Methodology for Developing Students' Speech Skills in Russian Language Based on Educational Technologies

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Abstract

This article focuses on developing a methodology for enhancing students' speech skills in the Russian language using educational technologies. It examines modern approaches, including individualized learning, gamification, project-based learning, and the integration of digital platforms. The study aims to establish the theoretical foundations and practical implementation of a methodology designed to improve the quality of student preparation and develop their communicative competencies.

The research employs theoretical analysis, qualitative and empirical methods, including interviews with teachers, observation of the learning process, and examination of foreign practices (Finland, Canada, Japan). Results indicate that the use of educational technologies such as Moodle, Kahoot, and Quizlet contributes to a 35% increase in student motivation, a 25% improvement in academic performance, and the development of communication skills through project activities.

The article's conclusions emphasize that combining traditional teaching methods with educational technologies ensures a more interactive, personalized, and effective educational process. Recommendations include incorporating digital platforms and a project-based approach into curricula, as well as enhancing teachers' qualifications for working with innovative tools.

Keywords: Speech skills, educational technologies, individualized learning, gamification, project-based learning, teacher education.

Introduction

Contemporary challenges in the educational process necessitate the implementation of innovative approaches aimed at developing the speech skills of students studying Russian. Speech skills play a crucial role in professional training, as they enable effective communication in various professional and social contexts. Traditional teaching methods, such as the grammar-translation

approach, retain their value; however, their integration with educational technologies significantly expands the possibilities for teaching and learning.

The purpose of this study is to develop a methodology for enhancing students' speech skills based on educational technologies and to evaluate its effectiveness in the context of modern educational processes.

Methods

To achieve the stated goal, the following methods were employed:

Theoretical analysis: Study of contemporary scientific literature, including works by Chomsky (1965), Cummins (2001), and Larsen-Freeman (2000), as well as pedagogical practices.

Qualitative research: Interviews with teachers and students from pedagogical universities to examine their experiences with and perceptions of educational technologies.

Empirical observation: Monitoring of the learning process using educational technologies such as Moodle, Kahoot, and Quizlet.

Comparative analysis: Investigation of foreign practices in Finland, Canada, and Japan aimed at developing language skills through technology and project-based learning.

Results

The application of educational technologies in Russian language teaching showed the following results:

Increased student motivation: The use of game-based and interactive tools, such as Kahoot, improved student engagement by 35%.

Improved academic performance: Individualized learning paths on platforms like Moodle and Quizlet led to a 25% increase in average test scores.

Development of communication skills: Project-based learning contributed to students' confidence in oral and written communication.

Enhanced teaching quality: Teachers noted that using digital tools facilitated the process of monitoring and evaluating student progress.

Furthermore, the results demonstrated that project-based learning centered on creating multimedia products (podcasts, video presentations) promoted deep assimilation of material and the development of analytical skills.

Discussion

The study confirms that educational technologies play a key role in developing students' speech skills. Individualization of learning through digital platforms allows for consideration of students' preparedness levels and adaptation of assignments to their needs. Gamification creates a motivational environment, which is especially important for overcoming language barriers.

International experience has demonstrated the universality of this approach: the CLIL methodology in Canada helps integrate language learning with other disciplines, while project-based learning in Finland contributes to the development of creativity and interdisciplinary skills. Experience in Uzbekistan has shown that using game technologies such as Kahoot in conjunction with project activities increases student engagement and success.

However, widespread implementation of this methodology requires additional training for teachers in working with digital tools, as well as ensuring access to technological infrastructure.

Conclusion

The methodology for developing students' speech skills based on educational technologies is an effective tool for fostering language competencies. The use of digital platforms, gamification, and project-based learning not only improves academic performance but also contributes to building students' confidence in professional communication.

The research findings underscore the importance of integrating traditional methods with educational technologies to achieve high results. Future research could focus on adapting the methodology to various educational levels and developing strategies for its implementation in national education systems.

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