order to apply it to certain conditions. And if the principles of the new didactics, which are based on communication, are taken as the basis, the point system of evaluation can be replaced by others, which depends on the skill of the teacher. But no matter how much effort is made to diversify the grading system, it is impossible to complete the cycle of the learning process without it. Whether it is a five-point or ten-point system, 'good' or 'satisfactory', 'pass' or 'fail', pairs in alternating order - all this is an assessment system, which willy-nilly requires criteria, and the teacher should be able to introduce this stage, not setting limits, but rather teaching how to structure the self-education process with a creative approach. The correct adherence to the terms and conditions fosters the precise execution of the task at hand, which is important.

Let us characterise the control of speech skills (communicative formation) as defined by the reflexive criterion.

Consider which requirements and in what form the classic design has. Naturally, controls during the preparation stage go from simple to complex. The requirements will change with each test. Accordingly, the teacher should prepare the students for the test by explaining the conditions. This is necessary for psychological peace of mind, motivation for further Russian language learning and objectivity of assessment, not for the sake of criticism, but understanding what needs to be corrected to improve one's score. This is the kind of approach that is oriented towards success.

Table 2.6, Criteria from simple to complex, is shown below, where the criteria change as the programme becomes more complex.

Table 2.6. Criteria from simple to complex on speech activity

Types of speech activity	First inspection	Second control	Third control (final)

Reading	Read and understand a text (0.5 pp.) that does not contain new words, answer questions.		Read and understand a new story text (3-4 pages) in 15 minutes. Identify the theme and idea. Read and explain a scientific text (1 p.), taking into account the new words. Total playing time 40 min.
Listening	a) Execute simple commands. b) Listen to a new text (1 min.) based on the lexico-grammatical material learned, then choose an image that corresponds to the text.		a) Be able to extract the main information from any text that sounds clear. b) Be able to write down the main points of the lecture.
Speaking	a) Monological speech - write a short story on one of the topics studied. b) Dialogical speech - participate in a dialogue based on the pictures.		"Unprepared speech"[1] related to a certain topic, occurring in natural situations of communication and having a personal character with regard to the speech of the training [Methodology / Edited by A.A. Leontiev, T.A. Koroleva, 3rd edition, rev. - M.: Russian language, 1982. - 112

			c. (To the Foreign Teacher of the Russian Language)].
Letter	Answer written questions on the content of the image "My Family".		Be able to write a topic letter using all forms of epistolary etiquette.

[1]Unprepared speech refers to "natural speech activity, which implies a level of development of skills and abilities at which the learner is able to mobilise the learned language material practically without error and at a natural, not slowed-down pace for a given language in order to carry out real communication [97, p. 54].

It is important to note that in frontal questioning, which is so widely used by teachers, an individual pupil's knowledge cannot be assessed objectively and fully, and so this technique is unproductive, although it creates the effect of active participation in dialogue. The pupil is unable to express his or her thought fully and independently. Speaking as well as reading should be tested individually. Thus in frontal discussions active pupils are the first to speak out, while quieter pupils, though knowledgeable, may remain silent due to psychological aspects. The weak ones adapt to the statements of the knowledgeable and active ones, giving the impression of being knowledgeable. Such cunning allows one to create an impression of knowing and understanding something. This is especially easy to check when parsing a text, the reading and translation of which has been assigned. The frontal examination gave the impression that the story was largely understood by the students. When the reading was checked individually, it appeared that more did not understand and could not answer the most important questions. The effect of comprehension is also formed when reading collectively, when reading as a choir they do it confidently and loudly, others adjust to the vocal noise, giving the impression that everyone is reading. When a phonetic exercise was followed by a choral reading and students were asked to take turns reading from a screen, some students read very poorly. Such observations suggest that testing of knowledge of

language material should be highly individualized, differentiated, and the emphasis should be placed on fulfilment of criteria. The pupil should understand what he or she is being graded for in the form of points, praise or some other way. This is essential for honesty in the relationship, the pupil's trust in the teacher, learning how to complete the tasks set, and for the pupils' external motivation by the assessment.

It should be noted that the correction of errors during the formation of speech competence should be mentioned. This obligatory teaching factor has recently been relegated to the back burner, and is often not implemented. In national schools, in particular in Uzbek schools, teachers do not correct their pupils: they do not think it is necessary or they themselves do not speak in an exemplary way.

RLI teachers also often ignore this important technique. For example, an educational channel presented a fragment of a lesson where a European sub-course student read a text to a young RLI teacher. The student made many phonetic and grammatical mistakes, but neither during the reading nor afterwards did the teacher correct or analyse the mistakes. This means that the student was absolutely convinced that he was doing well and it is extremely unprofessional to allow this from the outside. One of the beliefs in the pedagogical community is that mistakes should be corrected immediately and different ways of correction are suggested. For example, the use of interrogation: the teacher interrogates the pupil, saying back the correct version of the sentence in which the error was made (a word form, a phrase or the whole phrase may be highlighted intonationally [87].

There are not many methods of correction, and which one is needed at a particular moment is, of course, the teacher's choice. It should be noted that a correction, after which the pupil has to *mechanically repeat* correctly, does not work. By repeating after the teacher, the pupil later makes the same mistake over and over again. We can recommend a way of signalling that the student will realize that he/she made a mistake and, more importantly, that he/she will correct it by himself/herself. Then the mistake won't happen again or will gradually fade away. This may be a tapping or coughing, but the student should be aware of these signals. This technique has been tested many times and has productive results, because the learner has

corrected himself/herself by receiving the signal. It is especially valuable when the student corrects himself/herself. This can only be done with individual testing.

The teaching of oral communication should have a system. Thus, unprepared speaking - within the scope of the studied topics; clear and comprehensible criteria communicated to the students; criteria introduced in methodological recommendations not on an ad hoc basis but systematically. For example, in the case of regular monitoring after the studied topics, a test is offered in the form of an exam using tickets. Figure 6 shows an example of a ticket. 6 shows an example of a ticket. The criteria intentionally do not include a grade of "3", because the teacher's task is to create an atmosphere of desire to learn, and if there is motivation to learn, then it is necessary to bring it to a good result. This may be in the case of a complete understanding of the learner.

When checking homework or exercises done in class, it is important to teach the student to stick to clear conditions for getting a positive grade, but it is important to convey to the student that one learns not for a grade, but for the opportunity to be educated, to speak correctly, to read and understand what is said and read, in Russian language in particular, a grade is a conventional point, which is necessary to identify the level of knowledge. Thus, when explaining homework orally or in writing, the teacher should remind students that if they make just one or two mistakes and read at an average pace, they can get five points, which demonstrates a high level of proficiency; and if they make two phonetic and two grammatical mistakes but read at an average pace, they can get four points.

In speaking, to receive a score of five, students must give full answers to questions without much thought. In the case of one-word answers and prolonged reflection, speaking can only be given a score of four.

In listening, the assessment depends on the number of times you listen and the correct answers to the questions.

The written assignment should be written in a clear handwriting, end sentences with punctuation marks, and the text should be communicatively clear.

For example, in the final questioning of Uzbek students, tickets were offered with pre-determined and spelled out criteria. Pupils, coming to the questioning lesson, were psychologically prepared and understood what they were getting a particular grade for. The appendix "Criteria Ticket: Speaking, Reading" shows how the tasks and conditions for grades of five and four are presented.

It is desirable to introduce the content of the questionnaire in advance, and at the test lesson itself the questionnaire can be offered without criteria, so as not to distract from the inner psychological preparation for the answer. Such a system of examination is more objective and aims at revealing real knowledge and skills. By listening to each one separately, the teacher can objectively assess the level of mastery of the material covered. The test method is not relevant because "... in a number of cases it is not the mastery of types of speech activity that is tested, but familiarity with the facts, realities; by the nature of tasks the tests mostly contain exercises of preparatory, not speech nature; most tests assess only receptive language proficiency (the examinee can choose rather than formulate his conclusions or opinions from the read or heard); the nature of the mistakes made is not considered; assessment does not give an idea of the skills and abilities of the student"[87, p. 93].

Undoubtedly, tests allow checking the mastery of language material (vocabulary and grammar) and to be used as one kind of control. If the main concept of teaching is the formation of communicative competence, where the advantage is in the speech activity, then the tests are not a suitable tool for checking. For example, the proposed reading tests imply reading to oneself and selecting correct answers according to the content. In this case there is no possibility to check the speech activity, to find out the ability to read correctly and to understand the essence of the content. The assessment of the results of such tests is not objective a priori.

The criteria for the formation of speech competences in the digital environment in students at the preparatory stage of Russian language learning are innovative in terms of criterion-based work in a practical class, self-preparation, control testing. Speaking about the problem of communicative formation, we will

consider technology as the main toolkit in the pedagogical environment. *The problem* lies not only in the vague knowledge of the criteria, but also in the use of them by the teachers of RLI when teaching in a digital environment. At this stage of the research we need to relate the criteria which are part of the pedagogical conditions in the acquisition of communicative competences and the digital opportunities. We argue that if we develop new criteria in the digital educational environment of the Russian university and explain them to students, the effectiveness of communicative competence formation in the preparatory stage of RLI teaching will be evident, taking into account the application of principles of visibility, learning as communication and positive outcome. The ratio of criteria and media techniques can be considered as a novelty in pedagogical science.

According to the Common European Competences and taking into account the didactic foundations of dialogic education in a digital environment, we have proposed criteria for the formation of speech competence. The pedagogical conditions we have included digital opportunities of a pedagogical site, in which 1) the pedagogical model is maintained; 2) stylistic unity is observed; 3) principles of new didactics are used; and 4) modeling of the required future as an emotional-value preference of an educational subject is implemented.

The preparatory stage is the mastery of levels A1-A2, B1. Table 2.7 "Correlation of A2 level criteria with digital environment (speech competence)" proposes the correlation of criterion attributes and references from the pedagogical site to the training and control material.

Table 2.7. Correlation of A2 criteria with the digital environment (speech competence)

Eurocompetency criteria A2	The digital environment as exemplified by the pedagogical website www.russian-teacher.ru
Speech competence: Speaking/Audition	

Fluency: clearly expresses thought in very short sentences, although pauses, self-corrections and rewordings of the sentence are immediately apparent.	http://russian-teacher.ru/2020/12/02/слова-с-общим-корнем-words-with-a-common-root-avec-une-racine-commune/
Dialogue: be able to communicate in simple, typical situations that require a direct exchange of information within familiar topics and activities. Maintain very brief conversations on everyday topics and yet understand enough to carry on a conversation independently.	http://russian-teacher.ru/category/р_к_и/живой-диалог/ http://russian-teacher.ru/2022/07/14/диалоги-по-картинкам/
Range: elementary syntactic structures with (memes), word combinations and standard turns are used to convey limited information in simple everyday situations**.**	http://russian-teacher.ru/2022/08/02/поздравления/
Accuracy: some simple structures are used correctly, but still systematically makes elementary mistakes	http://russian-teacher.ru/2020/09/22/учим-новые-слова-где-я-учусь/
Connectedness: groups of words are connected using simple conjunctions such as "and", "but", "because"	http://russian-teacher.ru/2020/12/02/слова-с-общим-корнем-words-with-a-common-root-avec-une-racine-commune/ http://russian-teacher.ru/2020/11/29/прилагательные-в-музыке/
Perception (listening): Individual sentences and frequent expressions related to the main areas of life: basic information about oneself and family members, shopping, etc. Simple exchanges of information on familiar or everyday topics. Speak in simple terms about oneself, one's family and friends.	http://russian-teacher.ru/2022/02/14/аудио-запись/ http://russian-teacher.ru/2021/11/09/знакомство-2/

Monologic speech: describing your family, living conditions, education, describing people, place and possessions in simple language. What to like/dislike.	http://russian-teacher.ru/2020/11/05/моя-семья/ http://russianteacher.ru/category/р_к_и/говорение/
Pronunciation: taking into account correct accentuation, pronunciation of all sound-letter phonemes, correct use of Ъ and ъ	http://russian-teacher.ru/2020/11/10/фонетика-гласные-иеёюоя/
Reading	
Very short, simple texts are understood. Specific, easily predictable information is found in simple texts of everyday communication: advertisements, menus, timetables. Simple letters of a personal nature are understood.	http://russian-teacher.ru/2022/04/29/маленькие-тексты/

Thus, when building speech competence, special attention should be paid to the Living Dialogue (LD) sections, where the learner should listen and use the recording as many times as necessary in order to keep up with the answers to the questions. The trainee has to get into the LDS, so the trainee has to practice as many times as necessary to reproduce the free dialogue. This media technique has been tested many times and is effective for the preparatory phase. This means that in order for the dialogue to take place and for the pupil to receive an "excellent" grade, the above criteria must be met exactly. WD is an effective method because, firstly, one has to figure out the guidelines on one's own, secondly, a real person is involved in the recording for the interview, and thirdly, the trainee sees the result of his or her training. In the next session, the trainer asks the relevant questions, and the trainee participates in the dialogue with confidence and understanding. In this way, the principle of positive outcome, which is a consequence of the idea of "modelling the future", is fully fulfilled.

The media task *"Adjectives in music"* offers options of musical compositions with names and by numbers; adjectives and a model of the expected answer. We need to do 1) translate adjectives using a dictionary, 2) study the structure of the

resulting sentence by listening to the musical compositions, 3) write down the phrase with the conjunction *because and 4)* read and then repeat their phrases. Thus we solve several tasks: translation, reading, constructing a phrase with a cause-and-effect relation and listening to music. This technique is more relevant in the classroom. The teacher can only assess in a short period of time how well the pupils have grasped the subject of "Consonant nouns and adjectives" if the criteria for the particular task have been met. If everything was done according to the conditions and the pupil consciously repeats what was written, this written and verbal activity is rated as "excellent", if there are inaccuracies or the pupil could only recite, it is rated as "four". It is important to remind that the criterion of time period is often not fulfilled and it is necessary to remind of it.

The use of the film dubbing technique is very common. A short film with a list of possible words that can be used for dubbing is offered. (Pre-text work is a necessary technique for many types of work). In this technique, students show their knowledge of the studied words and sound them out in the course of the film, where phonetics and vocabulary are tested in a relaxed atmosphere. It should be noted that choral answers and frontal questioning are only a preparatory part, any answer should be checked individually. If the pupil, when voicing the film, uses active vocabulary and is on time, the teacher gives a 'five' mark, if the vocabulary is sparse and the time frame is broken, the mark is 'four'. The student should clearly understand the criteria before completing the task, as this will increase the motivation to do the task.

When reading small and uncomplicated texts, to get an A you must read without errors, both grammatical and phonetic, and answer or write three questions. For a four, up to three or four mistakes and inaccuracies in the formulation or response to questions can be made. In order to achieve these results, the student is asked to read at least three times.

It is important to note that a grade of "three" is not mentioned by the author as a matter of principle: a student who has not fulfilled the criteria for "five" and "four" should prepare and answer again. Practice shows that a grade of "three"

slows down the learning process. This grade is given to those who do not meet the criteria for 'excellent' and 'good', as well as to those who do not make any effort at all, which means that a 'three' is devalued and often perceived as a negative grade.

Thus, it is worth noting the need to update the criteria for each level in relation to multimedia capabilities, to develop a version of the criteria for students, which will clearly affect the effectiveness of learning in terms of psychology and physiology. In this correlation of criteria with information and communication technologies, we see the use of pedagogical website as one of the main tools of a teacher in the digital educational environment of a Russian university.

Conclusion on the second chapter

In the second chapter, we have disclosed the following issues: firstly, a comparative and comparative analysis of the effectiveness of educational multimedia teaching tools; secondly, a structural and functional model of effective Russian language teaching to foreign students at a Russian university was developed; thirdly, the criterial basis for the effectiveness of communicative competence formation in foreign students at the preparatory stage of Russian language learning was substantiated.

Having carried out a comparative analysis of the use of information resources in the field of Russian as a foreign language, we found that multimedia capabilities have replaced visual aids, which have become relevant since the time of pedagogical activity. Each teacher chooses those opportunities that are acceptable not only in terms of teacher's competence, but also in terms of technical equipment. "A foreign language is a fortress which must be stormed from all sides at once: by reading newspapers, listening to the radio, watching unduplicated films, attending lectures in a foreign language, working through a textbook, correspondence, meeting and talking with friends who are native speakers". - wrote Lombe Kato, who speaks several foreign languages. In today's reality, we argue that it is the pedagogical website as a direct teacher's tool that can become a structural and functional model for:

- collecting, storing, transmitting, transforming, analysing and applying information that is diverse in nature;

- accessibility in the acquisition of education;

- continuity of education and professional development;

- Development of personally oriented learning, additional and advanced education

- expansion and improvement of organizational support of the educational process (virtual schools, laboratories, universities)

- Increased motivation in the educational process;

- creation of a unified information and educational learning environment within the global community

- mobility of the learning process;

- improvement of methodological and software support of the educational process;

- opportunities for direct interaction between "teacher-student", "student-student" and "teacher-students";

- the possibility of choosing an individual learning path;

- development of creative abilities of individuals;

- development of research activities, etc.

In the case of online or blended learning, the pedagogical website is an indispensable tool, given the progress in the information educational space.

From the point of view of the scientific approach within the framework of dialogic education, the use of pedagogical site not only has a systemic approach in modern teaching methodology, but also allows to restore the gap in the implementation of criteria that correlate with the evaluation standards of communicative competences at the preparatory stage in studying Russian as a foreign language at the Russian university. Thanks to the information environment, criterion-based education is possible with the professional approach of the teacher, whose role has been and will be paramount at all times.

Structural and functional model of effective process of Russian language teaching to foreign students at Russian university is represented by the main elements: target, activity-functional, productive, communicative.

The criterion base of effective communicative competence formation among foreign students at the preparatory stage of studying Russian language has rather traditional structure: cognitive, activity, emotional-value and reflexive. However, the semantic content of these criteria has a pronounced authorial orientation, which will be substantiated in the third chapter.

Chapter 3
Experimental testing of the implementation of an effective process of teaching Russian language to foreign students by means of an interactive pedagogical website

3.1 Programme for the implementation of pedagogical conditions for shaping communicative competences in the educational process of foreign students

In the theoretical part of the research work the pedagogical conditions in the educational process were outlined. It was noted that they should be created for a particular educational institution, but should be based on those requirements, which are defined by euro-competences of foreign language skills. The task of this paragraph is to propose a program for the implementation of pedagogical conditions in the educational process at the preparatory stage of Russian language teaching in a Russian university, where information and communication technologies are included in the educational environment. The main concept of the introduction is to spread the idea of a different approach to the educational process which is based on **the principles of modern didactics correlated with digitalization**. Despite the need to create new pedagogical conditions, there are obvious difficulties for the dissemination process: on the one hand the development of ideas and new forms, and on the other hand the authorial and thus individual character. We have to acknowledge the fact that pedagogy is a controversial science that necessarily involves creativity. We know the names of innovative teachers such as Shatalov, Amonashvili, Shchedrovitsky, Tubelsky, Karakovsky, Lysenkova, etc., but despite attempts to implement their methods in the educational process, the authors were not successful in replicating and, most importantly, achieving the same effect. Using the same educational tools, each teacher conducts a different lesson from the other. This is the peculiarity of pedagogy in terms of didactics, which we see as communication, including psychology, physiology, systematicity, scientific validity, orderliness, practical efficiency, and most importantly, individual approach of the teacher with creative charisma, which is important for teaching from the position of communication. Aware of this, we understand that a pedagogical website built according to an appropriate style and

pedagogical model is purely authorial, i.e. a teacher creates a pedagogical website as a personal working tool. Introducing such a tool into the pedagogical environment requires a systematic programme approach. The aim of the digital pedagogical environment programme is to optimise subject-subject relations in a preparatory RKI course at a Russian university, where a systematic approach to digital opportunities should be present. The objectives have a practical and goal-oriented focus:

- to be guided by the principles of Diachenko's new didactics based on communication;

- Provide appropriate professional assistance for the development of a digital information and communication environment (creation of pedagogical websites);

- include multimedia as one of the mandatory teaching tools in the work programme;

- to develop criteria for the test and training materials related to the digital tools used in the educational process;

- develop a systematic approach and strategic integrity in the learning process using the methodological guidelines.

In order to fulfil the objectives, logistical and technical conditions need to be provided:

- classrooms equipped with office equipment enabling multimedia playback;

- providing an internet connection;

- Providing students with office equipment that allows them to reproduce the material on offer;

educational conditions:

- skills in the use of digital technology;

- Showing creative individuality in the use of techniques and methods.

Table 3.1. Algorithm for designing a programme for the implementation of digital pedagogical conditions in a Russian university [81, P. 133]

Stages	Actions	Result
1. To learn about the digital transformation strategy of the science and higher education sector.	Study draft strategies The digital transformation of the science and higher education sector.	One draft digital transformation strategy has been selected to meet the demands of the digital environment.
2. Define the aim and objectives of a programme to implement digital pedagogical conditions in a russian university.	Prescribe and approve a goal and objectives to achieve the objective.	Each teacher is familiarised with the purpose and objectives of the programme.
3. Train teachers in the necessary information literacy skills through the use of pedagogical practices.	Introduce IT specialists into the pedagogical environment to train teachers to be able to create and administer their own web-based platforms.	Teachers need to learn how to set up a website and use it as a key learning tool in their work.
4. Development of personal thematic planning in conjunction with the adopted principles and objectives of the programme for the implementation of digital education in RLI within a particular educational institution.	Each teacher creates his or her own platform to be used as the main learning tool	The implemented pedagogical website model is transformed into an author's innovative product: the pedagogical website of the teacher, which can be hosted both on a common platform and independently on its own internet site.
5. Testing the pedagogical website in practice.	Self-implementation of the pedagogical website in practice with a support system in place.	Implementation of the pedagogical website in the educational activities of each teacher.
6. Transition from the pilot phase to everyday use of the pedagogical website.	Building sustainable skills in the use of the pedagogical website.	The implemented pedagogical website model is transformed into the author's innovative

		product: the pedagogical website of the teacher.

Planning should be based on the Strategy for Digital Transformation of the Science and Higher Education Sector, approved by the Russian Ministry of Education and Science, which defines digital unity of education and science as the main conceptual direction of digital transformation for the transition to data-based management. The feasibility of digitalisation in the pedagogical environment of the Russian university is evidenced by the principles of the digital transformation strategy. Our study proposes a variant of pedagogical website as the main teacher's tool for different forms of learning. This variant of pedagogical technology, where the teacher supervises both classroom and independent work from start to finish, can and should be included in the pedagogical environment. The use of the pedagogical website is in line with the principles of the developed strategy:

- Education with digital search and research tools.

The website is a tool for a practice-oriented approach.

- Predictive and prescriptive analytics as a tool for preventive management.

A pedagogical website will transform the process of education management.

- A digital collaboration of education-science-business in the service of society.

The digital environment programme implies a phased implementation, taking into account the principles of the andragogical model of adult learning.

- The principle of giving priority to independent learning.

- The principle of the learner and teacher working together in preparation and in the learning process, with the condition that the needs of the learners are identified.

- The principle of a one-to-one approach with the possibility of feedback.

- The principle of systemic learning. It lies in the correspondence between the aims and content of learning and its forms, methods, means of learning and assessment of learning outcomes.

- The principle of learner development, which aims at personal development, creating conditions for the development of self-learning and learning abilities in the process of practical activities.

The pedagogical website is one of the tools for a digital environment in which both education, science and economy have to develop together. There are seven projects in the Strategic State Plan. The introduction of the pedagogical website into the work programme is in line with the Digital University project, which aims to create and expand digital services in science and higher education and to meet the needs of all participants in the educational process.

Problems of this project: insufficient digitalisation and not sustainable use of various digital opportunities; slow and ineffective implementation of technology in educational activities; lack of technical equipment and service support.

Project participants: international students, administrative staff, academic staff, applicants, employers.

Action: Development of programmes for the implementation of the digital environment in the pedagogical environment according to the possibilities of the educational institution.

Expected results: A draft digital university model has been developed; the digital university model has been tested; educational programmes with 100% implementation of the basic level of digital maturity have been implemented.

From a strategic point of view, the work programme is one of the key documents and guidelines for the teacher of Russian as a language. Thus, for Uzbek learners, a 68-hour work programme was developed and implemented in the framework of the international project "Klass! Zur!" (see Appendix "Working programme for 11th grade"). The main learning tool for the implementation of the programme was a pedagogical website. The **educational objective in teaching RLI** is to introduce a desire to learn and study the Russian language; to form communicative competences. The educational aim **of teaching RLI is to** teach students to define their place and role in the world around them with the help of the

Russian language; to have information about the ethics of civil and labour relations in the Russian language.

Developing - to teach how to formulate value orientations, taking into account Russian culture; to implement an individual educational trajectory; to self-determine in situations of choice.

A thematic planning is presented which relates to the material on the pedagogical website www.russian-teacher.ru of a teacher of Russian as a foreign language in an Uzbek national school and which is used in practice in the first half of the academic year 2022-2023. (Appendix 2 "Thematic Planning")

The programme for the implementation of the digital environment involves a step-by-step action based on the principles of the andragogical model of adult learning.

- The principle of giving priority to independent learning.

- The principle of the learner and teacher working together in preparation and in the learning process, with the condition that the needs of the learners are identified.

- The principle of a personalised approach with the possibility of feedback.

- The principle of systemic learning. It consists of the purposeful relevance and content of learning to its forms, methods, means of learning and the assessment of learning outcomes.

- The principle of learner development aimed at personal development, creating conditions for the development of self-learning and learning abilities in the process of practical activities.

Thus, the project provided regular training to Uzbek teachers of Russian as a foreign language in the form of seminars. Practical activities in Uzbekistan have shown that digitalisation in education is at a low consciousness level. Teachers with a long experience of teaching are for the most part not ready for the transition to the new information, communicative and technological level of teaching. This is due to a number of reasons: lack of material and technical base, unwillingness to learn. But an experiment carried out in a national school using a pedagogical website showed that even in these conditions, the introduction of digitalization in the teaching environment

is effective. In the first half of the year, the programme and thematic planning was used, using multimedia material without feedback through the website to the students, i.e. the pedagogical website was used exclusively by the teacher in the classroom. The entry test was conducted, which showed an A0 -A1 level. At the output, four months later (34 hours), a test was carried out on the level of communicative competence. We rejected the control of speech activity in the form of tests. The test method is not relevant because "... in a number of cases it is not the mastery of types of speech activity that is checked, but familiarity with facts, realities; by the nature of tasks the tests mostly contain exercises of preparatory, not speech nature; most tests assess only receptive language proficiency (the examinee can choose rather than formulate his conclusions or findings from the read or heard); the nature of the mistakes made is not considered; assessment does not give an idea about the skills and abilities of the student"[87, p.93].

Undoubtedly, tests allow checking the mastery of language material (vocabulary and grammar) and can be used as a type of control. But if the main concept of teaching is to develop communicative competence, tests are not an appropriate tool to check the knowledge and skills acquired over a certain period of time.

Thus, a test was proposed and carried out by means of a system of tickets, which were offered to the trainees in speaking and reading. The topics for speaking were studied during the study period, the text for reading was unfamiliar in order to check the quality of reading and comprehension of the meaning on general questions. The students who wished to receive grades of '4' and '5' chose the tickets blindly, they were acquainted with the criteria for grades. For a grade of '3' the students were asked to prepare a story at will. Fig. 3.1 "Results for speaking, reading in 4 months of teaching with the ped.site" shows the results of the communicative competence that was formed in four months. Speaking is an activity, which is why it is diagnosed according to the cognitive criterion.
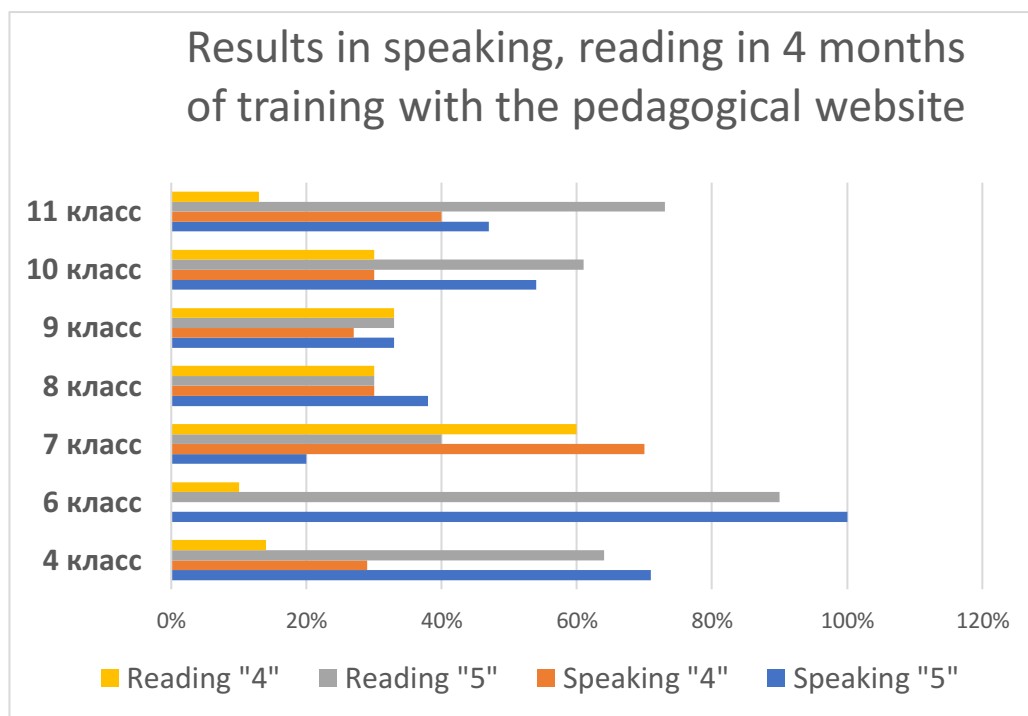
Figure 3.1. Results for speaking, reading in 4 months of training with the pedagogical website

To summarise the programme for the introduction of a digital environment into a stable pedagogical atmosphere, we believe that there cannot be a single programme applicable to all educational institutions. In the example of the introduction of a digital tool for teaching Russian as a foreign language to Uzbek students, the specifics and capabilities of the educational institutions need to be taken into account. For example, higher military institutes are very limited in their ability to use the Internet, and some institutions do not have the material and technical capacity. Therefore, the digitalisation programme should be tailored to the available possibilities. Practical activities in Uzbekistan, where access for students is limited, have confirmed our vision of the possibilities of using the pedagogical website as an important and basic tool for teachers in different learning environments. The main role in the implementation of the digital environment in the educational system is given to the teacher.

3.2 Organisation, stages and methods of the pedagogical experiment

The pedagogical experiment was organised in a way that was **test-driven and based on the principle of accompanying change**. At different stages, target content was adjusted and different educational sites were selected to identify effectiveness. Causal and other characteristic correlations between the changes made on the one hand and the results of the educational process on the other hand were established.

As a reminder, scientific novelty in theory is the *formulated* concept of pedagogical website, *development and implementation of* linguodidactic structural and functional model of pedagogical website. In the field of pedagogical technologies, which are scientific design, guarantee the success of pedagogical actions and are accompanied by a qualified teacher-professional, a pedagogical site in a digital educational environment has been developed and implemented. In addition, new teaching methods *were created and offered on the website*: "Live Dialogue", which proved to be an effective method for shaping communicative competences; "From Simple to Complex", a method for teaching reading; "Learn Words Fast" (English, French, Uzbek), a long-term project for compiling vocabulary with common pronunciation.

Table 3.2 below presents the main stages of the pedagogical experiment and the methods used to test the design of each stage of the experiment.

Table 3.2. Stages and methods of the pedagogical experiment

Stages of the experimental work	Characteristics of the stages of the experimental work
Organisational-activational stage of the experiment. was carried out in accordance with the preparatory stage of the implementation of the pedagogical model of the site, the pedagogical conditions ensuring	Setting objectives and detailing them in the objectives of the experiment. Planning the work. Clarification of the criterion base, pedagogical indicators, valid in relation to the functioning of the trainees in the digital learning environment. Organization of the stages of work of all the subjects with the interactive pedagogical website. Representative sampling of participants in the experiment

the effective formation of communicative competences	with subsequent formation of experimental (EG) and control (KG) groups. Formation of an expert commission. Inclusion of participants in the pedagogical process in networking
The ascertaining stage, necessary to "enter" the application of the interactive site in the pedagogical experiment. This was carried out in accordance with the preparatory stage of the implementation of the pedagogical model of the interactive site	Determination of the initial level of communicative competence formation according to the selected indicators and criteria. the first diagnostic survey of foreign students' linguistic preparedness and their ability to communicate in russian was carried out. Identification of the difficulties limiting the formation of the necessary personal qualities of the trainees entering into networking
The formative stage of the experiment. This was carried out in accordance with the main stage of the implementation of the pedagogical model	Varying implementation of the pedagogical conditions for the effective functioning of the pedagogical model of the site. Implementation of refined and supplemented work programmes, communication through cultural exchange networking projects
The control and analytical stage of the experiment. This was carried out in accordance with the final stage of the implementation of the pedagogical model	Intermediate cut-offs. Assessment of trainees' readiness to communicate in Russian by indicators and criteria at the "exit" from the experiment. Analytical work on processing the results of the formative experiment. Conclusions on the effectiveness of the proposed measures for the design of pedagogical conditions for communicative competences formation

It should be noted that pedagogical technology and pedagogical excellence are interconnected, so the author draws attention to this factor. The proposed pedagogical website for implementation in a digital learning environment is a purely personal product. In this context, it is important to keep in mind that every teacher-mentor has to have basic but personal pedagogical skills. This means that the use of the same tools, means and techniques by teachers will have a distinctly different character and effect. Below is a list of pedagogical abilities suggested by V.A. Krutetsky.

- Didactic;

- Academic (orientation in the content of the desired field of knowledge);

- perceptual (psychological observation);

- speech;

- organisational;

- authoritarian;

- communicative;

- pedagogical imagination [67].

In other words, teacher competence is expressed by the use of pedagogical technologies by the teacher's personal approach in line with the demands of the modern generation. "Competence refers to special combinations of knowledge and know-how that exhibit original, non-stereotypical adaptation to unprecedented situations". [160, c.3].

Highly organised, systematic experimentation is the key to success and striving for a systematic, scientific approach is essential if research is to be effective. But we used not only the deductive method, but also the inductive method.

We have presented the organisation of the pedagogical experiment in Fig. 3.2 "General perception of the pedagogical experiment", which includes two spaces: scientific (linguistics, psychology, physiology, didactics) and practical.
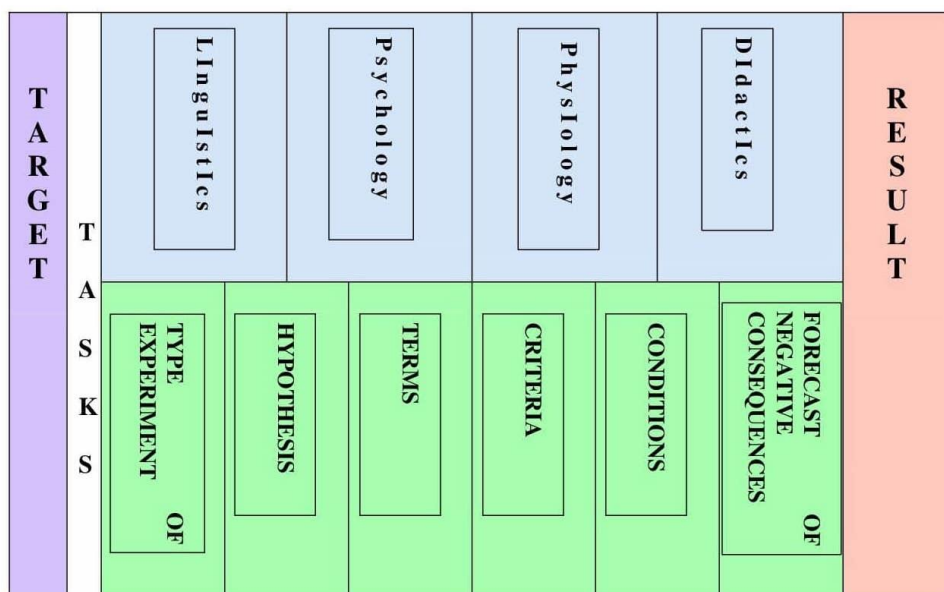

Figure 3.2. General perception of the pedagogical experiment

The aim of the pedagogical experiment is to test the hypothesis of our study that the pedagogical conditions will contribute to the effective formation of communicative competences in foreigners at the stage of preparation for admission to Russian universities, if:

1) **take into account the difficulties** in developing communicative competences and apply **ways** to overcome them through modern technology;

2) **Introduce** a structural and functional model of the pedagogical website **with stylistic unity**, invariant content (which remains unchanged): country studies, grammar, phonetics/graphics, reading/texts and variant headings: "live dialogue", "from simple to complex", "learning new words", "learning aids", cinema;

3) **to use the criteria for shaping communicative competences** of foreigners in the training phase when using a pedagogical website;

4) **apply a varied programme** in shaping communicative competences of foreigners in the preparatory course through the pedagogical website of the RLI teacher**.**

The pedagogical experiment was conducted from 2019 to 2022 at different educational sites in order to test the effectiveness of using the pedagogical website in different educational environments. The content of the website was modified as the experiment progressed. The pedagogical website was used in a military institute in a group of 12 people who arrived to study in the RF four months later than they were supposed to. The objective was to prepare future students for their main training in four months by giving out a full training course. As a result, the foreigners were prepared and managed to cope with the final examinations in RKI both internally and externally (from Moscow). The next group of 12 Chinese students from St. Petersburg State University, who due to circumstances were transferred to distance learning, but lived in Russia. In this situation, having a pedagogical site with communicative content was especially relevant. The next group was foreigners who wanted to get higher education in the Russian civil aviation university; the group consisted of 12 people from different countries (Vietnam, Congo, Equatorial Guinea, Botswana,

Egypt). The training was from start to finish remotely, the trainees were not in Russia. The last experiment - pupils from fourth to eleventh grade in the Republic of Uzbekistan, home country location, short programme of 68 hours, no opportunity to use the teaching website for self-study, no motivation, unlike foreigners who came to Russia with the aim of going to university.

For the experiment we used a website based on the pedagogical model presented in paragraph 2.2 and a unified style. In order to create the website model we initially investigated the life cycle of the website (Figure 3.3), based on the recommendations of GOST R ISO/IEC 1220 7-99, presented in the form of a software product creation strategy.
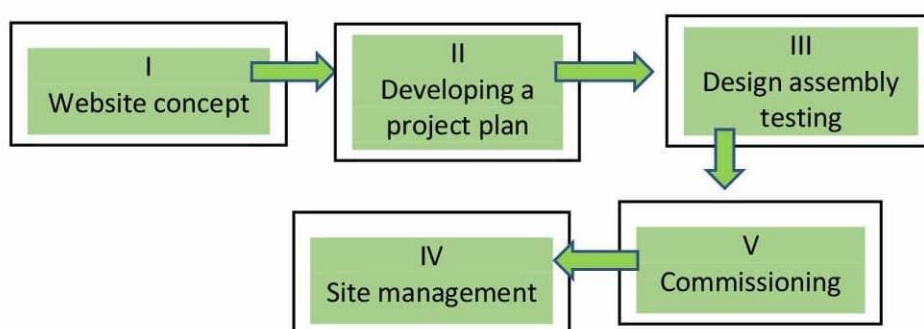
Figure 3.3. The life-cycle model of a pedagogical website

In particular, the pedagogical website www.russian-teacher.ru of the Russian language teacher consists of five pages and is freely accessible. The site is adapted to regularly update the teacher's entries under variant and invariant headings. The developed model of the site includes rubrics on the main aspects of the study of the RLI: reading, speaking, vocabulary-grammar, listening, phonetics, writing (Fig. 3.4. 'The model of the site with the main rubrics').
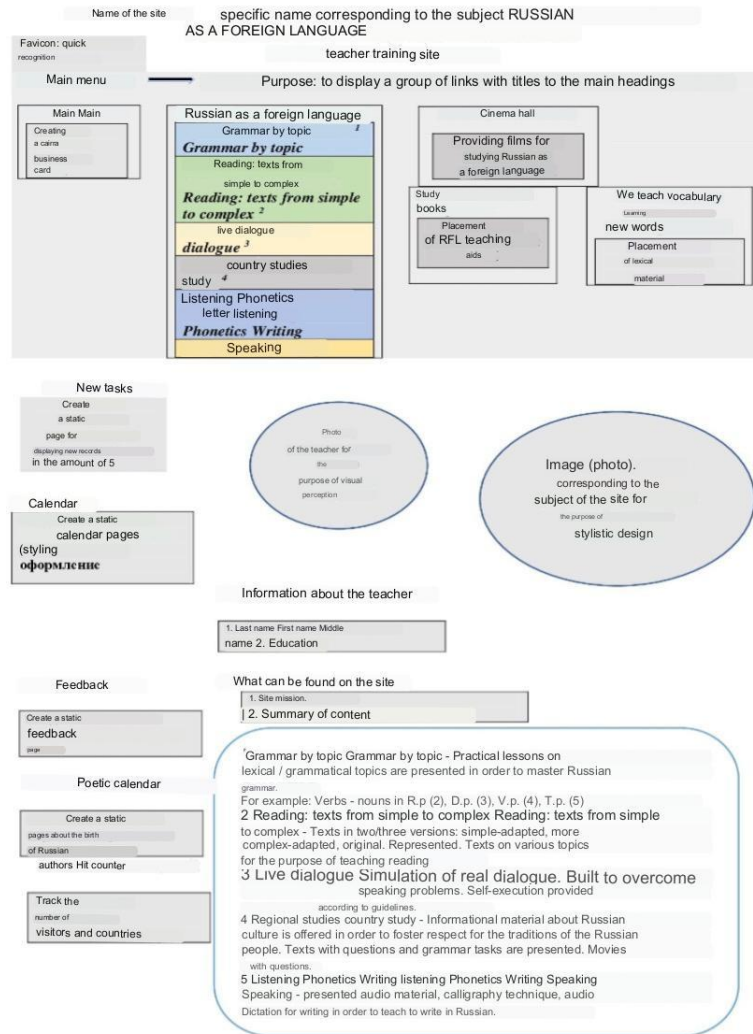
Figure 3.4. Model website with the main headings

In order to introduce a pedagogical website into the educational environment, a number of key tasks need to be accomplished: 1) identify didactic difficulties in the formation of communicative competences and propose solutions to these problems through a pedagogical website; 2) identify psychological difficulties and mitigate this factor as much as possible through a pedagogical website; 3) test the effectiveness of the "Live Dialogue" and "From Simple to Complex" methods. 4) To identify the most appropriate didactic approaches in using the pedagogical website. Considering the principle of concomitant change, we made amendments during the experiment, not only in content but also in style. The concept of the site was unchanged, namely that the pedagogical site of an RCI teacher is developed for specific purposes on the basis of a researched methodology where scientific, technical, and creative aspects are embedded. The main point is that, thanks to the pedagogical site, *the teacher can*

select the most necessary information from the large amount of information, put it together and use it according to the situation, making, in fact, his or her own programme for each group.

The site traditionally has *a homepage with* information about the teacher, an image on the topic of teaching Russian as a foreign language, which can be changed as desired and necessary, a top menu, a favicon - a pictogram, necessary for quick recognition of the site. The menu headings have a translation into the intermediary language. The static menu on the left is 'New entries', the number of which can vary, in this case five entries. "Calendar", which has more of a stylistic function. "Feedback" for the possibility to forward a task, get a consultation, leave a comment. Practice shows that this function does not justify itself, as it is more convenient to use improvised means of communication. "A poetry calendar with the possibility of updating as the date of birth of a famous person in the world of Russian literature. This function aims at informative development, maintaining the stylistic design of the site. The Cinema page, where educational films have been added. At the end, a "Visitor" counter has been installed to keep track of the number of unique visitors each day, with a country flag. This feature shows that the site is in demand. Its statistics are growing, at the time of writing the research paper the site has been visited from 91 countries, with up to 20 unique visitors per day. The site is not promoted anywhere, but is freely accessible as a personal learning tool for the teacher.

The pedagogical website is cross-linked internally. The modern 'scrolling' arrangement of the site allows for comfortable navigation. The scrolling method allows for two or three pages and each entry is defined into headings whose names are listed in the top menu. Grammar by topic Grammar by topic, Reading: texts from simple to complex Reading: texts from simple to complex, Live dialogue live dialogue, Country study country study country study, Listening Phonetics Writing listening Phonetics Writing, Speaking Speaking, Cinema hall, Study books, Vocabulary Learning new words. For quick recognition of the thematic affiliation of the site, the names of the rubrics correspond to the requirements of Russian as a foreign language. The domain name russian-teacher.ru also corresponds to the study

topics. Hosting for the period of using the site increased three times. It should be noted that the services of using an individual domain name and hosting the site are paid.

When a single word or text is highlighted, a voiceover takes place, but this programme can be used on a PC, laptop or tablet. On the phone, it is possible to switch to the mobile version, which is more user-friendly. After strategic stages I, II, shown in Fig.3.2, the filling with content began, but the pedagogical site offered by us, not static, accordingly, will be replenished as the didactic tasks are solved. Then it needs to be put into operation - it is a matter of technology, and independent management: adding information, editing, etc. requires certain competencies of the teacher. And if we view the teacher as a multi-faceted figure, with a creative approach, then learning how to manage the site is not difficult. An important advantage of using the pedagogical site as a personal multimedia tool is the possibility *to check and test the proposed material, identify shortcomings and make revisions.* The idea was also to save time in the classroom, i.e. it is customary to allocate 10 minutes for the explanation of homework, although this time can be used for practising skills in speaking or reading, and the website offers methodological guidelines for the task, which should be followed by the trainees. The time savings can also be seen in lesson preparation. Certainly, at the first stage, this process will take more time, but gradually the teacher, as the administrator of his site, having achieved the skill, will implement his ideas, edit with expertise. Consider the algorithm for preparing an assignment to be posted on the website page.

Algorithm for preparing a job to be posted on a website page:

1. Prepare the work material.

2. Put the accent in the text.

3. Make a translation of new words in two languages (mother tongue or intermediate language).

4. Put the task on the website page.

5. Update the information.

Students also receive their homework by e-mail or by any other convenient means.

Table 3.3. Episode of text to be posted on the website

Read the full text at www.russian-teacher.ru

The Russian Federation is the biggest country in the world. Its area is 17 million square kilometres. Russia is located in Europe and Asia. The border between Europe and Asia runs through the Ural Mountains. Russia is bordered by 18 (eighteen) countries.

located at	located	situé
facet	Border	Frontière
The Ural Mountains	Ural Mountains	montagnes de l'Oural
sýša	land	terre

Table 3.3 shows an example of a text posted on a website. It is important to follow the methodology of the text and one important technique is the preparatory or pre-text work. After the text, a task is offered.

Assignment for self-study:

1. Listen to and read the text "Russian Federation" on the website. 2. Write up the questions based on the text and send them back for checking.

Figure 3.5, "Phonetic dictation exercise", shows an example of one of the exercises. 3.5 "Task to prepare for phonetic dictation". shows an example of one of the tasks. Students can follow the "Go where" link to access a presentation on the topic of the lesson. Listen to and read the recording to prepare for the phonetic dictation.

Figure 3.5. The preparation task for the phonetic dictation".

Technical features make it easy to download and create captioned audio and video.

Didactic and psychological difficulties for foreigners starting to learn Russian on the main aspects of learning, and possible solutions with the help of a pedagogical website. Traditionally, we start learning a language with phonetics. We understand that phonetics, orthoepy, and listening are linked, one might say, intertwined. You can't reproduce a sound if you don't hear it. The Russian language is perceived differently for different nationalities. Speakers of the Romance group of languages perceive the phonetics of Russian without much difficulty, except for some peculiarities, which need to be explained at the beginning. So, vowels *e, у, y, i; у, ъ; consonants always hard z, sh, ts; always soft y, ch, zh; pairs of softness and hardness; voicing and muteness.* We offer a solution to this problem by going to http://russian-teacher.ru/2020/11/10/фонетика-гласные-иеёюя/, where the above situations are outlined in an easy-to-understand form. We are inclined not to use and not to plant the idea on the learner that Russian is complicated. It is difficult to doubt that every language consists of words, and words are symbols and signs related to the outside world. Gustav Gustovich Spet wrote more precisely about signs and the word, saying that the ideal relation of the word is twofold: signification (by means of symbols and signs) and ontic (correlated with the objects of the world). Undoubtedly, the external

world is common, but the signification and signs are different. Our task is not to scare off this difference, but to show the peculiarities of the Russian language http://russian-teacher.ru/2020/11/02/первое-занятие-изучаем-алфавит/. Speaking about difficulties in phonetics we inevitably recommend to include tasks of writing. It is especially difficult for Arabs, our writing technique is fundamentally different. It is made more difficult by the distance form. For this reason, a detailed video of writing technique is available on the site http://russian-teacher.ru/2020/11/16/учимся-писать-по-русски-прописи/. For mastering phonetics it is useful to write dictations, but it is also important from the didactic and psychological point of view to prepare for this task. The students are asked to listen to and read the text material on their own. At the very first stage it may be a set of sentences which have no meaning. *1. He, there, house, here, you, we, you, this, picture, mum, dad, lamp, Anna, Alla, moon, Ivan, Anton, she, water. This is Ivan. That's him. That's mum. That's her. This is dad. This is the house. This is the lamp.*

2. Yours? Your magazine? Is this your magazine? Is it ours? Our bus? Is this our bus? Our? Our stop? Your Our stop? This? Your country? Is this your country? Is this yours? Your photo? Is this your photo?

3. This is my desk and this is your desk. This is my hat and this is your hat. This is my apple and this is your apple. The cupboard is here and the table is there. The cat's there and the dog's there. Ivan's home and Anton's home.

The effect of the preparatory phase is usually positive. Minor mistakes and lapses are allowed. It is important to repeat the task and bring the result to an error-free result.

Difficulties in audio comprehension can be divided into articulatory and psychological. The former may not be understood by the listener due to unclear pronunciation (native speakers often miss the point that you should speak slowly to a foreigner, but most importantly build your speech so that it matches the level of the learner). Psychological difficulties occur before the phrase is uttered: listener gets nervous, tense, afraid that he/she won't be able to understand what is being said. This condition blocks the ability to understand and associate with what is being heard, so

positive emotions are important at the beginning for further motivation to learn the language. Listening and speaking are linked. Preparation with the help of the website helps to solve both the listening and the speaking problem. Each text is spoken using both a voice-over software while highlighting the text part. In addition, a live audio recording of the text is offered. At the earliest stages, an audio recording with questions is offered. http://russian-teacher.ru/2020/03/25/аудирование-2/. http://russian-teacher.ru/2020/03/10/здравствуй-дорогой-друг/. A teacher with a pedagogical website with a certain base can offer different tasks without going from site to site. The voice-over of cartoons http://russian-teacher.ru/2022/08/02/поздравления/ has a double effect: the pupil has to hear the character in the film and respond to it.

In speaking, the difficulty in overcoming the fear of not being understood, of being ridiculous, often becomes a serious problem for many to "get into speech". This is where a pedagogical website is simply irreplaceable. For example, dubbing silent films http://russian-teacher.ru/2022/04/23/озвучим-фильм-гоголь-н-в-портрет/. In this task, the teacher offers help with verbs that might be needed, besides, the foreigner gets acquainted with the Russian culture. This technique is used by both students and teachers who teach Russian as a foreign language. The excerpt is taken from a silent film, black and white, and the plot is based on the story "Portrait" by N. V. Gogol. Presented cartoon based on Pushkin's tale "The Tale of the Fisherman and the Fish" in 1956, where the listening is strictly on the text, which is also included by the teacher with all the didactic techniques: accentuation, questions, pictorial explanation of unfamiliar words. http://russian-teacher.ru/2020/07/15/а-с-пушкин-сказка-о-рыбаке-и-рыбке/. In this visual technique, the teacher exercises several aspects at once: country studies, listening, reading, speaking, vocabulary. One of the problems in learning a foreign language is to be systematic with short breaks. Fulfilment of this condition is, one could say, the key to success. A website with appropriate and targeted content helps the learner to get organised so that he or she does not fall out of the general learning system. An important condition is the selection of material, its correct use in terms of didactics and methodology, and

clearly formulated tasks, which are methodological recommendations for implementation, because the tasks are intended to be carried out independently with further verification. For example, the idea of creating a "Living Dialogue" (LD) proved to be relevant. This technique is an imitation of a real live dialogue, which helps to practise interviewing and monologue speaking skills by means of video recording. The learner has to follow the recommendations offered in Russian and English in order for the dialogue to take place. This technology has repeatedly proven to be effective. A learner of Russian at stage A1-A2, who has completed the task according to the methodological recommendations, participates in the dialogue confidently, with understanding and satisfactory pronunciation, which stimulates further learning. Such dialogue formats are presented in a separate section at http://russian-teacher.ru/category/р_к_и/живой-диалог/ and are periodically supplemented and improvised. A Russian language learner who is at elementary A1 level, but has completed the task according to the guidelines, participates in the dialogue confidently, with understanding and satisfactory pronunciation, which is an incentive for further learning. For example, "Lively dialogue: about friends" http://russian-teacher.ru/2020/07/26/живой-диалог-о-друзьях/ is accompanied by the obligatory preliminary recommendations, as are all the tasks in this rubric.

"*Listen. Use the recording as many times as necessary to keep up with answering questions. Use the recording as many times as necessary to keep up with answering questions.*

Recommendation:

The trainee has to get into a lively dialogue. Therefore, practise as many times as it takes to reproduce the lively dialogue. *Teaching note for working with lively dialogue. The student has to become integrated in lively dialogue. Thence it is necessary to practice as much as it required for easy reproduction of dialogue.* This is followed by a video recording to be practised. The person conducting the dialogue introduces him/herself, then asks a question and has a pause which the other person (the student) has to answer. The video recording is followed by the answer options that the learner can use. A live dialogue is offered on the various topics included in

the plan, or it can be a dialogue on the text http://russian-teacher.ru/2020/05/20/живой-диалог-поговорим-о-российской-ф/. In this format a link to the text under the heading "Texts. Stories", followed by a "live" dialogue option with general recommendations. A film dialogue is also possible <u>at</u> http://russian-teacher.ru/2020/04/21/живой-диалог-по-фильму/, where a link to the film in the "Cinema" section is offered. This technique can be used already after a month from the beginning of the Russian language study. "Live dialogue" - is a task for independent work. At the next lesson, the trainee has to conduct a dialogue according to the one that was the homework assignment. This technique has a 100% effect with foreign students of any age. This technique is possible on a personal pedagogical website.

Reading is of paramount importance, but practice in the Republic of Uzbekistan has shown that students can be roughly divided into three groups: they can read well but understand nothing, they can read with phonetic errors but can understand the meaning in general, including associative thinking and they cannot read at all but can talk and understand something. The teacher, listening to the correct reading, falls into the trap of not realising that the pupil does not understand what he or she is reading and therefore there is no point to the reading. So, reading is an important strategic aspect in RLI that needs to be mastered methodically, and the teacher's website is a direct help in this. Teachers can post tasks on the site with a variety of content ideas. For example, the idea of creating a section "From simple to complex", where the author uses a differentiated approach on the one hand and a step-by-step approach on the other, proved effective. Consider the entry "From Simple to Complex: About Love"_http://russian-teacher.ru/2020/10/10/от-простого-к-сложному-про-любовь-рабо/. The text is called "Love Story", which is based on a historical story about love. *1.Learn new words.* Vocabulary is offered in English and Chinese (the teacher can change the vocabulary on the text as appropriate). 2. *Read the first version of the episode.* An adapted, easier-to-understand version is suggested. The reader makes sense of the plot, the main idea and answers questions. *3.Read the second version. Readthesecond variant. Find unfamiliar words and translate them. Find an*

unfamiliar word and translate it. The third task is more difficult. The pedagogical technique from simple to complex can have two or three variants, depending on the complexity of the text. This example has a special character. The lyrics of the poem dedicated to this story were used as the music for a rock opera, an excerpt from which is presented on the website. The headings "Simple to complex" and "Texts and stories" offer audio recordings of the texts in addition to a voiceover of each word. It is important to note that by studying the stories, one expands one's vocabulary and the opportunity to become acquainted with Russia's culture and history. Texts from simple to complex allow psychological difficulties to be taken into account. If the group is at approximately the same level, it is possible to begin with an adapted text and then increase the difficulty. If the group has students of different levels, the teacher should use a differentiated approach, offering three versions of the text according to ability. The learner should not face and solve difficult tasks that bring them difficulties and negativity. We are reminded that the quintessential principle is a positive outcome.

Grammar can also be presented by the teacher on the website in an accessible language, because the goal, the formation of communicative competences of students learning Russian as a foreign language, cannot be achieved by teaching from textbooks. It is known that for foreigners, case and verb forms are particularly difficult. Experience has shown that a scattering of topics in the textbook does not lead to comprehension and thus to the desired result. When solving exercises, students cope with the task by following a sample, but in speech practice they tend not to use even a recently done exercise, which has no general meaning and is distant from practical life. The website offers a grammatical variant with all the verb forms presented in a single entry, and the perfect form is indicated in the past tense and the future tense, which will certainly take place. http://russian-teacher.ru/2020/07/13/глаголы-несовершенный-совершенный-в/. In the end, the topic was mastered in two practical sessions. This was achieved thanks to the website, quick revisions and validity checks. During the two lessons the students received general information about all verb forms. They saw how these forms are used.

Vocabulary is offered on the website in different versions. For example, in the topic Travel, there are images with words and tasks on which you can compose a text both in the classroom and on your own. The section "Learning New Words" includes various communication topics. http://russian-teacher.ru/2020/10/25/учим-новые-слова-путешествие/. Creativity is an essential part of a teacher's competence. It is important to note that every teacher who is in love with what he or she does can become a generator of ideas, a creator in his or her work. Apart from "Living dialogue" (speaking) and "From simple to complex" (reading), the author has also created other interesting and effective methods. For example, in speaking the task "Using words with a common root" http://russian-teacher.ru/2020/12/02/слова-с-общим-корнем-words-with-a-common-root-avec-une-racine-commune/ turned out to be optimal. In Fig. 3.6 "The way of grouping words with a common root used in composing an author's text", the pupils are offered groups of words by colour with which they should compose small texts.

гро́мкий громко	ти́хий ти́хо	же́нщина же́нский жена́	за́втра за́втрак за́втракать	обе́д обе́дать	у́жин у́жинать
весёлый ве́село	печаль печа́льная печально	мужчи́на мужско́й муж	наро́д наро́дный	Россия ру́сский по-ру́сски	Ро́дина родно́й роди́ться
джаз джа́зовый	бы́стрый быстро	любо́вь люби́ть люби́мый	Франция францу́з француженка францу́зский по-францу́зски	не́мец немка неме́цкий по-неме́цки	
лёгкий легко́	ме́дленный ме́дленно				
тяжёлый тяжело́					
грустный грустно грусти́ть	пра́здник пра́здничный пра́здновать	Узбекистан узбек узбечка по-узбекски	ара́б ара́бка по-ара́бски ара́бский	А́фрика африка́нец африканка африка́нский	
клуб клубная	рассказ расска́зывать сказка сказа́ть	Кита́й китаец китаянка кита́йский по-кита́йски	Вьетна́м вьетна́мец вьетна́мка вьетна́мский по-вьетна́мски	А́нглия англича́нин англичанка англи́йский по-английски	
та́нец танцева́льный танцева́ть					

Громкий-громко – *loud - loudly*; тихий -тихо – *silent - quiet;* весёлый-весело – *hilarious- fun*; печаль-печальная-печально – *sadness- sad- sadly;* женщина - женский – жена – *woman – emale – wife*; мужчина -мужской – муж – *man - men's - husband*; завтра – завтрак – завтракать – *tomorrow – breakfast - have breakfast;* обед- обедать – *dinner - lunch*; лёгкий – легко – *easy - easily*; тяжёлый

– тяжело – *heavy - hard;* праздник- праздничный -праздновать – *holiday – festive - celebrate*; рассказ - рассказывать - сказка - сказать – *story – tell – fairy tale - say*; танец - танцевальный – танцевать – *dance - danceable.*

Figure 3.6. The way of grouping words with a common root used when composing an author's text

The teacher offers a playful response model: "So, I am the first student. I have two groups of words with a common root. *"Russia is Russian in Russian. Homeland native to be born".* Here is my story. "My name is Svetlana. I am a student. My homeland is Russia. My hometown is St. Petersburg. I was born here. I speak Russian well, because I am Russian and I live in Russia. I read Russian books and watch Russian films. The students enjoy doing such an assignment. They do not notice how they manage to compose, write, read and tell a text about themselves. Several tasks are solved: vocabulary is enlarged, words with a common root are easily remembered, simple sentences are composed and written, reread and recited. The task "Adjectives in music" was creative and interesting. When studying adjectives, options of music and adjectives were offered. After listening to the music, they had to choose the music they liked and choose adjectives that fit each song http://russian-teacher.ru/2020/11/29/прилагательные-в-музыке/.

This task is included in 'speaking', but grammatical forms of adjectives are also studied, compound sentences are composed and vocabulary is increased through music. This task is always very interesting because everyone loves music. The website offers a model answer. "I like Tchaikovsky's music because it is beautiful, melodious, flowing / I do NOT like club music because it is loud, fast". At the same time, the negative particle NOT is forced into the vocabulary. In a short period of time pupils have time to: listen to music, formulate phrases, write them down, read them and ask questions about any composition. The pedagogical technology "Learning Words Fast" (Fig. 3.7) http://russian-teacher.ru/2021/09/11/словарь-учим-легко-русские-французск/ can be considered an innovation. The essence is to compile a dictionary, where Russian words have a foreign etymology and are similar in phonetics. Such a

dictionary is placed on the website according to the common phonetic feature with French and English.

Alley w.	allée	alley
alliance m.	alliance	alliance
ambition g.	ambition	ambition

Figure 3.7. Learning words quickly

Russian language learners are also involved in this vocabulary project, which motivates their interest and adds to the vocabulary. This innovation is an effective technology, as the learner learns 6 to 8 new words in one practical session, which is higher than the prescribed norm (3-4 words).

In Uzbekistan, a short-term project (one month) was carried out in this direction. Those wishing to participate in the project received methodological recommendations (Appendix "Learning Russian quickly and interestingly") on compiling a vocabulary and, having fulfilled all the criteria, had to present their product (vocabulary). Productive work was done. In Fig. 3.8, 3.9 "Learning Russian quickly and interestingly" shows the in-depth work of the students, examining the words, the accents were placed, the meaning of words were explained, part of speech and gender were indicated [80, C. 70].

Figure 3.8. Learning Russian quickly and interestingly. Title page of the vocabulary of a 6th grade student from an Uzbek national school

Russian-Uzbek dictionary with similar pronunciation

Русско-узбекский словарь слов с одинаковым произношением

№	Описание слова на русском языке	Описание слова на узбекском языке
1.	**Абза́ц** (сущ., м/р.. начало строки)	**Абзац** (от, хат боши)-**abzas**
2.	**Абитурие́нт** (сущ., м/р., человек готовившийся к поступлению в образовательное учреждение)	**Абитуриент** (от, ўқув муассасига киришга тайёрланувчи шахс)-**abiturient**
3.	**Абоне́нт** (сущ., м/р., физ.лицо, выполняющий определённые обязательства договора)	**Абонент** (от, шартноманинг маълум бир шартларини бажарувчи жисмоний шахс) - **abonent**
4.	**Абсолю́тный** (пр., м/р., совершенный, полный)	**Абсолют** (сифат, мукаммал)-**absolut**
5.	**Абстра́ктный** (пр., м/р., отвлечённый)-	**Абстракт** (сифат, номаълум)-**abstrakt**

Fig. 3.9. Learning Russian quickly and interestingly" (first page of the vocabulary of a 6th grade student from an Uzbek national school.)

By this technique, which can be used both for students studying Russian in Russia and those studying in their home country, we can trace the ways of optimisation.

I. Learning objectives - *Planning important tasks:* 1. Increasing the vocabulary. 2. *Specifying the tasks*: learning new words borrowed from foreign languages.

II. Learning content - *Choosing the best sequence:* get to know the vocabulary offered, choose the most relevant words to memorise, read.

III. Structure of the lesson - *Choosing the best structure:* reading, translation, writing, repetition.

IV. Teaching methods and tools - *Selection of the most rational means:* vocabulary of compiled words with translation into the native language. Opportunity to participate in the addition of vocabulary of the students.

V. Forms of training - *Choosing the best form of training:* group or individual.

VI. Time commitment during one lesson - *Choosing a rational pace*, taking into account the known words during one lesson.

VII. Conditions for learning - *Creating a supportive environment:* accessibility, visibility.

VIII. Analysis of learning outcomes - *Determination of normative compliance (3-4 new words per lesson according to the norms).*

The teacher posts the verified vocabulary on the website, continuing to increase the number of words by engaging Russian language learners in this research activity.

The teacher can manage the learning process as a single interconnected pedagogical system, where each of the elements is interconnected with the others. Let us look at an example of such a modular approach. In each practical session, foreign learners should get practice in listening, writing, grammar, reading, speaking, learning at least 3-4 new words. By clicking on the link, learners receive an audio recording of the questions http://russian-teacher.ru/2020/03/11/родительный-падеж-ii-когда-во-сколько/ As they listen, learners should write down their answers. The link http://russian-teacher.ru/2020/03/11/родцтельный-падеж-предлог-☞-*от*/ then moves on to a grammar exercise practising prepositions that are used with the genitive, while at the same time speaking, as a model story is compiled. The teacher then goes to http://russian-teacher.ru/2020/04/05/притчи-слушайте-читайте-отвечайте/ where

blitz-reading is possible, i.e. small texts with questions that can be read and explained in class. In addition, a vocabulary with illustrations or translation into an intermediate language or the native language of the learners is offered. In addition it is possible to pronounce each word or listen to the audio recording without leaving the website. In this way, in one practical lesson, the basic RLI items on a common topic are taught using multimedia capabilities, while homework is given to the learners thanks to the links.

The pedagogical website as an experimental product was changed several times. The changes were made step by step, the positives and the negatives (useless) were pointed out. For example, the column "Feedback" is not useful in communication, because there are more optimal opportunities: social networks, e-mail. It was found that it is important to use mediating language in the methodological guidelines for the assignment. Films should be subtitled. It should be especially noted about the dubbing of the highlighted text. Such a programme is also used on the website, which is a great advantage.

The objectives for the creation and implementation of the pedagogical website in a digital environment have been achieved with due consideration to the challenges. The site is regularly updated and edited to meet the needs of the programme setting and the learning process. The planned strategic steps have been followed, but it should be noted that the pedagogical website requires expert revision. Content review and critique is necessary for any educational product, despite the individuality of the idea and creativity.

For the sake of accuracy, it was decided to conduct **an experiment with** two groups: a control group (CG) and an experimental group (EG). The two groups started at the same time with an online training programme at a civil aviation university. The control group was taught by a different teacher who used a training manual written in this institution. The curriculum and syllabus were of a common nature. Each group had trainees from Vietnam, Africa; the number was no more than twelve, aged between seventeen and twenty-one. All trainees had access to the Internet and a

common motivation: enrolment in a Russian civil aviation university. The experiment was based on requirements such as:

- organising conditions that would strengthen the link between a certain impact and its outcome;

- confirmation of the truth of the conclusions.

In Table 3.4, we gave an overview of the two groups in the formative stage.

Table 3.4. Overview at the formative stage of training for the CG and EG

International Student Training Centre	Number of	Experimental period	Entrance test results	Availability of motivation
Control group (CG)	12	2020 - 2021 academic year	A 0 - A 1	yes
Experimental group (EG)	12	2020 - 2021 academic year	A 0 - A 1	yes

The experimental work was based on the theoretically substantiated pedagogical conditions for the formation of communicative competence of foreign students by means of interactive technologies. In the experimental group the teacher used the interactive pedagogical website www.russian-teacher.ru as the main methodological and teaching tool.

The trainees of the preparatory phase of the training fulfilled the conditions for the identification of the level of communicative formation, the methodology according to which the assessment and identification of the level was carried out was outlined. The criteria were made known to the trainees and the auditors. At the university training centre, monthly interim tests were carried out in vocabulary/grammar, reading, speaking, listening and writing. Considering that the aim of the experiment is to introduce a structural-functional model of interactive pedagogical site, to take into account difficulties in the formation of communicative competence and to apply ways to overcome them through modern technologies with the possibility of using a variant programme, we should check how communicative

competence was formed in the students in the CG and EG at the preparatory stage of their training. In order to check the results (Fig. 3.9), standard subtests used for testing foreign students in the subcourse were applied.

Criteria	Results	Methods and research
Cognitive: -speaking -reading -letter -listening	The development of linguistic knowledge and skills: -apply theoretical knowledge of dialogical and monological speech; - be able to read with reading comprehension and discussion; - be able to read with reading comprehension and discussion; - be able to write competently; - understand spoken language.	L. Michelson Communicative Skills text; RFL Reading, Writing, Speaking, Listening subtests.

Figure 3.9. Criteria. Results. Research methods

We will compare the results of the CG and EG using the subtests see appendix. We will compare the results of the group with those of the EG using the subtests, see appendix for "Speaking", "Reading", "Listening" and "Writing". The analysis will also include the innovative method "Live Dialogue" placed on the interactive pedagogical website. Criteria and methodological guidelines for mastering the "Live Dialogue" are offered on the website. The students of the two groups will be offered dialogue topics for homework: the EG should prepare by following the link to the website, and the CG will receive the same topic and options for replicas.

In assessing the test results in the preparatory phase, we relied on the elementary level RCT requirements (TEU/A1).

"2.1 Can read and understand simple sentences, particularly in advertisements and posters, and understand the main and additional information of a small, adapted text.

2.2 Be able to write a text about yourself, your friends, your family, your day at work, your free time (at least 7 phrases on suggested questions).

2.3 Be able to understand the basic information (topic, main content and communicative intentions) of short dialogues and monologues in everyday communication situations.

2.4 Be able to participate in dialogues in everyday life situations and be able to hold conversations about themselves, friends, family, work and leisure time, among other things.

2.5 Use grammar and vocabulary skills to make statements as intended in a limited set of everyday situations.

3.3 Analysis of the results of the experiment on testing the pedagogical conditions for the formation of communicative competences of foreign trainees in a Russian-speaking environment

In order to visualise the analysis of the results of the experiment on the implementation of the interactive pedagogical website in the formation of communicative competences of foreign trainees in a Russian-speaking environment, we used graphical techniques.

Figures. Figures 3.10-3.13 show the results of the speaking (Figure 3.10), reading (Figure 3.11), writing (Figure 3.12) and listening (Figure 3.13) subtests after two months of training, which refers to the cognitive criterion of learning effectiveness. In groups of 12. Assessment in percentage equivalent. A result of less than 60% is unsatisfactory. The vertical axis of values shows the number of trainees who completed the subtests at 50% or less, 60%, 70%, 80% and 90%. When assessing participation in the Live Dialogue (Figure 3.14), the test taker relies on the main criterion: "the learner has to fit into the dialogue", assessed on a five-point scale. This means that one should practice as many times as it takes to have a coherent dialogue in the time required.
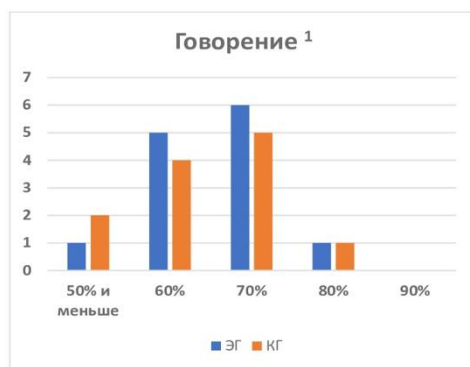
Speaking[1.]

Figure 3.10. Test result (beginning). Speaking
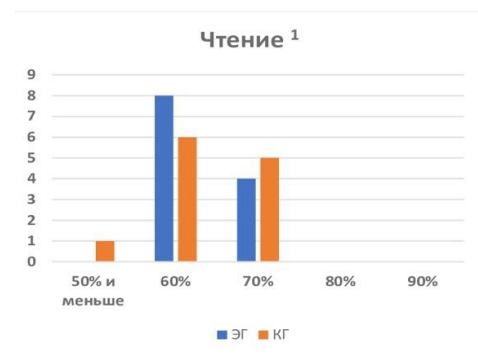
Reading[1]

Figure 3.11. Test result (start). Reading $\chi^2 = 2.34 < \chi^2_{0,05.} = 11.1$. No statistically significant differences between the

χ^2 = 3.21 < $\chi^2_{0,05}$ = 11.1. No frequency distributions of the two statistically significant differences groups were found between the frequency distributions of the two groups were found
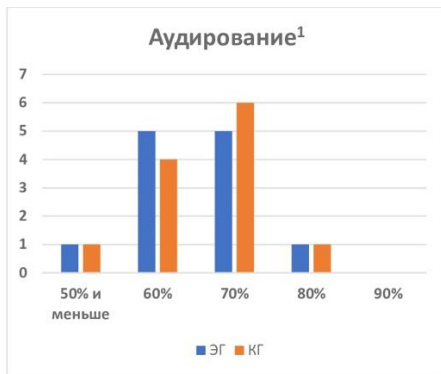
Listening

Figure 3.12. Test result (beginning). Listening

χ^2 = 2.56 < $\chi^2_{0,05}$. No statistically significant difference between the frequency distributions of the two groups

Letter

Figure 3.14. Test result (beginning). Letter

χ^2 = 2.265 < $\chi^2_{0,05}$. No statistically significant differences between the frequency distributions of the two groups were found

Lively dialogue

Figure 3.15. Result. Lively dialogue

$\chi^2 = 19.6 \geq \chi^2_{0,05.} = 9.5.$ Statistically significant differences between the frequency distributions of the two groups were found.

The Intermediate Examination Chart shows that the result for 'Live Dialogue' has a performance advantage. "Reading" in the EG also has a positive difference. We believe that the efficiency of correct reading skill development in the EG students was formed due to the possibility of using the text voiceover with the help of the interactive pedagogical website. Practice shows that listening and writing cause the most difficulties for foreign learners. The diagram shows a slight difference in listening and writing.

It should be noted that the formation of communicative competences, which was based on the positive-result principle based on N. A. Bernstein's idea of realising the immediate future, showed good effectiveness.

In addition, at the initial stage of the experiment a test was conducted in both groups to identify success motivation, which is a value criterion of educational effectiveness (see Appendix "Motivation to succeed" Y.M. Orlov questionnaire). 3.16. "Motivation for Achieving Success. **Initial stage**".
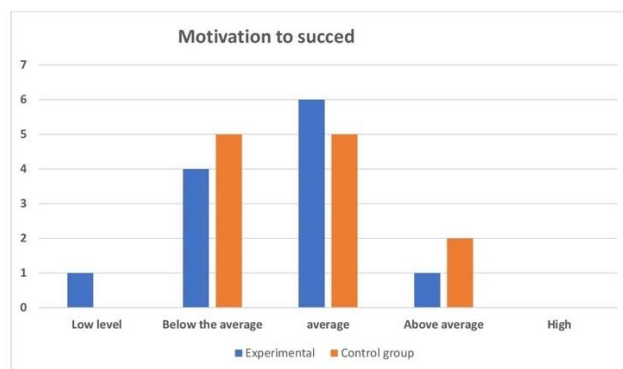
Figure 3.16. Motivation to succeed. Initial stage

$\chi^2 = 4.01 < \chi^2_{0,05} = 11.1.$ No statistically significant differences between the frequency distributions of the two groups were found. The results of the survey showed that at the initial stage the level of motivation to succeed was approximately the same among the CG and EG students.

Figures 3.17-3.21 show the results of the end-of-school-year subtests. 3.17-3.21 show the results of the subtests at the end of the academic year. The advantage in terms of communicative competences formation is observed among the EG students. The effectiveness of the "Live Dialogue" technique is particularly evident.
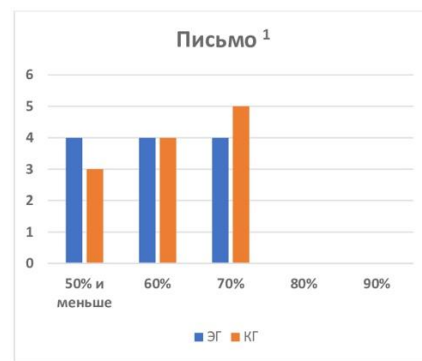
Speaking
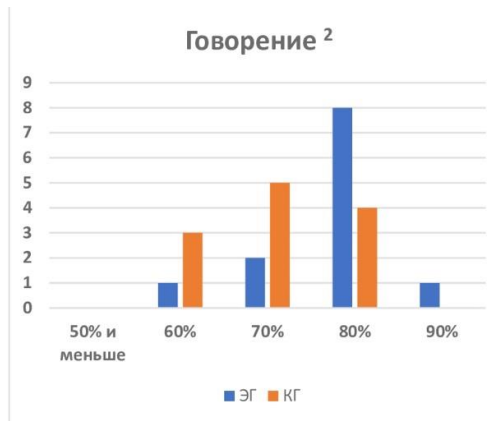
Fig.3.17. Test result (end). Speaking
$\chi^2 = 19.34 > \chi^2_{0,05.} = 11.1$. Statistically significant differences between the frequency distributions of the two groups were found

Reading
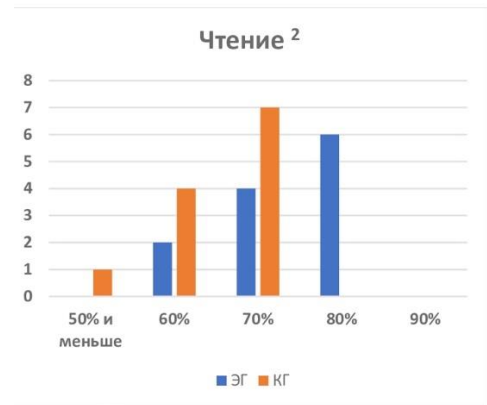
Figure 3.18. Test result (end). Reading
$\chi^2 = 21.53 > \chi^2_{0,05.} = 11.1$. Statistically significant differences between the frequency distributions of the two groups were found
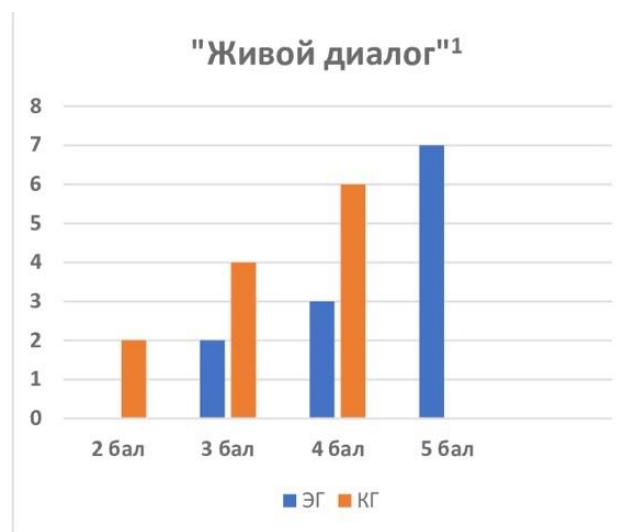
Letter
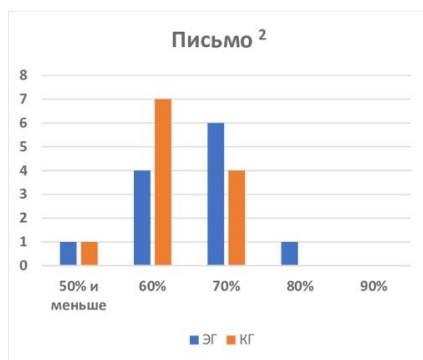
Figure 3.19. Test result (end). Letter
$\chi^2 = 19.67 > \chi^2_{0,05.} = 11.1$. Statistically significant differences between the frequency distributions of the two groups were found
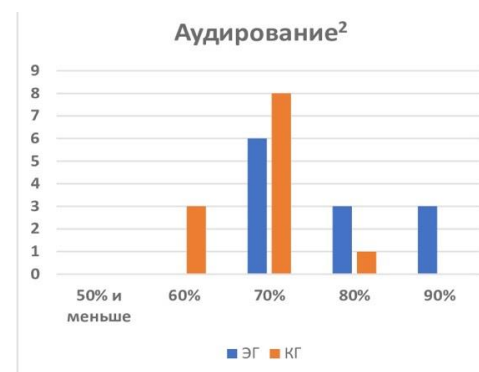
Listening

Figure 3.20. Test result (completed). Listening
$\chi^2 = 18.84 > \chi^2_{0,05.} = 11.1$. Statistically significant differences between the frequency distributions of the two groups were found
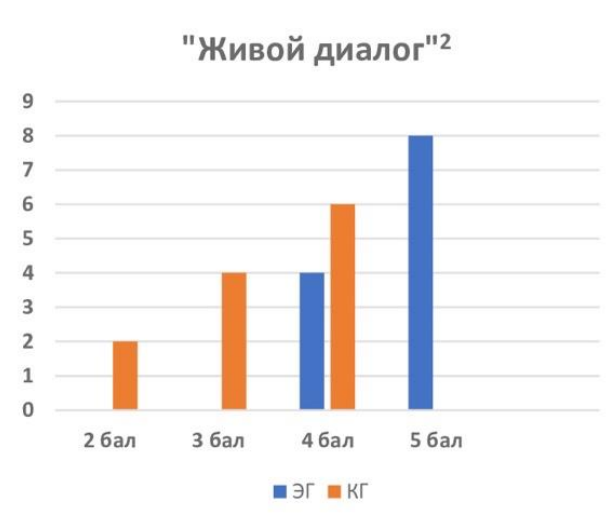
Figure 3.21. Result of the "Live Dialogue" technique

$\chi^2 = 22.14 > \chi^2_{0,05.} = 11.1$. Statistically significant differences between the frequency distributions of the two groups were found. In addition, at the final stage we conducted a motivation test, because we are convinced that positive results influence motivation, which will also serve as an incentive to learn Russian in the future. Fig. 3.22. "Motivation to succeed. **Final stage**" advantage of EG learners on the value criterion.
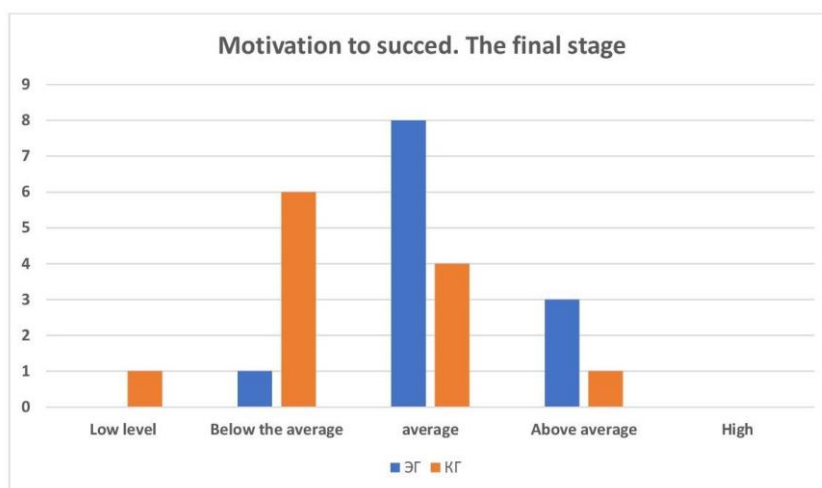
Figure 3.22. Motivation to succeed. Final stage

It can be seen that at the initial stage (Fig. 17) in the EG the motivation was 91.7% and in the CG 100%. At the end (Fig. 19) the situation changed: in the EG

the motivation increased to 100% and in the CG it decreased to 91.7%. This observation suggests that effective learning using an interactive pedagogical website affects the increase in motivation in learners. $\chi^2 = 18.87 > \chi^2_{0,05.} = 11.1$. Statistically significant differences between the frequency distributions of the two groups were found.

On the basis of the given results on the formation of communicative competence, an assessment of the effectiveness of learning has been identified. The results were obtained using the criteria, the average values of which are presented in the graphs.

EG$_{нач.}$ – experimental group at the start two months later. Number of 12 people.

EG$_{оконч.}$ – experimental group at the final stage. Number of 12 people.

CG$_{оконч.}$ – control group at the final stage. Number of 12 people.

At the initial stage the performance of EG and KG is approximately the same, so the dotted line on the graphs is limited to EG only$_{нач}$. The horizontal axis shows the %. 60% or less is unsatisfactory, 60% to 70% is satisfactory, 70% to 90% is good, 90% to 100% is excellent. The node points of the graphs indicate the number of test takers who received the corresponding % scores.

Performance assessment criteria

I. Progress of students expressed in %

(A/B) x 100%, where

A is the number of learners with a score of 60% or higher.

B is the total number of students in the group.

II. Quality of knowledge

(A/B) x 100%, where

A - the number of learners at 70% and above.

B is the total number of students in the group.

We present the calculations for Speaking (Figure 3.23), Reading (Figure 3.24), Writing (Figure 3.25), Listening (Figure 3.26) and Live Dialogue (Figure 3.27).

Figure 3.23. Graph of achievement and quality. **Speaking**

Speaking

I. EG $=_{\text{нач.}}$ (11/12) x 100% = 91.7%

KG - the data match (ditto).

II. EG $=_{\text{окон.}}$ (11/12) x 100% = 91.7%

CG = (7/12) x 100% = 58.3%

Δ **91,7 - 58,3 = 33,4%**

Figure 3.24. Grade and quality graph. **Reading**

Reading

I. EG$_{\text{нач.}}$ (10/12) x 100% = 83.3%

KG - ditto

II. EG $=_{\text{окон.}}$ (10/12) x 100% = 83.3%

CG = (7/12) x 100% = 58.3%

Δ **83,3 - 58,3 = 25%**
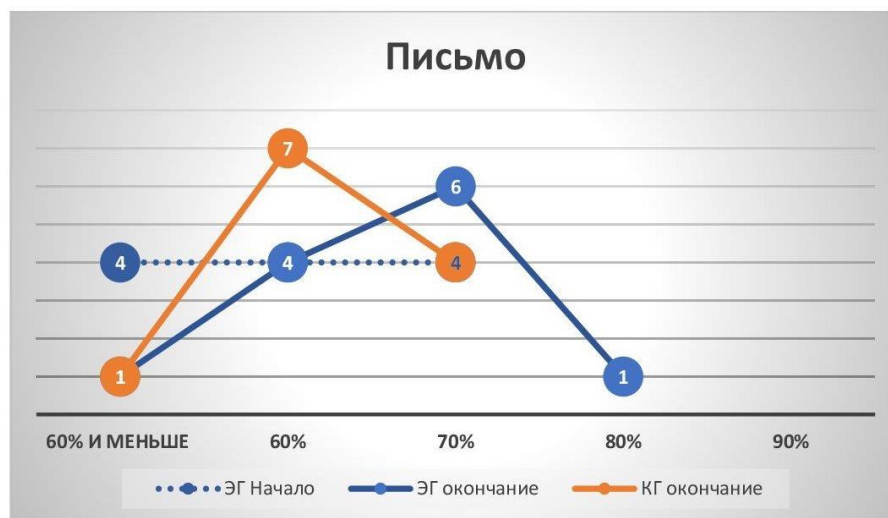
Figure 3.25. Grade and quality graph. **Letter**

Letter

I. EG$_{\text{нач.}}$ (8/12) x 100% = 66.7%

KG - ditto

II. EG $=_{\text{окон.}}$ (7/12) x 100% = 58.3%

CG = (4/12) x 100% = 33.3%

Δ **58,3 - 33,3 = 25%**
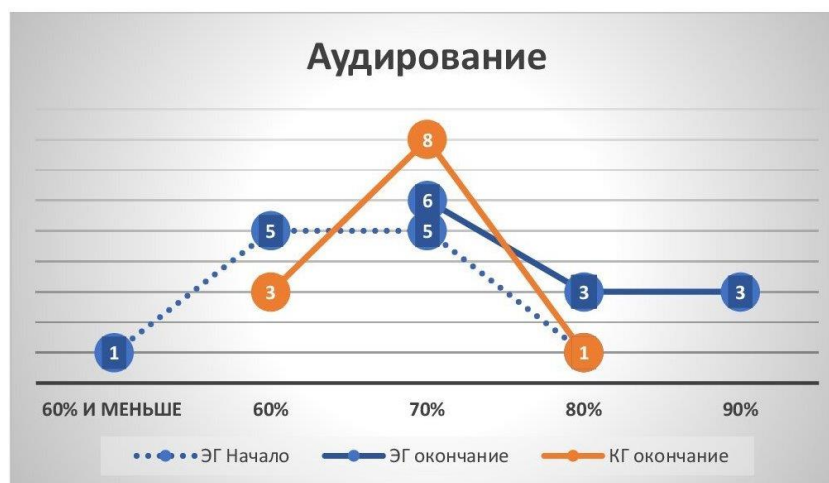
Fig. 3.26. Progress and quality graph. **Listening**

Listening

I. EG$_{\text{нач.}}$ (11/12) x 100% = 91.7%

KG - ditto

II. EG =$_{\text{окон.}}$ (12/12) x 100% = 100%

KG = (9/12) x 100% = 75%

Δ **100 - 75 = 25%**

See Figure 20.5 'Grading and quality graph. Live dialogue", where on the horizontal axis is a grading system from "two" to "five" points.

Figure 3.27. Grade and quality graph. **Lively dialogue**

I. EG$_{\text{нач.}}$ (12/12) x 100% = 100%

KG - (10/12) x 100% = 83.3%

II. EG =$_{\text{окон.}}$ (12/12) x 100% = 100%

KG = (6/12) x 100% = 50%

Δ 100 - 50 = 50%

Thus, the effectiveness of communicative competence in the EG$_{\text{оконч}}$ compared to the CG$_{\text{оконч}}$ was **33.4%** in speaking**, 25% in** reading**, 25%** in writing**, 25%** in listening and **25%** in the innovative technique "Live Dialogue". - **50%**

The use of the RLI teacher's website in practice has shown that the versatility of information and communication technology is now almost limitless in the competence-based approach.

A high level of validity, i.e. checking the consistency of the theoretical model created and the practical results obtained with the help of a measurement tool (questionnaire), was found when determining the meaningfulness (validity). The survey was administered to preparatory year students, but among different national groups. The validity of the research results is confirmed by the experiment period of 3 years, also by the use of a pedagogical site during the distance learning period, the presence of neutral conditions: age - student; preparatory course of higher education; motivation - desire to study in Russian higher education institution, the presence of technical means for learning, without which the learning process cannot take place. At the end of the course, the trainees acted as respondents to a survey aimed at identifying the effectiveness of using the interactive pedagogical site of a Russian language teacher. (See Appendix Questionnaire "Factors of Successful Learning of Russian as a Foreign Language"). To the question "What media tools are especially important for learning Russian?": slides, teacher's personal website, language laboratory recordings, auto-translator, films, tests, educational media platforms, social networks, game programmes - 70% of respondents indicated teacher's personal website. To the question "How would you rate the teaching tools on a scale of 1 to 9?" 80% of the respondents rated the teacher's website as a 7. It is important to note that 100% of respondents rated "communicating with the teacher personally" as a 9. When asked about the usefulness of the "Live Dialogue" section 100% of respondents answered "the section is useful for me". 90% expressed wishes for improvement of the site, suggesting specific rubrics and tasks, which indicates the interest and reflection of learners. The result, justified by qualitative validity, confirms the hypothesis of the research work about the effectiveness of using the pedagogical site as one of the main tools in teaching Russian as a foreign language from 70% to 100% if the stated conditions are met. The effectiveness of using the site was revealed by the formation of communicative competences (writing, speaking, reading and listening) in a distance form of teaching in a short period of time. In addition, the validity of the research result was proved by the content validity, where one of the important criteria is the degree of relevance, in this case the relevance of the material

on the site to the curriculum requirements and the needs of the learners. An important feature to be considered in the science of learning is the creativity of the teacher, which distinguishes pedagogical science from others.

The productivity of the site was noted in the extreme situation of the arrival of the group five months later than the others (students from Congo and Tanzania). In four months, the international students mastered elementary and basic levels of Russian as a foreign language and passed their exams successfully (Table 3.4)

Table 3.4. Students' test results after 4 months of study.

Student's surname	Input control, point	Grammar, point	Reading, point	Writing, point	Listening, point	Speaking, point
Akobo**	0	86	30	40	30	25
Ganghua**	0	81	30	31	30	28
Diangham **	0	80	30	34	28	28
Isaiah	0	84	30	40	30	31
Kiyama**	0	88	30	37	28	31
Ndong ***	0	95	30	40	30	27
Njalika*	0	87	30	37	30	30
Pangambok**	0	77	30	40	30	31
Enduma**	0	87	30	40	30	22

Note. ** Students from Tanzania. Started one month later than the rest of the group (3.5 months); ** students from Congo (4.5 months); *** student from Guinea (4.5 months).

The tests showed good results. *Grammar 100% - 100 points. Reading 100% - 30 points. Writing 100% - 40 points. Listening 100% - 30 points. Speaking 100% - 30 points*. During the 4 months of study, the learners went from "zero" knowledge to a "good" result. The programme was completed in the shortest time possible, the exams were passed well at the same time as the other groups, which was facilitated by the teacher's personal website.

Thus, when receiving a reference to an independent preparation of an assignment on *the text "Russian Federation"*:

1. Listen to and read the text "Russian Federation" on the website. 2. Make up questions about the text and send them back for verification. The students had the opportunity to complete the task at their own convenience, to prepare on their own, to listen to the audio recording of the text as many times as they wanted. For added convenience, the students were given a hard copy of the text.

The results of the assignment:

The students who followed the suggested algorithm did well and did well. For better and quicker learning, the translation of individual words and expressions was placed next to the text. The questions on the text were suggested to be sent through the feedback of the website, which accelerated the learning process. The quality of the completed tasks was achieved in an efficient way.

The results *of the dictation* with self-prepared audio preparation showed minor mistakes and typos, which differed sharply from the results of the dictation without proper preparation, and therefore were not productive in both the learning and psychological aspects.

Consider *working with a text* using "The First Astronaut" as an example.

The lesson deals with the text: exemplary reading by the teacher, vocabularies (new words used), reading of the text.

The homework involves listening to the text as many times as necessary, reading it and memorising new words. View a video on the topic, pictures.

Compose questions with verification via feedback. The teacher can, using the mobile app, correct the mistakes made and forward them to the student.

This blended learning format offers continuity, which is important for learning a foreign language, quick correction of mistakes, audio-visualisation, and an individualised approach remotely.

The differentiated method

A complex text with a veiled meaning was offered to the Vietnamese group with different training. The task for the trainees was differentiated into three options:

1) listen to a recorded text and read (two students with poor preparation);

2) read the text without listening (four students with average training);

3) three students read without preparation.

The result with traditional classes. 1. Students with poor preparation who listened to the text read confidently with comprehension. 2. Students who read without assisted listening read with errors. 3. The rest didn't understand the text and made mistakes. So, preparation thanks to the IPS demonstrates good performance.

The use of the study site showed good results. On the learning aspect, the result is error-free reading with comprehension. Psychologically, the learner feels confident and is therefore in the mood for quality reading.

For each aspect, changes have been made empirically since the introduction of the pedagogical website.

1.The tasks should be duplicated in the mediator's language. (In this regard, all tasks where no translation was available had to be corrected. In Uzbekistan, for example, the Uzbek language was added to some materials, which is an important aid in explaining a new topic).

2.The tasks should be written in an accessible language. (When the assignment is posted on the website it is necessary to double translate it in the translator, if the assignment is in the learner's native language).

3. It is compulsory to have the accent in the texts.

4. From the beginning of the training, the criteria must be met, and the trainee must be reminded of them in any form and at regular intervals. (Clear fulfilment of the criteria leads to quality performance of the task. For example, when creating a vocabulary in Uzbekistan, problems arose: 100% of the participants did not understand that if they did not fulfil some criteria, they could not get the desired grade. The winners were only those who, after consultation, were able to complete the tasks accurately.)

5. Films should be very short, no more than 5-7 minutes, and accompanied by subtitles.

6. The live dialogue suggested by the author of the study should last 2 - 2.5 minutes, the subtitles should correspond to the phrases, which should not be complicated.

7. After the advent of the word dubbing programme, it was decided not to record an exemplary reading to the text, but after a while we realised that dubbing was impossible on phones, and that it could not be exemplary.

When discussing the presented pedagogical website with colleagues, questions and suggestions were voiced.

For example.

Question: - Why is there no forum on the website for learners to communicate with each other?

Answer: - This is a pedagogical website, which is a multimedia tool for teachers. It is not an option for social communication. A forum is not acceptable.

Question: - Is the website very cluttered?

Answer: - The teacher, when offering training through the website, sends a link with a specific task. He is targeting this form of work. But the site is freely accessible, and those who want to visit it all over the world can do so, as evidenced by the Visitor Counter software.

Question: - Why is there no feedback section?

Answer: - When preparing a lesson, teachers usually do not collect feedback on their outline plan. The teacher conducts an analysis based on the learning outcomes and adjusts the stylistic design or content based on this.

Of course, the pedagogical conditions are primarily shaped by the educational institution, in the case of foreign students in the preparatory course dialogical education is closed to the Russian language teacher, so the digital learning environment is not only a pedagogical site. In a forced situation, the group was on distance learning from the very beginning of the course. There was no immersion in the linguistic-country study environment for the learners. Life circumstances with a professional approach accelerated the introduction of the digital environment into the educational process.

Assignment. Make a presentation of your favourite places in your city. This task was suggested after the presentation about St. Petersburg. Each student enjoyed talking about their favourite places.

Assignment. Make a video report about the place where you live. The student narrator should comment on what he/she has shown.

Task. Audio commentary on a visit to a shop, café, etc.

Similar assignments were offered to students in the group from different countries who were not able to come to study in Russia. The digital environment in which the teacher immersed the students simulated the situations offered by the topic.

When analysing the trainees' learning outcomes, we also used an activity-based criterion. For example, we found the following dynamics in the activity of the trainees using the interactive pedagogical website.

Table 3.5. Types of trainee activities and their success rate

Activities	Percentage of trainees who successfully completed the activity		
	1-2 months of training	3-4 months of training	5-6 months of training
Participation in goal-setting	12%	23%	42%
Creating your own content	22%	29%	40%
Preparing an essay in Russian	34%	46%	59%
Initiative in project activities	11%	24%	28%

For the reflexive criterion, the analysis was carried out with the self-confidence test (Spencer A. Rathus)

Table 3.6 Comparative results of the ascertaining and formative experiments based on the Spencer A. Rathus self-confidence test

Уровень уверенности респондента	Набранные баллы	Констатирующий эксперимент		Формирующий эксперимент	
Не уверен в себе	0-24	100	9,5 %	70	6,6 %
Скорее не уверен, чем уверен	25-48	210	20 %	150	14,3 %
Среднее значение уверенности	49-72	370	35,2 %	340	32,3 %
Уверен в себе	73-96	320	30,5 %	450	42,9 %
Слишком самоуверен	97-120	50	4,8 %	40	3,9 %
Итого (человек)		1050		1050	

Table 3.6 presents the overall results for all trainees during 2020-2023 as can be seen from the table, a positive trend in self-confidence characterises both the ability to reflect and to learn, additionally motivated by confidence.

Conclusions from chapter three

Two types of experiment were conducted for greater validity. The first one was a verification experiment, based on the principle of concomitant change. In our opinion, it was correct because the difficulties of the learners were taken into account and thus the possibility to adjust to each situation, introducing changes in the learning process. The second was a comparison of the two groups, one experimental and one control. Thanks to graphical calculations the results were obtained, which showed the effectiveness of communicative competence in the experimental group compared to the control group in speaking was 33.4%, in reading - 25%, in writing - 25%, in listening - 25%, in the innovative technique "Live dialogue" - 50%. On the basis of the experiments, it was concluded that:

1. the experiment of implementing a digital environment where future students from foreign countries study Russian has shown that it is necessary to create conditions for both teachers and learners. In order to do this, it is necessary to take into account the problems of the learners, to draw up or adjust a programme that will meet the needs of the learners.

2. The teacher should have the competencies to create a pedagogical environment where the digital environment is included in the learning process as a system. The teacher should be able to create a pedagogical site, with which all life situations can be simulated.

3. A pedagogical website model based on a pedagogical model and an appropriate style is proposed.

4. New techniques have been introduced: "Live Dialogue", "From Simple to Complex", project work "Learn Words Quickly" with joint compilation of a vocabulary of common words (French, English, Uzbek).

5. The pedagogical website has been pilot tested in Uzbekistan, where teachers can use this tool as an important integral aid in the classroom.

6. The advantages of the IPS over the main medium of instruction - the textbook - have been revealed, and it has been proved that the pedagogical website can and

should be one of the conditions in the digital educational environment at Russian universities, where future students from foreign countries are taught Russian.

7. Shortcomings were identified: lack of internet and technical equipment.

Conclusion

The following results were obtained in the dissertation study.

In the field of theory.

1. The scientific apparatus of pedagogy is supplemented with the clarified concept of communicative competence of learners in the context of foreign learners' acquisition of the Russian language. Thus, we have substantiated and proved that communicative competence is a motivated readiness of a learner to enter into a cultural dialogue with partners in network interaction included in the language practice of the educational environment of a Russian university.

2. For the first time, the concept of interactive pedagogical site consisting of a model with the most significant elements: goals, objectives, principles, technologies and functions, invariant and variant content has been developed. Such a site allows, firstly, a flexible choice of teaching forms, taking into account individual abilities of every student; secondly, it permits participation of an educational subject in goal-setting and self-organization of the language education content. Thirdly, the site is equipped with diagnostic tools, which allow for online correction of the interim results of Russian language teaching.

3. The set of pedagogical conditions for effective formation of communicative competences of foreign students in Russian-speaking environment is designed and tested; linguodidactic structural and functional model of Russian language teaching in the digital educational environment of a Russian university is developed, tested and implemented. The main pedagogical conditions are as follows: presentation of the content of language education in the digital form of a specially adapted open sign system that allows participation of all subjects of education in supplementing this content, designing the criteria for its selection, self-organization of listening experience of students; dialogical format of communication of subjects of education through an interactive teaching site, which allows students to partially participate in goal-setting, independent selection of teaching methods and forms of self-control

4. The criterion base for the process of communicative competence formation among foreign students in Russian university has been developed and tested. The main criteria are adapted to the conditions of learning in the digital educational environment of the university, equipped with diagnostic tools, revealing the effectiveness of learning on an operational basis, i.e. by correlating the results with numerical series, forming a "digital trace" of progressive dynamics of the student's personality development. We have identified cognitive, activity, value, reflexive criteria as the main ones.

In practice.

5. An algorithm for working with an interactive pedagogical website as the main tool in pedagogical technology was created, justified and implemented; new techniques, forms and methods of teaching the Russian language that allow for authorship in the linguistic culture of foreign students were developed and implemented.

6. It has been found that in order to be effective in developing communicative competences, it is necessary:

- to develop a motivated desire for equality of knowledge between the learner and the student;
- To teach based on the principles of modern didactics, open to co-creation in a networking format;
- To observe the principle of cultivating a positive result despite emerging situations of temporary failure;
- use proven digital portals as a means of networking;
- to transform training programmes to suit the digital capabilities of the university;
- to influence the state's interest in higher education reforms by its example.

7. The study of the concepts of communicative competence formation at the training stage in foreign students entering Russian universities should use the

principles of psycholinguistics developed by leading specialists A.R. Luria, N.A. Bernstein, L.S. Vygotsky, etc.

8. The difficulties related to the numerous variations in the forms of learning for different categories of learners have been identified and ways of solving them have been proposed by means of an interactive pedagogical site that allows the participation of the trainees themselves in the construction of their cultural development trajectory.

9. A comparative analysis of information resources in the field of RLI was carried out and it was concluded that multimedia capabilities have replaced visual aids, which have been relevant since the time of pedagogy.

10. It has been proven that in today's reality an interactive pedagogical website as a direct teacher's tool is able to become a structural and functional tool for:

- to collect, store, transmit, transform, analyse and apply information that is diverse in nature;

- accessibility in getting an education;

- Continuity of education and training;

- The development of person-centred learning, further and advanced education;

- expanding and improving the organisation of the educational process (virtual schools, laboratories, universities);

- to increase motivation in the educational process;

- The creation of a unified information and learning environment within the global community;

- the mobility of the learning process;

- improving the methodological and programme support for the educational process;

- opportunities for direct teacher-student, pupil-student and teacher-student interaction;

- the possibility of choosing an individual learning path;

- the development of the individual's creative abilities;

- The development of research activities, etc.

11. It has been revealed that an interactive pedagogical website can be used not only as a tool for modern language teaching, but also to create a unique criterion base that enhances the effectiveness of this teaching.

Through experimental work on the implementation of an interactive pedagogical website in a digital environment, it has been shown that it is necessary to create certain pedagogical conditions for both teachers and learners; to take into account learners' problems, to design or adjust a programme that will meet the educational needs of a particular audience of learners. In order to do this, teachers need to be able to create a pedagogical website and implement it in their teaching process.

12. New pedagogical methods for teaching foreign students were tested: "Live dialogue", "From simple to complex", a project work "Learning words fast" with the joint compilation of a vocabulary of common words (French, English, Uzbek), which is included in the website content and used for the effective vocabulary acquisition of words was carried out.

13. An experiment on the use of the website in Uzbekistan was conducted and it was found that so far this tool can be used as an important and indispensable assistant for teachers in the classroom. In this regard, shortcomings in the use of the interactive pedagogical website were identified: a lack of technical equipment and understanding of the concept of its use on the part of teachers.

Teaching Russian as a foreign language in a digital learning environment will be effective if

- take into account the problems of international students;

- to draw up a programme in relation to the interests of the educational institution;

- Update the criteria for each level of language learning in relation to multimedia opportunities.

Thus, the research has shown that the digital environment should be included in the pedagogical conditions during the period of formation of communicative competences of foreign students entering Russian universities. The leading role of

digitalization is shown, which is characterized by the first developed and described pedagogical model underlying the interactive pedagogical site, which has a free creative approach in its creation.

The author identified the main differences between the interactive pedagogical website and the educational website, which serves mainly as a catalogue and information piggy bank. In the analysis, the validity of the effectiveness of the site was 80%, and the innovative technique "Live Dialogue" 100%. 100%. This model of creating an interactive pedagogical site can be useful to all teachers of Russian as a foreign language.

Thus, we can conclude that the objectives of the study have been achieved, the hypothesis has been confirmed and the aim has been achieved.

Bibliography

1. Azimov, E.G. Methodology of organising distance learning in Russian as a foreign language. - Moscow: Russian language, 2006. - 150 c.

2. Azimov, E.G. The use of MOOCs (mass open online courses) in teaching Russian as a foreign language (achievements and prospects). - Vestnik (Herald) of Peoples' Friendship University of Russia. Series: Education Issues: Languages and Speciality. - 2014. - № 4 - C. 124-129.

3. Azimov E. G., Shchukin A. N. A new dictionary of methodological terms and concepts (theory and practice of language teaching). - Moscow: IKAR Publishing House, 2009. - 448 c.

4. Alisov E. A. To the problem of designing multimodal educational environment: search for methodological and technological foundations // Pedagogical education: challenges of the XXI century: collection of scientific papers of All-Russian scientific and practical conference in memory of Academician V. A. Slastenin (Novosibirsk, 26-27 September 2019) / Edited by E. V. Andrienko, L. P. Zhuykova. Ministry of Science and Higher Education of the Russian Federation. - Novosibirsk, Novosibirsk State Pedagogical University Publishing House. - 2019. - C. 30-34.

5. Aljalut K. V. Electronic linguodidactics in teaching Russian as a foreign language. - Bulletin of I. Yakovlev Chelyabinsk State Pedagogical University. - 2018. - № 2(98). - c. 141.

6. Andersen B., Brink K. Multimedia in Education: A Specialised Training Course. - Moscow: Drofa, 2007. - 290 c.

7. Andreev V. I. Pedagogy of Higher Education. New course - Moscow: Moscow International Institute of Econometrics, Informatics, Finance and Law, 2002. - 264 c.

8. *Amosov N. M.* Modelling of information and programmes in complex systems / N. M. Amosov // Problems of Philosophy. - 1963. - №12. - C. 5-9.

9. *Andrienko E. V.* Psycho-pedagogical bases of forming professional maturity of a teacher / E. V. Andrienko. - Moscow; Novosibirsk: NSPU, 2002. - 266 c.

10. *Andrienko E. V.* Pedagogical professionalism in the theory and practice of modern education // Pedagogical education: history of formation and development vectors. materials of the international scientific-practical conference dedicated to the 100th anniversary of the opening of the Faculty of Education at the 2nd Moscow State University. - Moscow, 2022. - C. 128-134.

11. *Babansky Y. K.* Introduction to Scientific Research in Pedagogy / Y. K. Babansky, V. I. Zhuravlev. - Moscow: Prosveshcheniye, 1988. - 238 c.

12. *Babansky Y. K.* Optimization of the learning process (General didactic aspect) / Y. K. Babansky. - Moscow: Pedagogy, 1977. - 256 c.

13. *Baidenko V. I.* Competency-based approach to designing state educational standards of higher professional education (methodological and methodological issues): Methodological Handbook / V. I. Baidenko. - Moscow: Research Center for Quality Problems of Specialists' Training, 2005. - 114 c.

14. Baiguzhin P. A., Shibkova D. Z., Aizman R. I. Factors affecting psychophysiological processes of information perception under conditions of informatization of educational environment // Science for Education Today. 2019. T. 9. № 5. C. 48-70. DOI: 10.15293/2658-6762].

15. Bazarov T.Y., Erofeev A.K., Shmelev A.G. Collective definition of 'competence': an attempt to extract semantic trends from fuzzy expert knowledge. - Vestnik (Herald) of Moscow University. Series 14. Psychology, 1.87. - 2014. - 102 c.

16. Batyshev S. Y. Professional Pedagogy. Moscow: Association for Professional Education, 1999. - 904 c.

17. Belim S.V. Development of electronic educational environment of higher education institution / S.V. Belim, I.B. Larionov, Y.S. Rakitskiy //

Mathematical Structures and Modelling. - 2016. - № 4(40). - C. 122-132. - EDN XBSJSP.

18. Bernstein N. A. On agility and its development. - Moscow: Fizkultura i sport, 1991. - 228 c.

19. Bernstein N. A. The next problems of activity physiology // Problems of Cybernetics. vol. 6 - Moscow - 1961. - 138 c.

20. Bernstein N. A. The physiology of movement and activity. - Moscow: Nauka, 1990. - 494 c.

21. Bershadsky M. E. Didactic and psychological foundations of educational technology / M. E. Bershadsky, V. V. Guzeyev. - M.: Centre for Pedagogical Search. - 2003. - 256 c.

22. Bespalko, V. P. Parameters and criteria of diagnostic goal / V. P. Bespalko // School Technologies. - 2006. - №1. - C. 118-128.

23. Bespalko V. P., Tatur Y. G. System-Methodical Support of Educational Process of Specialist Training. - Moscow: Vyssh. shk. - 1989. - 144 c.

24. Bondarevskaya E. The theory and practice of personality-centered education [Text] / E. V. Bondarevskaya. - Rostov-on-Don: Russian State Pedagogical University, 2000. - 352 c.

25. Bolotov V. A. The competence model: from idea to educational programme / V. A. Bolotov, V. V. Serikov // Pedagogy. - 2003. - №10. - C. 8-12.

26. Butsik S. V. Information and **Communication** Technology **(ICT)** Development Programmes in Education in Singapore. - Open Education. - 2012. - №1 - c. 78-84.

27. Verbitsky A. A. Pedagogical technologies of contextual learning / A. A. Verbitsky. - M.: Znanie. - 1994. - C. 3-57.

28. Verjaev, A. A. Semiotic approach to education in information society / A. A. Verjaev // Author's thesis. D. in Pedagogical Sciences. - Barnaul. - 2000. - 38 c.

29. Verjaev A. A. Distributed professional training in information and educational environment / A. A. Verjaev, E. V. Dudysheva // Modernization

of professional and pedagogical education: trends, strategy, foreign experience: proceedings of international scientific conference / [edited by M. P. Tyrina, L. G. Kulikova]. - Barnaul: Altai State Pedagogical University. - 2017. - C. 39-42.

30. Verjaev A.A., Lazarenko I.R., Krajnik V.L., Kulikova L.G., Lopatkin V. M., Nikitina L. A., Breitigam E. K. et al. Modern Problems of Continuous Pedagogical Education. Collective monograph. Under the scientific editorship of A. A. Veryaev, I. R. Lazarenko. - Barnaul, 2018. - 317 c.

31. Vinogradskaya M.Y. Formation of Pedagogical Designing Skills in the Educational Process of Future Specialists in Professional Education: Ph. Pedagogical sciences. Kaluga, 2003. 173 c.

32. Vygotsky L. S. Pedagogical psychology / Ed. by V. V. V. Davydov. - M., 1991. - 374 c.

33. Vygotsky L. S. Psychology / L. S. Vygotsky. - Moscow: EXMO-Press, 2000. - 1008 c. (World of Psychology series).

34. Gabrakhmanova P. L., Bogatova E. N. The development of communicative competence in online RLI learning environment: opportunities and prospects. - Educational Technologies and Society. 2017 - №2 - c.329-345.

35. Gadamer H.-G. Truth and Method: Foundations of Philosophical Hermeneutics / H.-G. Gadamer // Translated from the German. General ed. and preface. Ed. by B.N. Bessonov. - M.: Progress, 1988. - 704 c.

36. Gamification in the context of perception and formation of perceptions of inequality and injustice: collective monograph / Y. A. Alyabysheva, E. E. Sartakova; Ed. by A. A. Veriaev. - Barnaul: Altai State Pedagogical University, 2022. - 212 c.

37. **Gileva K. V.** Dynamic Model of Personal Professional Success (on the Example of Military Personnel) / K. V. **Gileva, N. I. Aizman, E. N. Chokotov**, R. I. **Aizman** // Philosophy of Education. - 2020. - №3. VOL. 20 - P. 47-67.

38. Gordeeva T. O., Sychev O. A., Osin E. N. Intrinsic and extrinsic learning motivation of students: their sources and influence on psychological well-being. - Voprosy psychologii. - 2013.- № 1. - c.1-11.

39. GOST R 52653-2006 Information and Communication Technologies in Education. Terms and definitions [Electronic resource]

40. Grechko P. K. Communication and Communicativity: Distinction and Unity. - Values and meanings. - 2013 - №4 (26) - c. 26-37.

41. Dakhin A. N. N. Network personality in digital environment / V. I. Berkus, D. V. Grigoruk, A. N. Dakhin // Siberian Teacher. - 2022. - №6 (145). - C.82-87.

42. Dakhin A. N. N. Pedagogical modelling: essence, efficiency and... uncertainty / A. N. Dakhin // Pedagogica. - 2003. - № 4. - C. 21-26.

43. Dakhin A. N. N. Modeling competence of participants in open general education / Author's dissertation... doctor of pedagogical sciences. - Nizhny Novgorod. - 2012. - 45 c.

44. Diachenko V. K. New Didactics. Moscow: National Education, 2001. - 417 c.

45. The dissertation "Internet-technologies as a means of organizing independent work of technical university students: on the material of teaching foreign language. - dissertation. - SPb., 2006. - 265 c.

46. Zagvyazinsky V. I. I. Idea, Conception and Hypothesis of Pedagogical Research / V. I. Zagvyazinsky, A. F. Zakirova // Pedagogy. - 1997. - №2. - C.7-13.

47. Zagvyazinsky V. I. I. Methodology and Methods of Psychological-Pedagogical Research: Textbook for Students of Higher Education Institutions / V. I. Zagvyazinsky, R. Atakhanov. - M.: Academia Publishing Center, 2001. - 208 c.

48. Zaguzov, N. I. Preparation and Defence of Dissertations in Pedagogy: Scientific and Methodological Handbook / Ministry of General and Professional Education of the Russian Federation; Institute for Development

of Professional Education / N. I. Zaguzov. - 2nd edition, revised and supplemented. - M.: Publishing house Oreol-Line, 1998. - 192 c.

49. Zair-Bek, E. S. Fundamentals of Pedagogical Design / E. S. Zair-Bek. - SPb.: Nauka, 1995. - 233 c.

50. Zakharov K. P., Gulk K. P. Stages of formation of the method of sociologist Alexander Grigorievich Rivin. - Scientific and Technical Bulletins of St. Petersburg State Pedagogical University. Humanities and Social Sciences. - 2017. - Vol. 8, No. 1 - p.55-64.

51. Seeer E.F. Psychology of professional education: textbook for academic bachelor / E.F. Seeer. - 2nd ed. amended and supplemented. - M.: Publishing house Yurait, 2019. - 395 c. - (Series: Bachelor. Academic course).

52. Zinchenko, V. P. Affect and intellect in education / V. P. Zinchenko. - M.: Trivola, 1995. - C. 6-62.

53. Zinchenko V. P. Does the postulate of immediacy need to be overcome? // Voprosy psychologii. - 2009. - №2. - C. 3-20.

54. Zinchenko V. P. Activity. Knowledge. Spirituality / V. P. Zinchenko // Higher Education in Russia, 2003. - №5. - C.81-91.

55. Zimnyaya I. A. A. Socio-professional competence as an integral result of professional education (idealized model) / I. A. Zimnyaya // Problems of Education Quality. - M.: Research Center for Educational Quality Issues, 2005. - C. 34-44.

56. Ivanova A. M., Malygina E. B. Possibilities of using modern TEDTALKS media content in teaching English as a second foreign language. - Bulletin of Chelyabinsk State Pedagogical University. - 2017. - №3. - C.49-57.

57. Ilyin G. L. L. Innovations in Education [Text]: textbook / G.L. Ilyin. - M.: Prometheus, 2015. - 425 c.

58. Ilyin I. A. The Way of Spiritual Renewal [co-authored, preface, ed. O.A. Platonov] / I.A. Ilyin. - Moscow: Institute of Russian Civilization, 2011.

59. Informatics and ICT. Multimedia in Education: textbook / V.V. Andreev, N.V. Gerova, A.A. Moskvitina, O.M. Rogovaya; S.A. Yesenin RSU. - Ryazan, 2012. - 128 c.

60. Isaev E.I., Slobodchikov V.I. Psychology of Human Education: Becoming Subjectivity in Educational Processes: PTSU Press; Moscow; 2013.

61. Karmalova E. Yu., Hankeyeva A. A. Digital Renewal of Russian School: Information Bulletin / A. R. Goryainova, I. V. Dvoretskaya et al. - MOSCOW: NATIONAL RESEARCH UNIVERSITY HIGHER SCHOOL OF ECONOMICS, 2022. - 48 c. (Monitoring of Educational Economics; № 18 (35)). DOI:10.17323/978-5- 7598-2692-7 2.

62. Karmalova E. A., Hankeeva A. A. Entertainment: concept, specificity, research into the needs of its target audience // Bulletin of Chelyabinsk State University. - 2016. - No. 7 (389) Philological sciences. Iss. 101. - C. 64-71.

63. *Klimontovich, Y. L.* Introduction to Open Systems Physics / Y. L. Klimontovich // Soros Education Journal. - 1996. - №8. - C. 29-33.

64. *Comenius, J. A.* The Great Didactics. Selected Pedagogical Works / J. A. Comenius. - M.: Prosveshcheniye, 1955. - C. 100-241.

65. Kurinsky V. A. Autodidactics: Part One. - Moscow: Autodidact Cultural Training and Publishing Centre, 1994. - 396 c.

66. Kokh M. N. Methodology of Teaching in Higher Education: Textbook / M. N. Kokh, T. N. Peshkova. - Krasnodar: Kuban State Agrarian University, 2011. - 150 c.

67. Krutetsky V. A. A. Fundamentals of Educational Psychology. - Moscow: Nauka, 1972. - C. 238-246.

68. Leontiev A. A. Psycholinguistics. Nauka Publishing House. - Leningrad branch. - Leningrad. - 1967 г.

69. Lotman Y. M. M. People and signs. - SPb.: Art, 2010. - 290 c.

70. Lotman Yu. M. Semiosphere. - St. Petersburg: Art-SPB, 2000. - 704 c.

71. Luria A. R. Lectures in General Psychology - St. Petersburg: Peter, 2006. - 320 c.

72. Mayer B. O. Knowledge, skills, competences: an epistemological analysis // Science of education today. - 2019. T. 9. - №2. - C. 67-79.

73. Makarenko A. S. C. Pedagogical Works: In 8 vol. Vol.7. - M.: Pedagogy, 1986 - 320 p.

74. M. K. Mamardashvili. How I Understand Philosophy / M. K. Mamardashvili. - M.; 1992. - 369 c.

75. Manuilov, Y. S. The medium approach in education: Ph. ... doctoral candidate in pedagogy: 13.00.01 / Manuilov Yuri Stepanovich. - M., 1997. - 193 c.

76. Marchuk S.V. The concept of the Russian world in the formation of socio-cultural competence in foreign students / S.V. Marchuk // Samara Scientific Herald. - 2019. - T. 8. - № 1(26). - C. 277-281. - DOI 10.24411/2309-4370-2019-11311.

77. Marchuk S.V. Research of history of RLI teaching methodology - criterion of competence / S.V. Marchuk // International Postgraduate Bulletin. Russian language abroad. - 2019. - № 3. - C. 14-20.

78. Marchuk S. V. Educational website as an effective tool to improve the quality of education / S. V. Marchuk // Siberian Pedagogical Journal. - 2019. - № 5. - C. 42-52. - DOI 10.15293/1813-4718.1905.05.

79. Marchuk S. V. Using teacher's educational website for conscious approach to learning Russian as a foreign language / S. V. Marchuk // Open Education. - 2020. - T. 24. - № 5. - C. 18-28. - DOI 10.21686/1818-4243-2020-5-18-28.

80. Marchuk S. V. Description of experiment: effectiveness of interactive pedagogical website application by RCT teacher / S. V. Marchuk // Open Education. - 2023. - T. 27, № 1.– C. 61-76. - DOI 10.21686/1818-4243-2023-1-61-76. - EDN XRYFLA

81. Marchuk S. V. Problems in the interaction of scientific and practical pedagogy: preparatory stage of teaching Russian as a foreign language // Siberian Pedagogical Journal. – 2023. – № 4. – C. 126-136. DOI: 10.15293/1813-4718.2304.12

82. Marchuk S. V. Research on the History of RLI Teaching Methodology - a Competence Criterion / S. V. Marchuk // Hypothesis. - 2019. - № 1(6). - C. 76-85.

83. Marchuk S.V. Information and communication technologies: personal teacher's website / S.V. Marchuk, E.N. Ponomareva // Education as a factor in the development of intellectual and moral potential of the individual and modern society: Proceedings of the IX International Scientific Conference, Saint Petersburg, 07-08 November 2019 / Editor in Chief M.I. Morozova. - St. Petersburg: Leningrad State University named after A.S. Pushkin. A.S. Pushkin Leningrad State University, 2019. - C. 74-79.

84. Marchuk S. V. Teaching Uzbek schoolchildren Russian as a foreign language with the help of teacher's training website / S. V. Marchuk // XXV Jubilee Tsarskoselskie readings : Materials of the international scientific conference, St. Petersburg, 20-21 April 2021 / Edited by S. G. Eremeev. - St. Petersburg: Leningrad State University named after A.S. Pushkin, 2021. - C. 394-396.

85. Marchuk S.V. Criteria for the formation of speech competences in the digital environment in foreigners at the preparatory stage of the study of Russian language. // Russian language as a foreign language: Modern approaches and technologies in teaching: Proceedings of the III interuniversity scientific-practical conference. November 29, 2022 / Ed. by N. V. Volochai, S. V. Fadeev, I. M. Chipan. - St. Petersburg: All-Union Naval Academy, 2022. - 166 c.

86. Makhotin D. A. A., Lesin S. M. Technical and multimedia teaching tools in the educational process. - Pedagogical workshop. All for the teacher. - 2015. - № 12 (48).

87. Methodology / Edited by Leontiev A.A., Koroleva T.A. 3rd ed. - Moscow: Russian language, 1982. - 112 c. (To the Foreign Teacher of the Russian Language).

88. Methods of systemic pedagogical research: textbook edited by N. V. Kuzmina. - L.: LGO, 1980. - 171 c.

89. Mironenko E. C. Digital Educational Environment: Concept and Structure / E. S. Mironenko // Social Space. - 2019. - № 4(21). - C. 6.

90. Mosienko L. V. TED lectures as a factor to increase communicative motivation in learning a foreign language. - Modern problems of science and education. - 2018 - №5 - 128 с.

91. Mudrik A.V. Social pedagogy: Textbook for students of pedagogical universities / Edited by V.A. Slastenin. - M.: Publishing Center "Academy", 2000. - 200 с.

92. Mudrik, A. V. Communication in the process of education. Textbook / A. V. Mudrik. - Moscow: Pedagogical Society of Russia, 2001. - 320 с.

93. Mudrik A. V. Social-pedagogical problems of socialization [Text] : monograph / A. V. Mudrik ; Ministry of Education and Science of the Russian Federation, Federal State Budgetary Educational Institution of Higher Education "Moscow Pedagogical State University". - Moscow: Moscow State Pedagogical University, 2016. - 247 с.

94. Mudrik A. V. Sociocultural Challenges of Modern Russian School at Macro Level // Siberian Pedagogical Journal. - 2016. - № 1. - С. 117-124.

95. Mukushev B. A. Synergetics in the Education System // Education and Science. - 2008. - №3(51). - С. 105-110.

96. Nikolenko E. Y., Martynova M. A. Modern Russian language textbooks: an experience of analysis. - Journal of Institute for Russian Studies. Chungbuk National University. International Journal (South Korea). - 2016. - № 12.- С.107-133].

97. Inosov N. S. On the content of the concept of unprepared speech and the classification of exercises aimed at its development. - Foreign Languages at School. - 1968. - № 3.

98. Common European Framework of Reference for Languages: Learning, Teaching, Assessment: Monograph (Council of Europe, French and English versions) - Moscow: Moscow State Linguistic University (Russian version), 2003. - 259 с.

99. The educational environment of the school as a factor of students' mental development / edited by V. V. Rubtsov, N. I. Polivanova. V. Rubtsov, N. I. Polivanova. - Moscow - Obninsk: IG-Sotsin, 2007. - 288 c.

100. Ovchinnikov A. V. On classification of competences / A. V. Ovchinnikov // Organizational Psychology. - 2014. - T. 4. - № 4. - C. 145-153.

101. Ovchinnikova E. V. Organization of management of the learning process in higher education: textbook. - St. Petersburg: Leningrad State University named after A. S. Pushkin, 2019. - 80 c.

102. Ochirova I. N. The role of multimedia in teaching Russian as a foreign language. - Ecology of Language and Communicative Practice. - 2017. - № 2. - C. 150-155.

103. Paul G. Principles of the History of Language. - Moscow: Nauka, 1960. - 499 c.

104. Passov E. I., Kuzovleva N. E. Fundamentals of communicative theory and technology of foreign language education. Methodological handbook for teachers of Russian as a foreign language. - Moscow: Russian language. Courses, 2010. - 568 c.

105. Pashchenko O. I. I. Information Technologies in Education: Textbook. - Nizhnevartovsk: Publishing house of Nizhnevart. state university, 2013. - 227 c.

106. Podlinyaev O.L., Shisharina N.V., Romm T.A. Humanitarian expertise as a component of hygienic assessment of innovative pedagogical technologies // Modern Scientist. - 2020. - № 3. - C. 109-114.

107. Polat E. S. To the problem of determining the effectiveness of distance learning // Open Education. 2005. № 3. C. 71-77.

108. Polonsky V. M. M. Dictionary of Education and Pedagogy / V.M. Polonsky. - M.: Vyssh. shk. - 2004. - 512 c.

109.   Popova T. I. Criteria for assessing the oral speech of foreign students in Russian language in the modular organization of training (levels B2-C1) / T. I. Popova // The World of Russian Word. - 2016. - № 1. - C. 99-102.

110.   Order of the Ministry of Education and Science of the Russian Federation of 1 April 2014 No 255 "On Approval of Russian as a Foreign Language Proficiency Levels and Requirements".

111.   Prudnikova T.A., Poskakalova T.A. Foreign experience of applying information and communication technologies to increase learning motivation Contemporary Foreign Psychology. - 2019. Vol. 8. no. 2. C. 67-82.

112.   Psychological Dictionary / edited by V.P. Zinchenko, B.G. Meshcheryakov. - M.: Astril: AST: The Guardian, 2007. - 479 p.: ill.

113.   Pushkaryov Y. V., Pushkaryova E. A. Virtualization of social communication in education: value bases of information development (review) // Science for Education Today. - 2020. - № 2. - C. 73-90. DOI: http://dx.doi.org/10.15293/2658-6762.2002.05.

114.   Pyrsky A.M. Scientific-practical bases of development and implementation of integrative system of pedagogical technologies in higher military education institution: dissertation ... D. in pedagogical sciences. - SPb., 1999. - 378 c.

115.   Rodionova I. A. Personal website of a teacher as one of the conditions of successful pedagogical activity // Modern Pedagogy. - 2017. - № 5.

116.   *Rogers, C. R.* A look at psychotherapy. Becoming a Person. - Moscow: Progress Publishing Group, Universe, 1994. - 480 c.

117.   Romm T. A., Romm M. V. Network horizons of the theory of educational systems // Domestic and foreign pedagogy. - 2018. - № 4 (52). - C. 54-66.

118.   Rukina N. A. Information and Communication Technologies: Background and Contemporary Issues. - Vestnik (Herald) of Moscow University. Series 18. Sociology and political science. - 2013. - №4 - C. 187-195.

119.   Rusetskaya M. N. N. Educational cyberspace: new opportunities for learning Russian / M.N. Rusetskaya // Russian language abroad. - 2015. - № 3(250). - С. 6-10.

120.   Sorokin P. A. Social mobility / Pitirim Sorokin; [translated from English by M.V. Sokolova]. - M.: Academia: LVS, 2005. - XX. - 588 c.

121.   Sossur F. de. Works on Linguistics / A Course in General Linguistics. - Moscow: Nauka, 1977. - 320 c.

122.   Tolstoy L.N. Collected Works. In 22 vols.-To.16.-Publicistic works. - 1855-1886. - Moscow: Khudozhestvennyi. Lit. 1983. - 447c.

123.   Tryapelnikov A. V. Digital format in teaching rki: new concepts and terms of computer linguodidactics / A. V. Tryapelnikov // Russian language abroad. - 2012. - № 1(230). - С. 46-51

124.   Ulanovskaya I. M. On the problems of pre-school children's entry into the school environment. M. On the problems of pre-school children's entry into the educational environment of school // Psychological Science and Education. - 2010. - № 3. - С. 116-123.

125.   Ukhtomsky A. A. Dominant. Articles from different years. 1887-1939. - St.-Petersburg: Peter, 2002. - 448 c.

126.   Fadeev S. V. Teaching foreigners Russian vocabulary for reading texts at the initial stage using a computer: abstract of the dissertation ... Candidate of pedagogical sciences: 13.00.02 / St. Petersburg State University. - St. Petersburg, 1992. - 16 c.

127.   Philosophical Dictionary / Edited by Frolov I.T. - Moscow: Respublika, 2001. - 719 c. (7th edition, revised and enlarged).

128.   *Heidegger, M.* Time and Being: Articles and Speeches: Translated from the German. / Martin Heidegger. - M.: The Republic, 1993. - 447 c. (Twentieth Century Thinkers).

129.   *Haken, H.* Synergetics. Hierarchies of Instability in Self-Organizing Systems and Devices / Herman Haken / Ed. by Y. L. Klimontovich. - Moscow: Mir. 1985. - 419 c.

130.   Chomsky N. Language and Thinking. - Moscow: Moscow University Press, 1972. - 126 c.

131.   Harari Yuval Noah. 21 Lessons for the 21st Century. - Moscow: Sindbad, 2019. - 440 c.

132.   Khutorskoy A. V. What are the learning outcomes? How teachers understand them. [Electronic resource] // A. V. Khutorskoy. Personal site - Chronicle of being; 04.10.2016. - http://khutorskoy.ru/be/2016/1004/

133.   Khutorskoy A. V. Seven Mistakes of Distance Education Management // Narodnoe Obrazovanie. - 2020. - № 2. - C. 141-144.

134.   Khutorskoy A. Competence as a didactic concept: content, structure and construction models. // The competence of students in the context of competence approach: Intercollegiate collection of scientific works / Ed. by A. A. Orlov. - Tolstoy State Pedagogical Univ. of Tula, 2008. - Vol. 1. - C. 117-130.

135.   Shalaev I. K. K. From educational environments to educational space: the concept, formation, properties / I. K. Shalaev, A. A. Verjaev // Pedagog: science, technology, practice. - 1998. - №1. - C. 3-12.

136.   Shchedrovitsky G. P. On Possible Directions for the Study of "Speech Activity". - Moscow: Nauka. - 1966. - 320 c.

137.   Shchemeleva O.V., Zhukova O.V., Shelepin Y.E., Moiseenko G.A., Vasiliev P.P. Electrophysiological indicators of brain activity during verbal and nonverbal interaction of interlocutors. - Human Physiology. - 2019. - Vol. 45, No. 6, pp. 16-26.

138.   Shulga I. I., Muratbaeva G. A., Andrienko E. The implementation of educational technologies in professional training of university students as a change of sign systems // Bulletin of Novosibirsk State Pedagogical University. - 2015. - №6 (28). - C. 88-109. DOI: 10.15293/2226-3365.1506.10.

139. Shchukin A. N. Methodology of Teaching Foreign Languages: Textbook for Students of Higher Education Institutions / A. N. Shchukin, G. M. Frolova. - M.: Publishing centre. Academy. 2015. - 288 c.

140. *Elkonin D. B. B.* Selected Psychological Works / D. B. Elkonin. - Moscow: International Pedagogical Academy, 1995. - 224 c.

141. *Erdniev P. M. M.* Teaching Mathematics at School / P. M. Erdniev. - M.: Prosveshcheniye, 1978. - 260 c.

142. *Erdniev P.* The enlargement of didactic units in teaching mathematics / P. Erdniev, B. Erdniev. - Moscow: Prosveshcheniye, 1986. - 210 c.

143. Erikson E. H. Identity and the life cycle. - Moscow: Nauka, 1996. - 310 c.

144. *Ashby W. R.* General systems theory / W. R. Ashby. R. Ashby. - Moscow: Foreign Literature Publishers, 1966. - 432 c.

145. *Yudin V. V.* Technological design of pedagogical process / V. V. Yudin // Author's thesis... Dr. of pedagogical sciences - M., 2009. - 46 c.

146. *Jung K. G.* Psychological types / K. G. Jung. - S.-Peterburg: Juventa, 1995. - 640 c.

147. *Yamburg, E. A.* School for All: The Adaptive Model. (Theoretical Foundations and Practical Implementation) / E. A. Yamburg. - Moscow: Novaya shkola, 1996. - 352 c.

148. *Yamburg E. A. A.* Theoretical Foundations and Practical Implementation of the Adaptive School Model / E. A. Yamburg // Author's dissertation... doctor of pedagogical sciences. - M., 1997. - 35 c.

149. *Yamburg E. A. A. There is* something false in focusing solely on pedagogy of joy. Cultural-historical pedagogy: a holistic view on the quality of education / E. A. Yamburg // Uchitelskaya Gazeta. -

150. *Yakimanskaya I. S. S.* Personally-oriented learning in a modern school / I. S. Yakimanskaya. - Moscow: September, 1996. - 110 c.

151.   Yakovlev B. P., Chistova L. S. Theoretical analysis of communicative and communicative competence // Advances of Modern Natural Science. - 2009. - № 6. - C. 80-83.].

152.   Yasvin V. A. A. Instrumental expertise in the process of pedagogical design of school environment: Ph: 13.00.01 Yasvin Vitold Albertovich; Moscow. "Moscow City Pedagogical University". - 2019 - 471 c.

153.   Boyatzis, R.E. (1982). The competent manager: a model for effective performance. New York: Wiley.

154.   Ellis, R. (1996). Understanding Second Language Acquisition. Oxford: Oxford University Press.

155.   Geoffrey Petty. Evidence-Based Teaching: A practical approach / Second Edition, 2009. Publisher: Nelson Thornes. - pp. 378.

156.   McClelland D.C. Testing for Competence Rather Than for 'Intelligence' // Am. Psychol. - 1973. - Vol. 28. Jan. - P. 1-14.

157.   Lombardo M. M., Eichinger R. W. (2004). FYI For Your Improvement. A Guide for Development and Coaching. Lominger Ltd.

158.   Spencer L.M., Spencer S.M. (1993). Competence at Work: Models for Superior Performance, John Wiley & Sons, Inc.

159.   Sociolinguistics. Selected Readings. Harmondsworth: Penguin, pp. 269-293. (Part 1).

160.   Fastrez Pierre, De Smedt Thierry. Les compétences en littératiemédiatique. De la définition aux nouveaux enjeuxéducatifs // Mediadoc. - 2013. - Vol. 1, № 11. - P. 2-8.

161.   Philippe Féréol. Pédagogie du numérique en anglais L2 dans l'enseignement secondaire professionnel: reconstruire, remotiver, remédier. // Thèse de doctorat en linguistique et didactique de l'Anglais Linguistique. Université Michel de Montaigne - Bordeaux III. 201. p. 220.

162.   Stern, H. H. (1983). Fundamental Concepts of Language Teaching. Oxford, England: Oxford University Press. p. 582

APPLICATIONS

"Instructions for the test" example on how to complete the test "Vocabulary. Grammar" "Speaking", "Reading"Test instructions

Test run time: 40 minutes.

The test consists of 80 questions.

Write your first and last name on the matrix sheet.

Choose the correct answer and mark the correct letter in the matrix.

Only one answer can be correct.

For example:

(A)

AB IN

(And the correct answer).

-

(B) C

If you made a mistake and want to correct the mistake, do this: (A - mistake, B - correct answer).

Do not use a dictionary while taking the test.

Do not use a dictionary while taking the test.

Model test in Russian as a foreign language • TORFL-1

Subtest 5. SPEAKING
Instructions for performing the test

The test run time is 60 minutes.

The test consists of 4 tasks (13 positions).

When completing tasks 3 and 4 of the test, you can use a dictionary.

Your answers are recorded on tape.

Instructions for completing task 1
(positions 1-5)

The task execution time is up to 5 minutes.

The task is performed without prior preparation.

You need to take part in the dialogues. You listen to the test teacher's remark and give a response. If you do not have time to give an answer, do not [delay, listen to the next remark.

Remember that you must give a complete answer (yes, no, don't know answers are not complete).

Task 1 (positions 1-5). Take part in the dialogues. Respond to the interlocutor's remarks.

"Test procedure". Recommendations.

4.3. Test procedure

The test run time is 60 minutes. The execution time of each individual task is not regulated.

When completing the tasks of the test, the test-taker can use a dictionary. The texts and materials of the tasks remain with the test-taker until the end of the work. The test taker can return to completed tasks and make changes to them during the entire time allotted for the test.

The form of assignments. Task 1 is a short written version of the presented text expressing your attitude. Task 2 - a written monologue statement on a given topic (volume of at least 20 sentences).

4.4. Processing test results

Processing and evaluation of test results, where control is carried out on the basis of tasks with freely constructed answers, is carried out on the basis of an expert assessment of written works by the examinee. When evaluating the results, difficulty coefficients are introduced, reflecting the complexity of solving the set communicative task. The tester checks the written work of the test takers and fills in the peer review checklists.

Indicators taken into account when assessing the level of skills and reproductions of the read text:

1) the adequacy of the text created by the subject of the goal formulatedin the task;
2) completeness of the choice of target (requested) information;
3) the correspondence of the information of the text created by the tested person to the information tions of the source text;
4) coherence of presentation;
5) possession of language and speech material, lexical and grammatical correctness of speech;
6) brief transmission of basic information without verbatim cheating large chunks of text.

Indicators taken into account when assessing the level of proficiency in the skills and abilities of producing a read text:

1) the adequacy of the text created by the test subject to the goal formulated in the task;
2) the correspondence of the number of semantic units of the text created by the tested person to the given amount of content and the required number of sentences (a complex sentence is evaluated as 2 sentences);
3) completeness (expansion) of the disclosure of a given topic;
4) consistency and coherence of the presentation of information;
5) possession of linguistic and speech material, lexical and grammatical correctness of speech, freedom in the use of linguistic means.

Model test in Russian as a foreign language • TORFL-1
When evaluating the results of testing, 2 levels are distinguished:
satisfactory and unsatisfactory. In this case, points are distributed
as follows:
Subtest
Points
| Satisfactorily
Vocabulary. Grammar
109-165 (66%-100%)
unsatisfactory
less than 109 (less than 66%)
Reading
92-140(66%-100%)
less than 92 (less than 66%)
listening
79-120(66%-100%)
less than 79 (less than 66%)
Letter
53-80(66%-100%)
less than 53 (less than 66%)
speaking
112-170 (66%-100%)
less than 112 (less than 66%)
A testee who has shown the following results is considered to have successfully
completed the test: a satisfactory level for the entire test is 446,675
points (at least 66% of the cost of the test). However, one out of five
subtests omit the result of 60%:
Vocabulary. Grammar: 60%= 99 points.
Reading: 60% = 84 points.
Listening: 60%=48 points.
Writing: 60% = 72 points.
Speaking: 60% = 102 points.
Upon successful completion of the test, the testee is issued a
Certificate. A testee who receives an unsatisfactory result in any
subtest is issued a certificate. The results of the test are valid for
two years, during which the test taker can be retested on a subtest
performed unsatisfactorily. The remaining components of the test
are counted according to the results of the previous test.

"Writing test assessment criteria. Speaking
LETTER Peer Review
Checklist
The maximum number of points is 80.
First Name Last Name
A country
_Date
Exercise 1.
CRITERIA FOR EVALUATION
40 points
1. The adequacy of the text created by the test subject to
the goal set in the task.
2. Completeness of information presentation of the source text (-5
points for omission of an informatively significant fragment of the
text, -2 points for omission of an important semantic detail).
3. Accuracy of information transmission of the source text (-5
points for a significant distortion, -2 points for the distortion of
an important semantic detail).
4. Logic and coherence of presentation of information (-2
points for each violation).
5. Communicatively significant mistakes (-2 points for
each).
6. Communicatively insignificant errors (-0.5 points
for each).
7. Verbatim copying of a large fragment of the test (-3
points for each fragment).
Total:
Reward points (plus points) for completing the task 1:1
8. Completeness and unfolding of the statement (up to +3 points).
9. Elements of independence in the use of language
means (up to +3 points).
Total:
Overall assessment for task 1:
The maximum cost of the job.40 points.

Standard test in Russian as a foreign language - TORFL-1
SPEAKING Peer Review Checklist
Maximum Points – 170.

Name Last Name_____ A country _____ Date

Tasks 1, 2.

CRITERIA FOR EVALUATION

Task 1 25points

5x5 = 25 points

positions

Task 2 30 points

5x6 = 30 points

positions

1. Adequacy of the solution of the communicative task.

2. Violation of the norms of speech etiquette (-0.5 points for each case).

3. Communicatively significant error (-1point for each).

4. Communicatively insignificant lexical and grammatical error (-0.5 for each).

5. Gross violations of phonetic and intonational norms at the non-phonemic level (up to -2 points for tasks 1.2).

Total:

Reward points (plus points) for completing tasks 1, 2:

6. The most complete use of speech etiquette (+ 1 point).

7. Expanded statement (+ 1 point).

Total:

Overall assessment for tasks 1, 2:

Note: if the solution to the main communicative task is inadequate, the answer is not evaluated (the cost of one position (one dialogue) is deducted - 5 (6) points). In case of partial inadequacy (incomplete answer), 50% of the cost of the task is removed.

"Ticket with criteria: speaking, reading

TICKET №3

1. A story on the topic "My day".

Conditions: "5" points

- the story must be coherent;
- no grammatical errors;
- 25 sentence, but not - 20:
-9;10; 11 classes use complex sentences.

"4" points

- the story must be coherent;
- 2-4 mistakes are possible;
- > 20 offer but not < 25

2. Read the text.

I study Russian

I am Uzbek and Junior is French. I know Uzbek well, and Junior speaks French well. Now we live and study in Russia in the city of St. Petersburg. We are studying Russian. Every day we read, write and speak Russian. Our teacher Svetlana Vladimirovna checks our homework and corrects our mistakes. I have mistakes, Junior has less. Every
evening I learn words, do exercises, answer questions. Our lessons are very interesting and funny. Now the teacher often says: "Well done!"

Questions: What are they studying? Where do they study? Who makes more mistakes?

Conditions:

«5» points

- read at an average pace, in whole
words; - avoid phonetic errors (1 is possible);
- answer 2-3 questions on the text.

«4» points

- read at an average pace, in whole words;
- you can make 2-4 phonetic mistakes:
- answer 1-2 questions on the text.

APPENDIX
Subtest "Writing"

Option 1

SUBTEST 2. WRITING

Instructions for the subtest

The time for the subtest is 50 minutes.

The letter should contain at least 18 to 20 sentences.

You can use a dictionary when doing the test.

Assignment. You have met a new friend in Russia. Now you are on holiday, you have gone home. Write a letter to your friend in Russia. Tell them about your city.

Write:

- what is the name of your town;

- where it is located;

- how many people live in it;

- whether there are universities or institutes in your city;

- what sights there are in your town;

- where you can rest in your town;

- how you usually spend your free time;

- why you like (dislike) your city.

Ask your friend about his/her hometown (at least 5 questions).

1. Purpose of the test

The aim of the text is to test the level of speech skills and abilities needed to record information in writing, and the ability to present some information in writing according to the communicative setting.

The testing process checks

1) The appropriateness of the test taker's speech behaviour for a specific communicative task - the ability to construct a written monological statement on a given topic;

2) The language and speech skills required for written communication within the scope of the topics of the information-themed minimum, the scope of which is defined in the Standard for the basic level of proficiency in the RLI.

2. Structure and content of the test. Characteristics

of the material being presented

The test contains one task. The aim is to check the ability to construct a written monological statement on a given topic of a given length and with the support of a verbal description of the situation.

The topic is introduced, aspects of the topic are outlined in accordance with the communicative intent, and the scope of the statement is indicated.

3. Test procedure

The test time is 50 minutes.

The test taker may use a vocabulary while taking the test.

The test taker retains the task material until the end of the test.

The person being tested can make changes to them throughout the time allocated to the test.

The assignment is a written monologue on a given topic (at least 18-20 sentences).

4. processing of test results

The processing and evaluation of test results, where control is based on tasks with freely constructed answers, is based on expert evaluation of test takers' written work. Difficulty coefficients reflecting the difficulty of solving a given communicative task are introduced when evaluating the results. The test taker checks the written work of the test takers and fills in the peer review checklists.

Indicators taken into account when assessing the level of proficiency in the skills and abilities of the produced written expression:

1) The adequacy of the text created by the test taker to the purpose stated in the task;

2) the number of meaning units of the text created by the test taker corresponds to the given volume of content and the required number of sentences (a complex sentence is evaluated as 2 sentences);

3) the completeness of the topic;

4) logical and coherent presentation of information;

5) mastery of language and speech material, lexical and grammatical correctness of speech, freedom in the use of linguistic means.

Peer review checklist

EVALUATION CRITERIA 100 points

1. the adequacy of the text produced by the test taker for the purpose of the task.

2. Correspondence with the volume of the statement (- 2 points for missing an information unit, no answer to a question).

3. logic and coherence of presentation (- 5 points for each violation).

4. Communicatively meaningful mistakes (- 5 points each).

5. Communicatively insignificant errors (- 1 point each).

Total: Incentive points (plus points) for completing the task:

6. Completeness and comprehensiveness of the statement (up to + 7 points).

Elements of independence in the use of language (up to + 7 points).

Total: Total grade for the assignment:

Note to the peer review checklist:

1. If the main communicative task is inadequate, the response is not assessed.

2. If the test taker fails to comply with the parameters specified in points 2, 3, 4 of the Expert Assessment Checklist (partial inadequacy), an appropriate number of points is deducted from the total value of the task (100 points).

3. Communicatively significant errors are lexical, grammatical and stylistic errors that affect the communicative task.

4 Errors related to the use of language material outside this level are not counted.

5. If the total number of mistakes made during the task exceeds 40 points, the task is not counted.

6. The total score of the assignment (including incentive points) must not exceed the value of the assignment - 100 points.

Two levels are distinguished in the assessment of test results:

satisfactory - at least 66% of the value of the subtest (at least 66 points);

unsatisfactory - less than 66% of the value of the subtest (less than 66 points).

Note:

This test can be used as material for the written Russian language exam at the pre-university preparation stage (winter session). The conversion of scores into grades is done as follows:

"excellent" - 90 - 100 points;

"good" - 79 - 89 points;

"satisfactory" - 66 - 78 points;

"unsatisfactory" - less than 66 points.

APPENDIX Speaking subtest

Option 1
SUBTEST 5. SPEAKING

Instructions for the whole subtest

The time for the subtest is 40 minutes.

The subtest has 4 tasks (12 items).

Instructions for task 1

The task is to be carried out without preparation. Remember that you must give a complete answer (answers of "yes", "no" or "don't know" are not complete).

Task 1 (positions 1 to 5). Take part in a dialogue. Respond to the other person's response.

1. - On which floor, in which room do you live in the dormitory?

- ...

2. - Are you a sports person? What role does sport play in your life?

- ...

3. - How often do you listen to music? Why?

- ...

4. - What do you like to read? Why?

- ...

5. - Why, for what purpose do you study Russian?

- ...

Instructions for task 2

The assignment is carried out without prior preparation.

You need to take part in five dialogues.

Assignment 2 (positions 6 - 10). Familiarise yourself with the situation. Start a dialogue.

6. You do not know how to get to the airport. Take advice from a friend.

7. You have arrived at the hotel. Explain to the receptionist which room you want.

8. You have come to a restaurant. Order dinner.

9. It is your friend's birthday today. Congratulate her.

10. Your friend invites you to go to a disco, but you don't want to go. Explain why.

Instructions for task 3

The time for the assignment is 25 minutes (15 minutes preparation, 10 minutes answer).

Assignment 3 (positions 11 - 12).

11. Read the text and tell it briefly.

Letter

Mikhail worked as an accountant. He was a short, overweight man with sparse hair and small eyes. He was in his fifties, but he had an unsportsmanlike figure and an unhappy face, so he seemed old. All his spare time Mikhail read the newspapers or watched the "Economic News" programme on TV. He had a wife, Elena. She was nothing like her husband. She was a tall, slender woman with expressive eyes and a friendly face. Elena had a cheerful nature and liked to joke around.

Michael and Helena used to holiday in the countryside every summer. They had a big, cosy house there and a park next to it, where there was a gazebo. Elena liked to daydream or read poetry in it. But Michael did not like to be in the gazebo, because he liked to sit in his room most of all.

One day Elena came into his room saying that the postman had brought fresh newspapers. Elena left to make dinner and suddenly Michael saw that there was an envelope in one of the papers. There was no address on the envelope. In the envelope was a note: "I love you. I need you! You are my happiness! Come to the gazebo in the park at 6 o'clock this evening. I'll be waiting for you there. I'm young, I'm beautiful. I think you'll like me."

Michael thought:

- I have been married for 25 years and suddenly this strange letter. Who wrote it? She writes that she loves me. But when did she have time to love me, if she hasn't met me, doesn't know what kind of person I am? She must be young and inexperienced if she can fall in love so quickly. But who is she?

Suddenly Michael remembered that he had seen a pretty girl in the shop yesterday. She had blonde hair and blue eyes. As they stood in line, the girl looked at him carefully a few times and then smiled.

After lunch, Michael sat in his room and thought again:

- This girl hopes that I will come. She loves me. It's strange... She's young and beautiful. But my wife loves me, too. And I'm not very old yet. I'm almost young. Why can't the beautiful stranger love me?

He started to get dressed. He put on a new suit, a white shirt, a fancy tie his wife had given him for his birthday.

- Where are you going? - Elena asked.

- I want to go for a walk for a while, I have a headache.

At 6 o'clock he left the house and went to the park. In the gazebo he saw a man. But it was not a beautiful girl, but a man. Mikhail saw Sasha - his wife's younger brother. Sasha was a postgraduate student and had come to their village for a little rest.

- Excuse me, Mikhail, but I want to be here alone. I'm thinking about my dissertation and you're in my way.

- You go inside, it's better to think, and I'll sit here, it's not so hot.

- No, I want to think in the gazebo," Sasha replied. - The dissertation is more important.

- Sasha, I'm asking you for once in your life: go away.

- I won't.

At that time they saw the figure of a woman near the entrance to the gazebo. But the woman immediately ran away. They could not even make out who it was. Mikhail said sadly:

- Sasha, you are no longer my friend.

- You've been very disturbing to me now too, I'll never forget it.

When they had dinner afterwards in the house, they did not talk or look at each other.

- What letter did you get this morning? - Michael was suddenly asked by his wife.

- Nothing," he replied.

- I know I did," she laughed. - It's the letter I wrote to you. I needed to mop the floor all over the house, but you and Sasha sit in your rooms all day. So I decided to write you this letter so that you would go away and not disturb me to do the cleaning. And so that you wouldn't be bored, I wrote such a letter to Sasha too. Sasha, were you in the gazebo?

Sasha smiled and looked at Michael, who was blushing.

12. Tell us what you think of the characters in this story and how the story could end.

Instructions for task 4

You are to prepare a story on a suggested topic (at least 12 to 15 sentences). Your aim is not to answer individual questions, but to compose your story. The questions will help make your stories bigger and more interesting.

The time for the task is 15 minutes (10 minutes preparation, 5 minutes answer).

You can use a dictionary to prepare the task.

Task 4.

Prepare a presentation on "Learning always comes in handy".

Questions:

1. Where did you study before?

2. What subjects did you study? What subjects did you like or dislike?

3. What year did you graduate from school?

4. Where are you studying now? What are you studying?

5. What foreign languages do you know? Where did you study them?

6. Why do you study Russian?

7. How many hours a day do you study Russian?

8. Can you give some advice on how to study the language better? What do you need to do to know the language better?

9. Where do you want to go (university, department)?

10. What do you want to be? Why did you choose this profession?

1. Purpose of the test

The aim of the test is to check the level of the speech skills and abilities required for oral (dialogical and monological) speech.

The testing process checks

1) the skills and abilities needed to communicate in the form of dialogic speech:

- The ability to understand what the other person is saying and determine their communicative intentions in a limited number of speech situations;

- The ability to respond appropriately to the interlocutor's remarks;

- The ability to initiate a dialogue and express their communicative intent in a limited number of situations;

2) the skills and abilities needed to communicate in the form of monological speech:

- The ability to independently produce coherent statements in accordance with the proposed topic and communicatively relevant attitude (volume: at least 10 sentences);

- The ability to make a monological statement of a reproductive type based on a read or listened to text of different formal and semantic structure and communicative orientation;

- The ability to express an attitude towards the facts, the events in the text, the actors and their actions.

2. Structure and content of the test. Characteristics of the material to be presented

The test consists of 4 questions (12 items).

Tasks 1 and 2 - checking the level of skills and abilities of dialogical speech. Tasks 3 and 4 - checking the level of skills and abilities of monological speech.

Task 1 (positions 1-5) tests the ability to maintain a dialogue according to the communication situation (give a response).

The test taker is presented with the opening lines of the dialogue (in audio form).

The number of initial lines is 5.

The number of times it is presented is 1.

Task 2 (positions 6 - 10) tests the ability to initiate dialogue in certain listening situations.

The test taker is presented with a verbal and written description of a speech situation. The description ends with a speech task which stimulates an initiative dialogue line to be spoken by the test taker.

The number of situations is 5.

The number of times it is presented is 1.

Assignment 3 (positions 11-12) tests the ability to make monological statements of a reproductive nature on the basis of the read text.

A written text and tasks are presented which are communicatively oriented to the test taker. Texts of different types can be used in the task: narrative, message as well as texts of mixed type. The texts are specially compiled or adapted, constructed on the basis of lexical and grammatical material corresponding to the basic level.

The text is between 600 and 625 words.

The number of unfamiliar words in the text is up to 1.5%.

After the test taker's presentation, the examiners ask several questions of a clarifying nature, clarifying the reason or motivation for the actions of the actors and the attitude of the test taker towards the reading.

Assignment 4 tests the ability to construct a monologue statement on a given topic according to the communicatively given frame of reference.

The test taker is presented with a topic and written questions on the topic, which are communicatively oriented for the test taker.

The test taker makes a presentation on the proposed topic, containing 12 - 15 sentences, and answers the examiners' questions.

3. Test procedure

The test has a running time of 40 minutes.

Assignments 1 and 2 are carried out without preparation. The time for completing the tasks is 10 minutes. All remarks of the test takers are recorded on tape for further analysis and peer review.

Time for assignment 3 is 25 minutes (15 minutes reading and writing, 10 minutes oral presentation and discussion with the examiners).

Time for assignment 4 - 15 minutes (10 minutes - preparation of a presentation on the proposed topic, 5 minutes - oral presentation and discussion with the examiners). All of the tester's messages and conversation are recorded on tape.

4. processing of test results

Processing and evaluation of the results of tasks with freely constructed answers is conducted on the basis of expert evaluation of the test taker's speech works and analysis of tape recordings of the test taker's remarks (items 1 - 10), monological messages and his statements during the conversation (items 11, 12 and item 4). Difficulty coefficients reflecting the difficulty of solving the communicative task are introduced when assessing the results of the examination. In the course of the examination and as a result of listening to the audio-recording the examiners fill in the expert evaluation check-sheets.

Only statements adequate to the communicative aim formulated in the task are checked and evaluated.

The indicators taken into account when assessing the level of skills and competences of dialogical speech are specified in the Expert Assessment Checklist (tasks 1, 2).

The indicators taken into account when assessing the level of proficiency in reading comprehension skills are shown on the Peer Review Checklist (task 3).

The indicators taken into account for the self-expression on the proposed topic are listed on the Expert Assessment Checklist (task 4).

GOVERNMENT
Peer review checklist
The maximum number of points is 170.

Name, surname _____ Date _____

Assignments 1, 2

Assessment Criteria Task 1 25 points 5 × 5 = 25 points Task 2 30 points 5 × 6 = 30 points Position

1. the adequacy of the communicative task.

2. Violation of speech etiquette (- 0.5 for each case).

3. Communicatively significant error (- 1 point each).

4. Communicatively insignificant lexical and grammatical errors (- 0.5 for each).

5. Gross violations of phonetic-intonation norms at the non-phonemic level (up to - 2 points for tasks 1, 2).

TOTAL:

Incentive points (plus points) for completing tasks 1, 2:

6. Maximum use of speech etiquette (+ 1 point).

7. Explanation of the statement (+ 1 point).

TOTAL:

Overall assessment for tasks 1, 2:

Note:

In case of inadequate solution of the main communicative task the answer is not evaluated: the value of one position (one dialogue) is deducted - 5 or 6 points. With partial inadequacy (incomplete answer) 50% of the task is deducted.

GOVERNMENT

Peer review checklist(continued)

Task 3.

EVALUATION CRITERIA 50 points

1. adequacy of the reproduction of the content of the read text.

2. accuracy in reproducing the information in the text (- 5 points for

for each distortion of information, - 2 points for distortion of an important semantic detail).

3. Completeness of text reproduction (- 5 points for missing an important semantic part, - 2 points for missing an important semantic detail).

4. Logical and coherent presentation (- 2 points for each

violation).

5. Communicatively meaningful mistakes (- 2 points each).

6. Communicatively insignificant errors (- 0.5 points each).

7. Gross violations of phonetic-intonation norms at the non-phonemic level (up to - 2 points per task).

8. Answers to questions when discussing the text (- 2 points if no answer).

TOTAL: Incentive points (plus points) for completing task 3:

9. Completeness and length of expression when discussing the text (up to + 5 points).

10. elements of independence in interpreting text content and using linguistic means (up to + 5 points).

TOTAL:

Total score for task 3:

Note:

Errors arising from the use of material outside this level will not be taken into account.

GOVERNMENT

Peer review checklist(continued)

Task 4.

EVALUATION CRITERIA 65 points

1. the adequacy of the communicative task.

2. Consistency of the statement with the proposed topic (from - 10 to - 30 points for each deviation from the topic).

3. Completeness of the statement (up to - 6 points for missing required information).

4. the length of the statement (up to - 10 points for the whole text, if the answer contains less than 12 - 15 sentences).

5. Logicality and coherence of presentation (- 2 points for each violation).

6. Communicatively meaningful mistakes (- 2 points each).

7. Communicatively insignificant errors (- 0.5 points each).

8. Gross violations of phonetic-intonation norms at the non-phonemic level (up to - 2 points per task).

TOTAL:

Incentive points (plus points) for completing task 4:

8. Completeness and comprehensiveness (up to + 5 points).

Elements of independence in the development of the topic and in the use of language (up to + 5 points).

TOTAL:

Total score for task 4:

TOTAL SCORE FOR THE SUBTEST

Note:

If the statement does not correspond to the proposed topic by 50% or more, 30 points will be deducted.

An incomplete message is defined as one that contains less than 12 phrases.

Two levels are distinguished in the assessment of test results:

satisfactory - at least 66% of the value of the subtest (at least 112 points);

unsatisfactory - less than 66% of the value of the subtest (less than 112 points).

Note:

The subtests "Listening", "Reading", "Speaking" can be used as material for the oral exam in Russian as a foreign language at the pre-university preparation stage (winter session). Students need to score at least 66% on each of the subtests (in exceptional cases, a score of 60% on one of the subtests is acceptable).

The conversion of scores to grades is done as follows:

"excellent" - 340 - 370 points;

"good" - 289 - 339 points;

"satisfactory" -238 - 288 points;

"unsatisfactory" - less than 238 points.

APPENDIX

Questionnaire "Factors for successful learning of Russian as a foreign language"

1.How do you rate your knowledge of Russian now? 你现在如何评估你的俄语知识？

- good level
- sufficient level
- low level

2.Rate the learning tools listed below from 1 to 9 which you think are more productive and interesting.

从1到9评估下面列出的学习工具，这些工具在您看来更有效和更有趣

(What do you think will help you learn Russian better) 你认为什么可以帮助你更好地学习俄语

- communicating with other listeners *与其他听众沟通

- communication with native Russian speakers *与母语为俄语的人沟通

- communicating with the teacher *与老师沟通

- self-study of the language *自学

- teacher's personal website as an intermediary -教师个人网站作为中介

- reading books in Russian -用俄语阅读书籍

- watching TV programmes, films in Russian *观看电视节目和电影在俄罗斯

- Using textbooks -使用教科书

- excursions and discussion of excursion experiences *短途旅行和讨论短途旅行的印象

3. What media tools do you think are particularly important for learning Russian. Specify from 1 to 9.

你认为什么媒体工具是学习俄语特别重要

1. slides 幻灯片放映

2. 电影 films

3. teacher's personal website 教师个人网站作为中介

4. tests 测试

5. 听 lingaphone recordings

6. media platforms 媒体平台

7. 社交网络 social network

8. game programmes 游戏程序

9. auto-translator 自动翻译

4. Which sections of your personal website are particularly important for learning Russian?

教师个人网站的哪些部分对学习俄语特别重要？

  I think the live dialogue from the film is very useful

5. Is the "Live Dialogue" section useful to you? Have you done the task for the dialogue? 实时对话框部分对您有用? 你完成了对话框的任务？

http://russian-teacher.ru/category/живой-диалог/

  I found this site very useful, I completed most of the tasks.

6. What advice can you give on the website? 你可以给网站什么建议？

I think you can add some nice pictures

APPENDIX

Motivation to succeed. Orlova Y. P.'s methodology.

Y.P. Orlov questionnaire.

Instruction: Read the judgement. If your:opinion, position, belief
closest to its content, then on the Response Registration Form opposite
In the "YES" column in the sequence number of this statement, write the symbol
"V" , if you do not agree with the content of the judgement, write in the "No"
column
this conditional sign. Some statements may be difficult to relate to
yourself. In this case, still try to answer "Yes" or "No". Remember,
that there are no good or bad answers.

Questionnaire text

1. I think success in life depends on chance rather than calculation.
2. If I lose the activity I love, life will lose its meaning for me.
3. For me, the most important thing in any business is its execution, not the end result.
4. I believe that people suffer more from failures at work than from bad relationships with loved ones.
5. In my opinion, most people live for distant goals rather than close ones.
6. In my life, I have had more successes than failures.
7. Emotional people I like them more than the active ones.
6. Even in ordinary work, I try to improve some of its elements.
9. Absorbed by thoughts of success, I may forget to take precautions.
10. My parents thought I was a lazy child.
11. I think circumstances are more to blame for my failures than myself.
12. My parents controlled me too strictly.
13. I have more patience than ability.
14. laziness, rather than doubts about success, causes me to often abandon my intentions.
15. I think I am a confident person.
16. For the sake of success, I can risk it if even the odds are not in my favour.
17. I am not a hard-working person.
18. When things are running smoothly, my energy intensifies.
19. If I were a journalist, I would write about people's original inventions rather than incidents.
20. My loved ones don't usually share my plans.
21. My level of demand is lower than that of my comrades.
22. I think I have more persistence than ability.

Orlov Y.P. questionnaire response sheet.

NAME AND SURNAME._____Date_____

No.	Yes	No	No.	Yes	No
1			12		
2			13		
3			14		
4			15		
5			16		
6			17		

Working programme on Russian as a foreign language

of the Russian Teacher Abroad project 2022/2023.

Svetlana Vladimirovna Marchuk

Explanatory note

1. Objectives and principles in developing communicative competences

The programme is designed to teach Russian as a foreign language (RLI) in the Uzbek school according to the results of the entrance test in vocabulary/grammar, speaking, reading, writing and listening in secondary school.

The programme consists of **68 lesson hours** and includes the elementary A1-A2 level and the basic B1 level.

Elementary levels A1 to A2 are assumed for grades four, five, six, seven and eight (grades 4 to 8).

Grade 4b - 68 hours

Grade 4b - 34 elective

5a grade. - 68 hours

Year 6b - 68 hours

6b/7 grades - 34 hours elective

Year 7 - 68 hours

Year 8 - 68 hours

Total: 408 hours

The basic B1 level is for grades nine, ten and eleven (9 -11).

The programme aims to develop communicative competence in vocabulary/grammar, speaking, reading, writing and listening.

The programme aims to achieve educational, upbringing and developmental objectives. The overall aim of education is to educate and train in order to prepare a person for life.

Year 9 - 68 hours

Year 9 - 34 hours (optional)

10th grade - 68 hours

Year 11 - 68 hours

Year 11 - 34 hours (optional)

Total: 272 hours

Total: 680 class hours

The educational objective in teaching RLI is to instil an interest in learning Russian; to form communicative competences.

The educational aim of teaching the RLI is to teach students to define their place and role in the world around them with the help of the Russian language; to be able to use information about the ethics of civil and work relationships in the Russian language.

Developmental - to develop memory; attention; observation; to teach associative perception; to pursue an individual educational trajectory; to self-determine in situations of choice.

Principles of learning:

- visibility;
- gradualness;
- Adequacy in homework (given a healthy daily routine)
- from the known to the unknown;
- the strength of knowledge with independence;
- consistency and systematicity;
- universal cooperation;
- positive performance.

Modern learning has outlined new trends in methods, techniques, forms and tools. Given that learning is a two-way process and that the teacher has a scientific and creative approach, effective ways of teaching are encouraged:

- dialogues;
- repetitions;
- sodialogues;
- film voiceovers;
- Project activities, etc.

Forms:

- walks;
- excursions;
- theatre productions;
- group, etc.

Means:

- training sites;
- presentations;
- handouts;
- dictionaries;
- textbook, etc.

The teacher is the main guide in learning.

Communicative competence:

- sociolinguistic (situational communication);

- linguistic (knowledge of the language system);

- pragmatic (motivation and communication skills);

- socio-cultural (knowledge of the national and cultural characteristics of native Russian speakers);

- discursive (text construction and interpretation);

- strategic (anticipation when reading*, when listening**, when speaking***, when writing****)

When reading* anticipate the content of the text; guess the meaning of words from the name; choose the correct interpretation of a word; guess the meaning of a word from its composition.

When listening to** guess from context; use direct communication.

When speaking** simplify a phrase; make changes, amendments.

Use sample written texts **when writing****; refer to reference books.

Language competences are presented as basic grammar of the Russian language, without which the elementary A1 level cannot be mastered to a proper extent.

The foreign language learner should be able *to read a text* with general comprehension, identify the topic, some details with important meaning. In *writing, they should* be able to construct a text on a suggested topic with the help of questions and to write a written text of a reproductive/productive nature based on the reading in accordance with the communicative and communicative task. *Speaking* refers to monological speech with independent production of coherent statements, construction of a monological statement on the basis of the read text and dialogical speech with a minimum set of speech situations, with an adequate response to the interlocutor's remarks. Knowledge of the vocabulary for the topics:

- About myself. Family.
- My friend(s).
- My room.
- My country. The capital of the country, my hometown.
- Free time.
- Professions.
- Favourite book.

Knowledge of the vocabulary for situations:

- At school.
- At the shop, at the market.
- At the doctor, at the pharmacy.
- In the library.
- At the cafe.

- In the city, in transport.
- Telephone conversation.
- About the weather.

The content of language competence includes the grammatical foundations of the Russian language: phonetics (graphics), word formation and morphology, syntax and vocabulary.

Phonetic competence is primarily the knowledge of the alphabet, accents and pronunciation rules. The construction of intonation constructions.

Listening monologue is about understanding the topic and the main information of a text. The length of the dialogue is 4-6 lines.

The trainer (teacher) should pronounce each word clearly, with long pauses, so that it is possible to catch what is being said.

For students in years 9-11, the level of grammar and vocabulary, speaking, reading texts and vocabulary in listening comprehension are made more difficult by the level of knowledge.

The contents of the sections and topics below are proposed, taking into account the negative situation in Russian language learning, the lack of a Russian-speaking environment and the unjustifiably low allocation of classroom hours for large class sizes.

2. Contents of sections and topics

Section 1: Phonetics. Orthoepy - 10 hours.

Sounds and letters. Pronunciation and writing. Transcription. The composition and system of vowels. Peculiarities of the vowels and consonants in the Russian language. Percussive and nonpercussive vowels. Emphasis and rhythm of words.

Section 2: Traditional communication situations - 32 hours.

Getting to know each other. Forms of greeting and farewell. About oneself. Family. My friend. Room. School. Shop. Transport. In a bank. Train station. My country. Famous people. Free time. Hobbies. Birthday.

Section 3: Morphology - 50 hours.

Proper and proper nouns. The animate and inanimate. Genus of nouns. The number of nouns. The nominative case of plural nouns. Cases of singular nouns (without memorising case names).

Complete forms of adjectives. Concordance of full adjectives with nouns in gender, number and **case***. Degrees of comparison of adjectives*. Forming short forms of adjectives*.

Categories of pronouns: Personal, interrogative, possessive, indicative, reflexive.

Quantitative numerals. Ordinal numerals. Conciliation of ordinal numerals with nouns in gender, number, case. Use of nouns with adjectives in combination with numerals in the nominative case.

The use of the infinitive. The imperative. First and second conjugation (groups) of verbs. Imperfect: Name of action; process of action; repeated action. Perfect: Effectiveness, finality of action; one time action. Verbs: Present tense (process), past tense (process), past (perfect action) and future compound tense, future simple. Verbs of motion, without prefixes. Verbs of motion: single- and multi-directional. Verbs with imperfect and perfect prefixes. Verbs with the particle - sya.

Prepositions in prepositional-propositional constructions. Conjunctive conjunctions: *and*, *a*, *but*, *or*. Conjunctive conjunctions: *when*, *that*, *to*, *because*. The conjunctive word *which* in the nominative case. Particles: assertion (*so*, *yes*, *here*, *okay*, *good*); question (*is it*, *is it not*); evaluation (*very*).

Section 4: Syntax 40 hours.

The word combination. Types of a simple sentence. Negative sentences. Word order in a sentence. Compound sentence with cause and effect. Direct and indirect speech.

Section 6: Linguistic and Country Studies 60 hours.

Geographical location of the Russian Federation. Nature and economy of the Russian Federation and Uzbekistan*. Population of Russia and Uzbekistan. History and culture of Russia and Uzbekistan. Moscow, the capital of Russia. Tashkent - the capital of Uzbekistan. Russian/Uzbek scientists. Russian/Uzbek heroes warriors. A. S. Pushkin - great Russian poet. Yuri Gagarin - the first cosmonaut of the planet. Uzbek writers and poets.

3.Methodological and information support for the discipline: basic textbooks and reference materials

Basic:
Training website www.rusian-teacher.ru

Optional:
Russian language. Grade 4: Textbook for Secondary General Education Schools with Uzbek and other languages of instruction / Z.H. Abduraimova, S.Y. Islambekova, U.S. Karamatova, E.V. Pavlova: under the editorship of E.A. Khamrayeva. - Tashkent: Republican Centre of Education, 2022. - 136 c.

1. Abdurahimov M.M. Uzbek-Russian and Russian-Uzbek Dictionary [Electronic resource]. Fan Publishing House, Academy of Sciences of the

Republic of Uzbekistan, 2008.

2. Azimov E.G., Shchukin A.N. New dictionary of methodological terms and concepts (theory and practice of language teaching) [Electronic resource]. Moscow: IKAR Publishing House, 2009. 448 c. C. 315

3. Common European Framework of Reference for Languages: Learning, Teaching, Assessment: Monograph (Council of Europe, French and English versions) - Moscow: Moscow State Linguistic University (Russian version), 2003. - 259 c.

4. Order of the Ministry of Education and Science of the Russian Federation of 1 April 2014 No 255 "On Approval of Russian as a Foreign Language Proficiency Levels and Requirements".

Written by S.V. Marchuk especially for the "Class Zur" project

Learn Russian fast and fun" app
(Glossary compiled by an Uzbek schoolgirl)

This book is aimed at all those who study Russian.
Author. Tursinmurodova Shahrizoda.

№	name	kind	parts of speech	Translation from	values
1.	avocado	mr.r	name.s	avakado	fruit
2.	bus	mr.r	name.s	avtobus	transport
3.	asset	mr.r	name.p	aktivlar	most active part
4.	pineapple	cfr.	name.s	ananas	fruit
5.	orange	mr.r	name.s	apelsin	fruit
6.	watermelon	mr.r	name.s	tarvuz	fruit
7.	army	mr.r	name.s	armiya	The historical name of the armed forces
8.	artist	mr.r	name.s	artist	famous personality
9.	archive	mr.r	name.s	arxiv	where old documents and other things are kept
10.	asphalt	mr.r	name.s	asvalt	black tar
11.	atmosphere	mr.r	name.s	atmosfera	a gaseous envelope surrounding the earth and some other planets
12.	bazaar	mr.r	name.s	bozor	a place to sell and buy
13.	aubergine	mr.r	name.s	baqlajon	vegetable
14.	balcony	mr.r	name.s	balkon	a protruding platform with a railing on the top floors of the building
15.	cylinder	mr.r	name.s	balon	rubber tyre
16.	banana	mr.r	name.s	banan	fruit
17.	bank	r.p.	name.s	banka	glassware
18.	banner	mr.r	name.s	Baner	notebook
19.	bar	mr.r	name.s	bar	company type
20.	hippo	mr.r	name.s	begimot	African large cloven-hoofed mammal living in forests near rivers and lakes
21.	bizball	mr.r	name.s	bizbol	sports game
22.	biology	w.r.	name.s	biologiya	wildlife science
23.	blogger	mr.r	name.s	blogger	a person who keeps an online diary
24.	glass	mr.r	name.s	Bocal	Wreathware in the form of a large shot glass
25.	boxing	mr.r	name.s	boks	sports
26.	bolt	mr.r	name.s	bolt	fastener
27.	botany	r.p.	name.s	botanika	plant science
28.	briquette	r.p.	name.s	briket	tile of some kind of compacted material
29.	broker	mr.r	name.s	broker	legal person

30.	bulldozer	mr.r	name.s	buldozer	self-propelled digger
31.	waffles	r.p.	name.s	vafli	Thin dry biscuits with a cellular imprint on the surface
32.	bike	mr.r	name.s	velosiped	driven by the rider's feet
33.	virus	mr.r	name.s	virus	tiny microorganism
34.	hydrogen	mr.r	name.s	vodorod	chemical element
35.	newspaper	r.p.	name.s	gazeta	dedicated to current socio-political events
36.	nut	w.r.	name.s	gayka	fastener
37.	gel	mr.r	name.s	gel	jelly
38.	hepatitis	mr.r	name.s	gepatit	hepatitis
39.	emblem	mr.r	name.s	gerb	state symbols
40.	guitar	w.r.	name.s	gitara	musical instrument
41.	grams	mr.r	name.s	gramm	weight unit
42.	carafe	mr.r	name.s	grafin	glass vessel
43.	buckwheat	r.p.	name.s	grechka	grits
44.	decimetre	mr.r	name.s	disimetr	fractional unit
45.	jeans	cfr.	name.s	jinsi	dense fabric
46.	diploma	mr.r	name.s	diplom	Certificate of studies
47.	director	mr.r	name.s	direktor	manager
48.	Doctor	mr.r	name.s	doktor	profession
49.	drama	r.p.	name.s	drama	literary movements
50.	gilet	mr.r	name.s	jelet	short men's clothing
51.	giraffe	mr.r	name.s	jirafa	animal
52.	magazine	mr.r	name.s	jurnal	notebook
53.	zebra	w.r.	name.s	zebra	animal
54.	Instagram	mr.r	name.s	instagram	applications
55.	Institute	mr.r	name.s	institute	the names of higher education institutions
56.	yoghurt	mr.r	name.s	yogurt	dairy food
57.	Iodine	mr.r	name.s	yod	chemical element
58.	cocoa	mr.r	name.s	kakao	tropical wood
59.	caravan	mr.r	name.s	karavan	a group of pack animals moving loads
60.	carnival	mr.r	name.s	karnaval	masquerade party
61.	map	w.r.	name.s	karta	land surface drawing
62.	potatoes	r.p.	name.s	kartoshka	vegetable
63.	cash desk	r.p.	name.s	kassa	cash drawer
64.	catamaran	mr.r	name.s	katamaran	ship
65.	paraffin	mr.r	name.s	kerosin	flammable liquid
66.	kefir	mr.r	name.s	kefir	dairy food
67.	kilo	mr.r	name.s	kilogram	measure of weight
68.	oxygen	mr.r	name.s	kislorod	chemical element for breathing
69.	coconut	mr.r	name.s	kokos	walnut
70.	sausage	r.p.	name.s	kolbasa	Meat production
71.	combine	mr.r	name.s	kombaen	complex machine
72.	commission	w.r.r.	name.s	komissiya	assignment carried out
73.	company	w.r.	name.s	kompaniya	cycle time

74.	compass	cfr.	name.s	kompas	Country Light Detector
75.	composition	r.p.	name.s	kompozisiya	a piece of art music
76.	computer	mr.r	name.s	kompyutir	household appliance
77.	candy	r.p.	name.s	konfeta	sweetness
78.	suit	mr.r	name.s	kostyum	clothes
79.	paint	r.p.	name.s	kraska	colouring agent
80.	credit	mr.r	name.s	kredit	economic relationship
81.	cream	mr.r	name.s	krem	cobbler's ointment
82.	armchairs	cfr.	name.s	kreslo	furniture
83.	mug	r.p.	name.s	krujka	glass vessel with handle
84.	jacket	r.p.	name.s	kurtka	clothes
85.	labyrinth	mr.r	name.s	laberint	large building with complexly arranged passageways
86.	bulb	r.p.	name.s	lampochka	thing for lighting
87.	lego	cf . p	name.s	lego	constructor series
88.	magnetaphone	mr.r	name.s	magnitafon	a device for recording and reproducing sounds
89.	mayonnaise	mr.r	name.s	mayonez	Provençal oil sauce
90.	Raspberry	r.p.	name.s	malina	berry
91.	Mango	cfr.	name.s	mango	fruit
92.	Tangerine	mr.r	name.s	mandarin	fruit
93.	marker	mr.r	name.s	marker	the thing for painting
94.	marmalade	mr.r	name.s	marmelad	sweetness
95.	machine	r.p.	name.s	mashina	transport crossing
96.	metric	r.p.	name.s	metrika	verse size
97.	mosque	w.r.	name.s	masjid	place of worship
98.	mixer	mr.r	name.s	mikser	home appliance
99.	millimetre	mr.r	name.s	millimeter	one thousandth
100.	million	mr.r	name.s	million	natural number
101.	fashion	r.p.	name.s	moda	of images of clothing items
102.	motorbike	mr.r	name.s	motosikl	heavy bike
103.	cartoon	mr.r	name.s	Multfilim	animated film
104.	mutant	mr.r	name.s	mutant	type of body
105.	German	mr.r	name.s	nemes	nation
106.	laptop	mr.r	name.s	noutbuk	home appliance
107.	headband	mr.r	name.s	obodog	semicircle
108.	blankets	mr.r	name.s	odeyalo	bedspread
109.	optimist	mr.r	name.s	optimist	a man full of optimism
110.	coat	cfr.	name.s	palto	clothes
111.	folder	w.r.	name.s	papka	paperboard cover
112.	parachute	mr.r	name.s	parashut	decelerator
113.	park	mr.r	name.s	park	large garden
114.	password	mr.r	name.s	parol	secret conditional word
115.	biscuits	cfr.	name.s	pecheniy	sweetness
116.	stove	r.p.	name.s	pechka	household appliance
117.	tablet	mr.r	name.s	planshet	household appliances
118.	plasticine	mr.r	name.s	plastelin	modelling material

119.	plastic	r.p.	name.s	plastmassa	plastic mass
120.	whip	r.p.	name.s	plyotka	short whip
121.	polygraph	mr.r	name.s	poligraf	a device for measuring the physiological activity of the human body
122.	lipstick	w.r.	name.s	pomada	toilet ointment
123.	tomato	w.r.	name.s	pomidor	vegetable
124.	hike	mr.r	name.s	pohod	mass organized walk
125.	email	r.p.	name.s	pochta	the office for forwarding the letter
126.	premium	mr.r	name.s	premium	the value of a paid or expensive option
127.	Psychologist	mr.r	name.s	psiholog	scientist, psychologist
128.	sink	r.p.	name.s	rakovina	the name of the receptacles
129.	rubber	r.p.	name.s	rezin	rubber or latex products
130.	restaurant	mr.r	name.s	restoran	where the food is served
131.	robot	r.p.	name.s	robot	machine
132.	socket	r.p.	name.s	rozetka	pinhole circle
133.	pen	r.p.	name.s	ruchka	writing instrument
134.	salad	mr.r	name.s	salat	food
135.	salon	mr.r	name.s	salon	exhibition premises
136.	scooter	mr.r	name.s	samokat	children's toy
137.	samsa	r.p.	name.s	somsa	food
138.	sarafan	mr.r	name.s	sarafan	girl's wear
139.	scotch	mr.r	name.s	skoch	adhesive tape
140.	smoothie	mr.r	name.s	smuzi	thick drink
141.	soldier	mr.r	name.s	soldat	private soldier
142.	diesel	r.p.	name.s	solyarka	petroleum product
143.	sausage	r.p.	name.s	sosisks	food
144.	performance	mr.r	name.s	spektakl	Speech
145.	desk	mr.r	name.s	stol	furniture
146.	student	mr.r	name.s	student	tertiary student
147.	chair	mr.r	name.s	stul	furniture
148.	twilight	r.p.	name.s	Sumirki	half-darkness between sunset
149.	bag	r.p.	name.s	sumka	the thing
150.	counter	mr.r	name.s	schotchik	counting device
151.	story	mr.r	name.s	syujit	set of realities
152.	mascot	mr.r	name.s	talisman	amulet
153.	tank	mr.r	name.s	tank	infantry fighting vehicle
154.	Telegram	mr.r	name.s	telegram	attachments,parcel
155.	phone	mr.r	name.s	telefon	home appliance
156.	thermos	mr.r	name.	termos	receptacle that keeps the heat in
157.	ticktocker	mr.r	name.s	tiktoker	a 21st century profession among young people
158.	stomping ground	mr.r	name.s	topchan	a plank bunk on stakes
159.	cake	mr.r	name.s	tort	sweetness
160.	tractor	mr.r	name.s	traktor	those

161.	trillion	mr.r	name.s	trillion	numerical names
162.	trolleybus	mr.r	name.s	tralebus	mode of urban transport
163.	shoes	cfr.	name.s	tufli	shoes
164.	urologist	mr.r	name.s	urologist	profession
165.	farm	w.r.	name.s	ferma	private household
166.	the film	mr.r	name.s	film	cinema
167.	company	w.r.	name.s	firma	organisation
168.	felt tipster	mr.r	name.s	flomaster	dye-soaked pencil
169.	photo shoot	w.r.	name.s	fotosessiya	photo process
170.	dressing gown	mr.r	name.s	halat	clothes
171.	cellophane	mr.r	name.s	sellofan	disposable bag
172.	cement	mr.r	namec	sement	powdered substance
173.	circus	mr.r	name.s	sirk	entertainment company
174.	kettle	mr.r	name.s	choynak	A container with a handle and spout for boiling or boiling water
175.	cheburek	mr.r	name.s	cheburek	meat pie
176.	chips	cfr.	name.s	chips	potatoes in the form of crispy plates
177.	stockings	cfr.	name.s	chulki	type of clothing for the lower leg
178.	Chupa Chups	mr.r	name.s	chupachups	sweetness
179.	washer	w.r.	name.s	shayba	a small heavy rubber disc
180.	shampoo	mr.r	name.s	shampun	soapy water
181.	hat	mr.r	name.s	shapka	headgear
182.	chess	mr.r	name.s	shaxmat	pieces and pawns for this game
183.	draughtsman	w.r.	name.s	shashka	black and white circles for this game
184.	slate	mr.r	name.s	shifer	building material
185.	laces	w.r.	name.s	shnurki	strap
186.	chocolate	mr.r	name.s	shokolad	sweetness
187.	cheat sheet	w.r.	name.s	shporgelka	clue sheet
188.	syringe	mr.r	name.s	shpris	medical device
189.	font	mr.r	name.s	shirift	the typographic size of the pattern set
190.	encyclopaedia	w.r.	name.s	ensiklopediya	scientific benefits
191.	skirt	w.r.	name.s	yubka	Geneva clothes
192.	Jupiter	mr.r	name.s	yupiter	the largest planet in the solar system
193.	energy	w.r.	name.s	energiya	scalar physical quantity