

Artículo de investigación

The Use of Audiovisual Technologies in Teaching Russian as a Foreign Language (As Exemplified by Podcasts)

Использование аудиовизуальных технологий в обучении русскому языку как иностранному (на примере подкастов)

El uso de las tecnologías audiovisuales en la enseñanza del ruso como idioma extranjero (por ejemplo, podcasts)

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Abstract

The article is concerned with the use of audiovisual technologies in teaching Russian as a foreign language through the intensive development of modern electronic linguodidactics. This research is relevant due to the active involvement of information and communication technologies in language education, changes in the existing educational paradigm and, as a result, the transformed methods of presenting non-adapted educational materials for students and trainees in the process of teaching Russian as a foreign language, the active student age of generation Z, and, finally, dynamic processes in the Russian language reflected in the selection of linguistic materials for the experiment.

The experiment conducted by the authors aims to justify the use of such information and communication technologies as audio and video podcasts in working with the A0-A2 level audience studying Russian as a foreign language in short-term courses (International Russian Language Summer Courses in the Pushkin State Russian Language Institute) that ensures the fastest inclusion into natural communication with native Russian speakers (if compared to standard educational materials provided on paper). The study materials comprised the textbook "Zhily-by`li. 28 urokov (E`lementarny`j uroven`)"

Аннотация

В статье рассматриваются вопросы использования аудиовизуальных технологий на учебных занятиях по русскому языку как иностранному в условиях интенсивного развития современной электронной лингводидактики. Актуальность данного исследования вызвана активным вовлечением информационно-коммуникационных технологий в языковое образование, изменением образовательной парадигмы и, как следствие, трансформацией способов и формата подачи учебного и неадаптированного материала, использующегося в преподавании русского языка как иностранного, обучающимся и слушателям курсов, вхождением в активный студенческий возраст поколения Z, и, наконец, динамическими процессами в русском языке, отраженными в подборе языкового материала, представленного в эксперименте. Целью проведенного эксперимента стало обоснование правомерности использования такого формата ИКТ как аудио- и видеоподкасты в работе с иноязычной аудиторией уровня A0-A2, изучающей русский язык как иностранный на курсах краткосрочного обучения (Летние курсы Института Пушкина), способствующей быстрейшему

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["Once Upon a Time. 28 Lessons" (Elementary level)] written by M.V. Miller, L.V. Politova and I.Ya. Rybakova, as well as podcasts posted on the portal "Образование на русском" (PushkinOnline, A1-A2 levels). The methods used in the article were selected according to the project goals and objectives: empirical, theoretical, experimental-theoretical methods, qualitative data analysis, quantitative data analysis.

Keywords: electronic linguistics, information and communication technologies, podcasts, methods of teaching foreign languages (Russian as a foreign language).

выводу (по сравнению с использованием только стандартного учебного материала на бумажном носителе) в естественную коммуникацию на изучаемом языке с носителями русского языка. Материалом послужили учебник «Жили-были. 28 уроков» (Элементарный уровень), авторов М.В. Миллер, Л.В. Политовой, И.Я. Рыбаковой, а также подкасты, размещенные на портале «Образование на русском», уровня А1-А2. Методы, использованные в работе, были выбраны сообразно целям и задачам проекта: эмпирический метод, теоретический метод, экспериментально-теоретический метод, метод качественного анализа, метод количественного анализа.

Ключевые слова: электронная лингводидактика, ИКТ (информационно-коммуникационные технологии), подкасты, методика преподавания иностранных языков (русского как иностранного).

Resumen

El artículo trata sobre el uso de tecnologías audiovisuales en estudios en la lengua rusa como lengua extranjera en el contexto del desarrollo intensivo de la lingüística electrónica moderna. La relevancia de este estudio se debe a la participación activa de las tecnologías de la información y la comunicación en la educación lingüística, a un cambio en el paradigma educativo y, como resultado, a la transformación de los métodos y el formato de la enseñanza y el material no adaptado utilizado en la enseñanza del ruso como idioma extranjero, estudiantes y aprendices de cursos, que ingresan a la edad activa del estudiante. generación Z y, finalmente, procesos dinámicos en el idioma ruso, reflejados en la selección de material lingüístico presentado en ec a los experimentos. El propósito del experimento fue justificar el uso de dicho formato de TIC como podcasts de audio y video al trabajar con una audiencia extranjera de nivel A0-A2, aprendiendo ruso como idioma extranjero en cursos a corto plazo (Cursos de verano del Instituto Pushkin), facilitando la conclusión más rápida (en comparación con el uso exclusivo de material educativo estándar en papel) sobre comunicación natural en el idioma de destino con hablantes nativos de ruso. El material fue el libro de texto "Érase una vez. 28 lecciones" (nivel elemental), autores MV Miller, L.V. Politovoy, I.Ya. Rybakova, así como los podcasts publicados en el portal "Educación en ruso", nivel A1-A2. Los métodos utilizados en el trabajo se eligieron de acuerdo con las metas y los objetivos del proyecto: un método empírico, un método teórico, un método teórico-experimental, un método de análisis cualitativo, un método de análisis cuantitativo.

Palabras clave: lingüística electrónica, TIC (tecnologías de la información y la comunicación), podcasts, métodos de enseñanza de lenguas extranjeras (ruso como lengua extranjera).

Introduction

Nowadays the global space as a whole and Russia as a part of world society go through significant changes in the field of education, which is associated with the transition to student-centered pedagogy through the use of a new educational paradigm aimed at humanizing the educational process. As a result, the technology base used in language education in the late 20th and early 21st centuries was expanded: there are new informational, cognitive, biological and

many other technologies. At the same time, their interaction with society and each other is open to question since the dominant type of human activity at the present stage of education is information activity based on modern devices and new technologies, as well as various means of informational influence and exchange.

Although education is traditionally considered an extremely conservative area, new information

and communication technologies launch its serious structural changes. Thus, education begins using teaching tools based on information technologies: online courses, simulators, training sets, podcasts, virtual lessons and excursions, online gaming. In addition to the usual skills and knowledge obtained during the educational process, new IT tools help develop cognitive skills and productive states of students' consciousness. Information technologies enable to individualize education when its content and process perfectly meet the student's needs and individual characteristics (the speed of learning, preferences for teaching methods) (Rubleva, 2015, p. 222).

Modern innovative language education is being formed in the conditions of active development of the network world, which in turn contributes to the intensive introduction and use of new methods and means of teaching foreign languages, in particular Russian (Bozhenkova, 2014, p. 401). The increasing competition of Internet resources in teaching Russian as a foreign language stipulates the need for the scientific and methodological development of principles for working with electronic and online resources when teaching foreign students the Russian language. The change of the subject of teaching, its belonging to the new "digital" generation which grew up in the era of the Internet and gadgets, the transformation of the ways of obtaining information, including educational, actualizes the use of audiovisual technologies in language education. The study of language education through information and communication technologies and Russian Internet resources (podcasts used in the classroom and extracurricular work) becomes more effective due to the introduction of electronic educational technologies and its active applicable nature, which proves the practical significance of this research. At the same time, tracking certain stages of the formation of communicative competence with its constituent extra-linguistic components helps trace the introduction of information and communication technologies into language education.

The study aims to determine forms and means of electronic linguodidactics aimed at developing the communicative competence of foreign students learning Russian as a foreign language and determining effective ways of language education using adapted and non-adapted information and communication resources in Russian.

Materials and methods

The study materials comprised audio and video podcasts posted on the portal "Образование на русском" (PushkinOnline, <https://pushkininstitute.ru/>) which became the basis of the pedagogical experiment. Podcasts are short themed video clips that correspond to the lexical and grammatical material studied at A0-C2 levels, available for work in the classroom under the guidance of a teacher/tutor and for independent study with the same control of the material studied. Podcasts are provided with pre-text, text and post-viewing tasks. It is also possible to rewatch video content. The number of exercises and time for their completion are unlimited. Students can record the correct answers.

The methods used in the experiment were selected in conformity with the project goals and objectives:

- Empirical method;
- Theoretical method;
- Experimental-theoretical method;
- Qualitative data analysis;
- Quantitative data analysis.

The above-mentioned methods guaranteed the most adequate results in the course of the experiment on the formation of multi-level Russian-speaking communicative competence and its individual components in foreign students using podcasts as the audiovisual technology of teaching Russian as a foreign language.

Results

Teaching A1 level students Russian as a foreign language based on information and communication technologies and the optimal linguodidactics of electronic audiovisual teaching aids reflects the need of the new generation of students (born after 1994) for the informatization of the educational process and does not contradict the well-established principles of teaching the older generation (born after 1984) which experienced the introduction of educational information and communication technologies at the age of reason (in high school – college – university).

Speaking of such generations, we should refer to the classification of M. Mead who writes about the historical dynamics of social forms of cultural transmission, which enables to detect the most significant trends in the development of modern education associated with changes in students'

personal characteristics as subjects of educational activity: "...In such situations, intergenerational conflicts start not due to the fault of adults. They arise when new methods of children upbringing turn out to be insufficient and unsuitable for the formation of the mature lifestyle which, in the opinion of ... the older generation ... should have been kept by their children". Based on M. Mead's provisions outlined in the book "Culture and the World of Childhood", one can speak about the transformation of the content and functions of the student's subjective experience in directive education going in parallel with the processes of changing forms of culture (Mead, 1988, p. 267).

The acute problem of assessing the involvement of children, adolescents and young people in various aspects of virtual environment, including modern digital and mobile communication, video games, social networks and other Internet resources, is being solved by experts from different spheres, which leads to the logical convergence of sciences and techniques: psychology and pedagogy, physiology and linguistics. These changes enable a better understanding of the processes occurring in both language education and personal development of students.

Modern students prefer online communication through social networks and messengers (Brodovskaya, Dombrovskaya, Nechaev, 2015, p. 227). Certain studies indicate potential positive effects of the active work of adolescents/students with information and communication technologies in the classroom, including improved visual attention, cognitive control, visual short-term memory, executive functions (Dobrowolski et al., 2015, p. 61).

In addition to the changed subject of teaching, throughout the experiment, we had to consider the integrative communicative space which becomes one of the key factors influencing the choice of linguistic and methodological strategy of teaching Russian as a foreign language (Bozhenkova, 2015, p. 37).

Thus, the results of the experiment on the active implementation of podcasts into the process of teaching Russian as a foreign language within the framework of short-term courses held by the Pushkin State Russian Language Institute are as follows: the confirmed hypothesis of enhancing cognitive processes of modern students working with information and communication technologies during language lessons, the accelerated development of communicative

competence as compared with traditional textbooks, visible sources of forming experience in the learning process, i.e. diverse activities carried out by students individually and with the teacher's help. This work should accompany students in the process of forming their own experience, including linguistic, which corresponds to the individual's capabilities and aspirations in self-realization and mastering the rapidly changing situation of social development.

Based on this experience, students become active subjects in constructing the content of their education and forming a secondary linguistic personality (Bozhenkova, 2013, p. 482). There is a change in the ratio of given and self-generated experience in education, where individual ways of life and world perception dominate. Foreign students are also included in the educational process as active subjects of cognitive activity capable of the personality-significant comprehension of nature, society, other people and themselves (Zaichenko, 1998, p. 8).

Discussion

Nowadays the relevance of new technologies and the Internet in the educational process is practically assured. It is mainly stipulated by pedagogical needs to improve the effectiveness of developing education, in particular, the need to form skills of independent learning activity, research, creative approach in learning, critical thinking and new culture. It can be not only new technical means but also new forms and methods of teaching, as well as new approaches to the educational process. These changes in language education are associated with the changing number of students. They often belong to the so-called generation Z (Generation MeMeMe, Net Generation, Internet Generation), i.e. people born in the late 1990s and early 2000s. Their worldview was influenced by the global financial and economic crisis, Web 2.0 and the development of mobile technologies. The principal characteristic of "Generation Z" is their inborn ability to work with technologies. It treats them at a completely different level in comparison with even the previous generation. In this regard, the key term is Digital Natives which denotes the generation of people born during the technological and Internet boom. In the digital world, generation Z is local, while their parents and older siblings are Digital Immigrants. The "building material" for this generation is more pronounced arrogance, denial of hierarchy, egoism and narcissism, therefore its representatives are called "MeMeMe" (Rubleva, 2015, p. 114). The generation of "tablet children"

is a kind of "new Mowgli" who "form at least some of their behavioral patterns through educational and entertaining applications" (Luksha, Peskov, 2018).

Experts in the field of psychology, pedagogy and cognitive science are now discussing potential problems of the consciousness of the above-mentioned children. The poor sensory experience expressed by rather limited experience when using tablets, mobile phones and touchscreens reveals itself as the absence of tactile contact or sensations of physicality and leads to the primitivization of the "reality map", as well as periodic difficulties in distinguishing the virtual and real world. Currently, all these problems are observed even among adult users who entered the era of digital technology at a conscious age with well-formed skills and ideas about the surrounding reality. The high density of events per unit of time given by active use of applications and browsing (in virtual reality, a series of events is much larger) makes an offline reality for today's children too "slow" and "boring", which further aggravates problems of scattered attention during learning activities. The emergence of new types of "watching" TV and Internet programs, such as "clipping" (when one watches only fragments of some program distracting and switching to other channels), "zapping" (constant switching of channels, simultaneous watching of several programs), etc. does not contribute to the concentration of memory in education, including language. Therefore, long-term memory weakens, and short-term memory aims only to find information that is needed at this particular moment.

There is "new dyslexia": when a full-fledged search or selection of something or some action turns out to be a rather complicated cognitive act, and it is easier for users, especially children, to rely on various reference services that form the "user's portrait" based on open Big Data (a socio-economic phenomenon associated with the emergence of technological capabilities to analyze vast amounts of data) (Cukier, Mayer-Shonberger, 2014, p. 27). A particular manifestation of this process is a reduced ability to competently write typical of teenagers and students. To type in text on a smartphone or tablet, one does not need to write the whole word but only the first few letters and the tablet will offer an option and correct the incorrect spelling (the so-called automatic correction). Activities that are automatically performed on gadgets do not unfold in the student's mind and are not absorbed, which leads to the lack of relevant functions, i.e. "dyslexia" in a broad sense.

The ongoing changes cannot affect the teacher-student relationship. This transformation refers not only to the adequate perception of information and presentation of this material but also to the psychology of interpersonal relations. The change of learning models in the new educational paradigm, redistribution of "subject-object" relations to "subject-subject", etc. entails a change in the way educational materials are presented. The previously adopted traditional model of knowledge transfer (linear: teacher – student or indirect: teacher – textbook – student) changes to involving one, where the main thing is not even information but the way it is presented and perceived. The new model presupposes other ways of presenting educational materials, including presentations, infographics, interactive maps, podcasts, quests, etc. Using the above-mentioned tools during language classes, students better remember new material, for example, grammar tables in the form of infographics, new vocabulary presented on comparative maps, texts in the form of quests, "topics" on various social and socio-cultural themes recorded as audio or video podcasts. Therefore, the introduction of new products into the field of information and communication technologies is not a whim of young and technically advanced teachers or tutors but also the necessary measure, response to demands of the new generation in the ways of presenting educational materials.

One of these "novelties" in language education, in particular, teaching Russian as a foreign language became podcasts. As a rule, podcasts are audio or video tracks no longer than 3-4 minutes of audio records and 7-8 minutes of video clips. Typically, podcasts have a certain theme and frequency of publication and represent the introduction of multimedia content in the format of audio or video into the RSS-channel. The RSS-channel can be described as a graphical representation of information going in a single stream with the timely distribution of the new information added. Podcasts are a synthesis of radio and Internet technologies with all their advantages: accessibility, interactivity, repeatability, etc. (Rubleva, 2015, p. 512). The work with podcasts, both adapted for the initial stage of learning and non-adapted for higher levels, can serve as an excellent example of the real life of modern Russian society, a way to dive into the actual language of its speakers at the official level (news from federal channels, interviews with top officials, official press releases) and at the social and cultural levels (films, series, talk shows, etc.). In the words of

O.V. Khalturina, podcasts provide great opportunities for learning a foreign language because "language as a means of transmitting information in this context is also the object of study" (Khalturina, 2012, p. 454).

These opportunities are as follows:

- The visualization of educational material familiar to modern students;
- The "clip-like" nature of podcasts since they last no more than 5-7 minutes, which meets the filtering requirements of sensory information (the modern information environment raises increased demands on the sustainability of the student's attention and focus on the subject matter);
- Multimedia character (as a rule, all multimedia components are present in podcasts: text/hypertext, audio, video, animation, interactivity, dynamic and static images);
- The high probability of extra-linguistic "guessing" by students in the process of watching a podcast. In addition to the plot within the framework of the subjects studied by students at this stage of learning Russian as a foreign language, students understand what is happening due to proxemics, non-verbal behavior of communicants and the background on which communication takes place, which gives certain advantages over traditional texts and work with them. We should also consider specific features of the current contingent of students studying Russian as a foreign language. Coming to Russia with the initial (elementary) knowledge of the Russian language, foreign students immediately face the problem of communicating with people around them and, as a result, experience discomfort when adapting to the conditions of a new society. At the same time, one of the main problems remains the difficult perception of live, sounding speech, which is necessary for understanding interlocutors within the classroom and in everyday life. Therefore, it is crucial to teach not only grammar, reading and writing, which are without a doubt the foundations of language education but also to pay attention to conversational speech because a person adapts to the surrounding world through communication. If this adaptation is slow, the learning process also slows down. To attain the above-mentioned goal (the free perception of Russian by ear), it is necessary to introduce fragments of

audio and video courses into the curriculum at the initial stage. It can be done by combining the following resources: websites with audio and video podcasts;

- The creation of the "psychological comfort" zone during the perception of audio and video clips: students feel more confident in perceiving information from the screen of their personal devices and gadgets. There is a feeling like a person is "at home", immersed in a familiar situation of visual observation even in an unknown language.

In terms of didactics, the technology of podcasting is a learning tool. According to E.S. Polat's definition, "the didactic properties of teaching aids are those qualities that can be used with didactic goals in the educational process", where didactic functions are "an external manifestation of the properties of teaching aids in the educational process characterizing their purpose, role and place in the above-mentioned process" (Polat, 2008, p. 56).

Didactic and psychological properties of podcasting include the following components:

- The correspondence of the text (hypertext, including audio and video support) plot to the age of the potential audience;
- The simplicity and clarity of the material presented that corresponds to the person's level of proficiency in Russian as a foreign language;
- The cognitive complexity of the plot and statements of communication participants;
- The correctness of the content and form of the plot in relation to the social status of students, their ethnicity, cultural and religious traditions;
- The consideration of the formation of linguistic and communicative competences;
- Illustrative presentation;
- The articulatory and intonational clarity of communication participants (the higher the audience level is, the more "natural" texts become and the faster the speech of characters grow);
- Adherence to the principle: one educational task – one plotline;
- The use of different mnemonics techniques.

Due to its didactic properties, podcasting expands the educational opportunities of teachers

and students by offering a volatile approach to determining the conditions and circumstances of access to the selected educational materials. Students learn to take responsibility for the result of their education, take an active part in its organization with due regard to their interests and capabilities. These factors "contribute to the intensification of the educational process, the development of students' motivation and autonomy, their communicative, creative skills and critical thinking, stimulation of students' interaction and international cooperation" (Khokhlushina, 2010, p. 127).

We can distinguish the following didactic functions of podcasts as information and communication learning tools (according to A.A. Volodin's classification):

- Communicative function developing the ability to formulate, express, argue and express their own opinion;
- The functions of visibility and integrativeness realized through the awareness and meaningfulness of the perceived educational content, the formation of ideas and concepts, the opportunity to consider the object, phenomenon or process under study as a part and as a whole;
- Informative function realized due to the fact that teaching aids are direct sources of knowledge and provide an opportunity to perform various operations with information (collection, processing, analysis, structuring, exchange, etc.) and increase its capacity;
- Managing function as an opportunity to manage the student's learning activities;
- Educational function implemented in obtaining new information, subject and interdisciplinary knowledge and relationships;
- Developmental function realized in the development of new skills and abilities (informational, communicative, academic, etc.), competences, creative abilities of students and their personal qualities;
- Monitoring function, i.e. the ability to control the activities of students learning asynchronously;
- Interactive function implemented in the possibility of providing feedback within the teacher – student, student – the administration of the institution relationships, as well as interaction between all subjects of the educational process in the following types: "student –

syllabus", "student – teacher", "student – student";

- Motivational-activating function due to the ability to motivate students through the use of original options for presenting educational content, to intensify their learning activities contributing to the conscious learning of the material provided, the development of thinking, language guessing, observation, etc.;
- Adaptive function expressed in the ability to maintain favorable conditions for the educational process, demonstrations and independent work, as well as ensure the continuity of knowledge (Volodin, 2013, p. 380).

The main goals of creating audio and video podcasts for students of learning Russian as a foreign language are to improve the quality of studying Russian as a foreign language in Russia and abroad, to popularize the Russian language as a means of inter-ethnic communication, to strengthen the motivation of foreigners to learn Russian, to provide students with multimedia products necessary for learning Russian as a foreign language, to optimize the teacher's work and their inclusion into e-learning.

The tasks of creating such an educational online product are as follows: to adapt the existing educational programs to modern means of electronic linguodidactics, to encourage the foreign youth to study the Russian language, to help young Russian specialists to realize themselves in their professional field, to develop and implement educational programs in the sphere of teaching Russian as a foreign language with the help of Internet technologies.

O.M. Zaichenko writes that audio and video podcasts in the process of learning Russian as a foreign language let scholars state the following significant trends already actualized in the educational process:

- The changing ratio of given and independently formed experience, with individual ways of life and cognition methods dominating;
- The formation of a special function of subjective experience in the educational process, i.e. an attempt to personally perceive objective content through which the individual's system of views and their place in the surrounding world is formed;
- The inclusion of student into the educational process as active subjects of cognitive activity regarding as the

personality-significant comprehension of nature, society, other people and the actors themselves (Zaichenko, 1998, p. 8).

Depending on the level of the intended audience, Russian audio and video podcasts can be divided into the following groups:

- Educational podcasts created especially for students of the initial stage, corresponding to the communicative topics studied at this level and comprising words included into the lexical minimum set for this level;
- Non-adapted podcasts on the topics studied by students at A2 level and above, whose vocabulary also corresponds to the lexical minimum of the levels presented;
- Non-adapted podcasts, including dialogues or finished scenes from Russian

movies/movies in Russian (feature and documentary), whose vocabulary does not fully correspond to the intended level of students (most often above the level and requiring contextual guess during viewing).

Depending on the type of podcasts, we can talk about the structure of podcast scripts: the lower the proficiency in Russian among students is, the stricter the script and its dialogues are. At the same time, the gap with the lexical minimum and grammatical material studied at this level is minimum.

The script of an educational and the so-called "artificially created" podcast (as a rule, A1-A2 levels of proficiency in Russian as a foreign language) corresponds to L.S. Vygotsky's development theory (Vygotsky, 2004, p. 173) and can be represented as follows:

Table 1: "Podcast Script"

Structure of Podcast Scripts	Terminological Conformity with L.S. Vygotsky's Theory
Structure: Situation, roles, statements	Contextually-significant, most common to everyday life
Plot	Models the "zone of proximal development" for children and adolescents; Based on situations filled with didactic and linguistic content
Leading characters, significant participants of communication	Fictional characters understandable to the potential audience with clearly separated roles and personal traits at the initial stage of learning, complex and multidimensional characters at the next stages
Educational tasks	Aim to develop the learner's linguistic identity
Methods of transferring and consolidating knowledge	Through forming the skills of discussion, self-control, repetition (even repeated) of the material seen
Test of the understanding and interest of the potential audience to the script provided	Checking the validity of some script elements before their active implementation and further use as educational materials

Experiment

One of the successful examples of implementing multimedia content in language education, in particular, Russian as a foreign language, can be considered the portal "Obrazovanie na russkom" (PushkinOnline, <https://pushkininstitute.ru>). This portal presents educational materials for those who study Russian as a foreign language independently or with a tutor. The coverage of levels from A1 to C2 lets any student find a suitable lesson and a communicative topic.

The ways of presenting educational materials on the portal "Obrazovanie na russkom" (PushkinOnline) in the sections "Uchim russkij yazyk" ("Learn Russian", from A1 to C2), "'Lingvostranovedcheskij slovar' 'Rossiya'" ("Linguistic and Cross-Cultural Dictionary of Russia"), etc. are not only traditional exercises adapted to the educational hypertext, on the basis of which all the current electronic and online textbooks are built, but are also represented by new components, including audio and video podcasts. The "Obrazovanie na russkom" (PushkinOnline) portal mainly uses educational podcasts, which is determined by the level of Russian as a foreign language and the fact that students prefer working with this type of exercises independently. While using resources of the "Obrazovanie na russkom" (PushkinOnline) portal, we have confirmed the hypothesis about the effectiveness of working with multimedia audio and video content in classes of Russian as a foreign language within the framework of short-term courses in mixed groups of the A0-A1+ levels. To justify this hypothesis, we tested the course in several groups of foreigners studying at the International Russian Language Summer Courses in the Pushkin State Russian Language Institute in 2016, 2017 and 2018.

The target audience was groups of students of the A0-A1+ levels (according to the results of level testing), whose age ranged from 18 to 36 years. The audience included both students learning Russian at university courses and people who came to Russia to get familiar with its language and culture and who had not previously studied Russian, as well as students of evening courses choosing language education as a hobby (as a rule, residents of Central and Western Europe). The groups were multiethnic, with students from Europe, the Asia-Pacific Region and South America.

In addition to teaching Russian as a foreign language in the allotted time (from two to eight

weeks), its lexical and grammatical structure, basic pronunciation skills and phonetic structure, the experiment aims to form communicative competences, including linguistic, speech, sociocultural, etc. Some groups participating in the experiment went along the "traditional" path and used only a textbook of an appropriate level and corresponding teaching materials, while others worked with the audio and video presented on the "Obrazovanie na russkom" (PushkinOnline) portal alongside the main educational resources. The above-mentioned audio and video materials were represented by podcasts, whose topics corresponded to the communicative topic studied during the classes.

According to the Linguodidactic Program of Russian as a Foreign Language (Elementary, Basic, First Certification Levels) (Moscow, RUDN, 2010), students at the A1 level "can verbally solve the following communication tasks: to enter communication (get familiar, introduce and present themselves and others, greet, say goodbye, thank, apologize, respond to thanks and apologies, attract attention, ask to repeat, etc.); request and report information (ask a question, report a fact, event, person, object, quantity, quality, one's ownership of objects, etc.); express intentions, desires, requests, wishes, advice, proposals, invitations, agreement and disagreement, etc.; show their attitude (to assess a person, subject, phenomenon, fact, event, etc.); express preferences, condemnations, regrets, surprise and sympathy. These intentions can be implemented at the Elementary level in the following communication situations: administrative service, the dean's office, office, directorate, shop, kiosk, the market, airport, railroad station, post office, the Internet center, bank, dining room, buffet, cafe, restaurant, library, the classroom, the city, transport, hospital, drugstore, phone talk. In this regard, we have selected video podcasts of the appropriate level posted on the "Obrazovanie na russkom" (PushkinOnline) portal related to the proposed communication topics and containing the necessary intentions while working with foreign students of the focus groups during the summer courses.

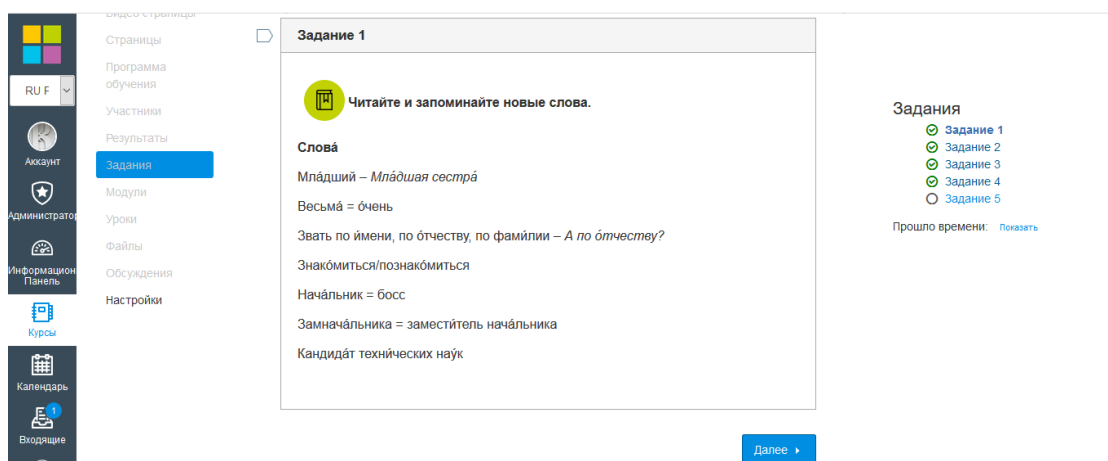
Classes in all groups working with podcasts as additional audiovisual materials and original paper sources were based on the textbook "Zhilyby`li. 28 urokov (E`lementarny`j uroven`)" ["Once Upon a Time. 28 Lessons" (Elementary level)] written by M.V. Miller, L.V. Politova and I.Ya. Rybakova (2014). From the very start, groups that obligatory watched video podcasts were included in this multimedia activity within

the framework of the experiment. One of the experiment stages was Lesson No. 3 of the textbook "Zhili-by'li" ("Once Upon a Time") devoted to the topic "Znakomstvo" "Introduction". This standard topic is known by all students and almost all cultures have similar etiquette norms: when people meet in an informal or official situation. After completing the exercises proposed in the textbook, students watch a podcast on the same topic (nine different options were suggested for the "Znakomstvo" "Introduction" topic in the section of video podcasts for the Elementary level). The work with podcasts in the classroom reminds the work with text (in fact, a video podcast is a polysemantic text, as defined by N. Bozhenkova): before watching a video podcast, students learn new vocabulary (often

background, but no less important), there are post-viewing exercises to consolidate what was seen/heard and to use in live communication by discussing the watched fragment (which corresponds to the parameters of the script described in Table 1). One of the podcasts used in this topic was a fragment of the film "Moskva slezam ne verit" ("Moscow Does Not Believe in Tears").

Figure 1 (<https://courses.pushkininstitute.ru/courses/100032/quizzes/102855/take>) represents "pretext", i.e. pre-viewing tasks offered to students. Italicized words or phrases are synonyms to those that sound in the film but can be recognized by listeners of this level.

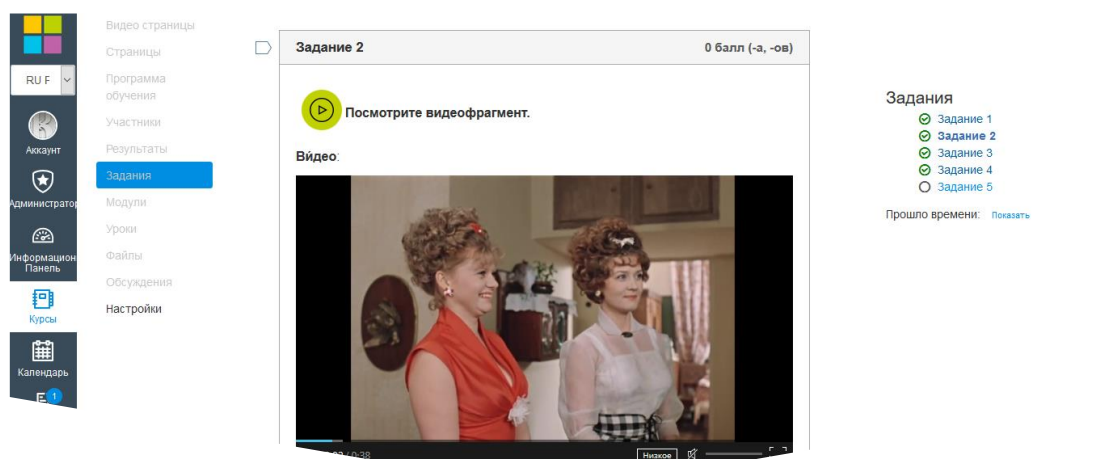
Figure 1. "Chitajte i zapominajte novy`e slova" ("Read and Memorize New Words")



The second slide (<https://courses.pushkininstitute.ru/courses/100032/quizzes/102855/take/questions/158074>)

(Figure 2) reconstructs the direct viewing of a podcast that lasts less than a minute, i.e. it is enough to understand all the information at this level.

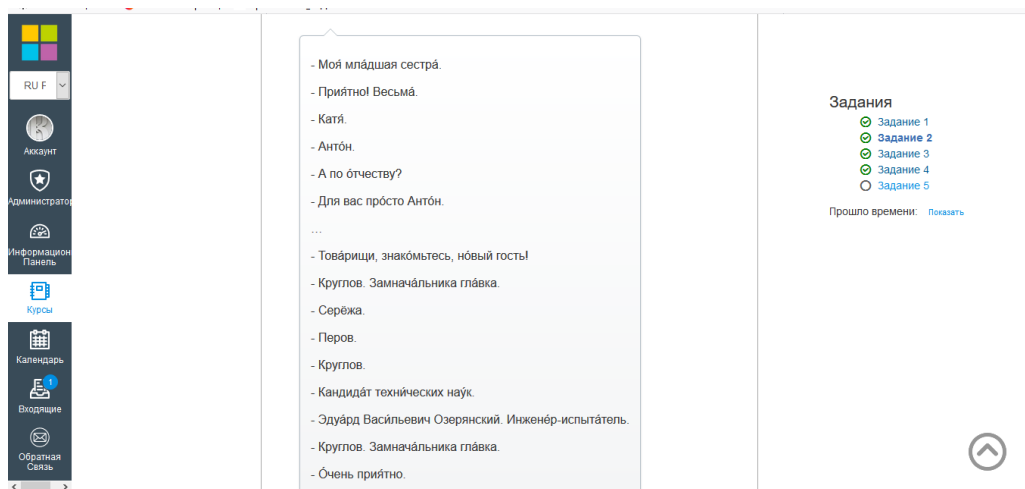
Figure 2. "Posmotrite videofragment" ("Watch This Video Clip")



The third screenshot (<https://courses.pushkininstitute.ru/courses/100032/quizzes/102855/take/questions/158074>) shows the availability of the polylogue/dialogue between all participants of communication after

viewing (although the text is available in any order, it seems methodologically correct to present it after viewing to clarify incomprehensible – if there are any – words) (Figure 3).

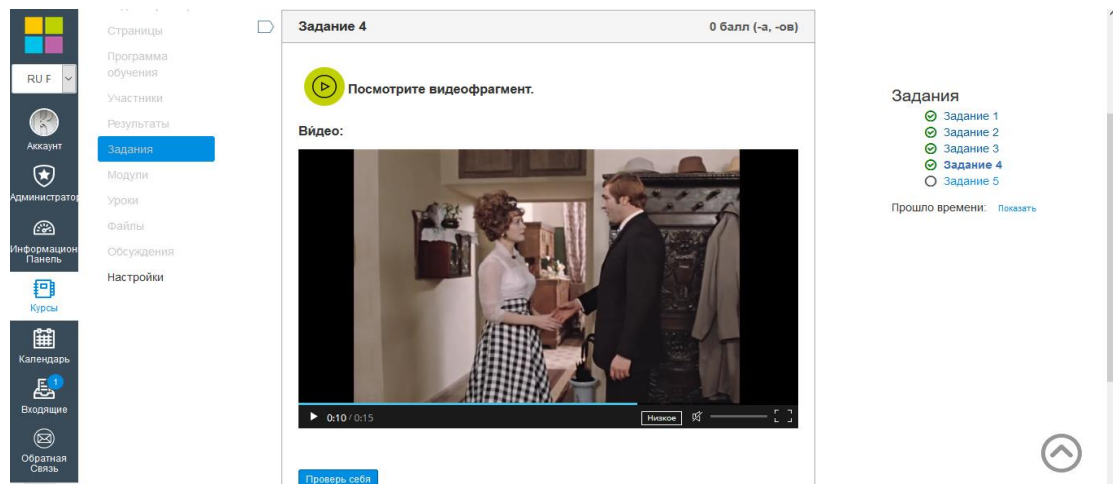
Figure 3. "Prover`te sebya" ("Check Yourself")



The next slide (<https://courses.pushkininstitute.ru/courses/100032/quizzes/102855/take/questions/158076>)

illustrates Task 5 of this podcast, i.e. the second excerpt from the movie on the topic "Introduction" (Figure 4).

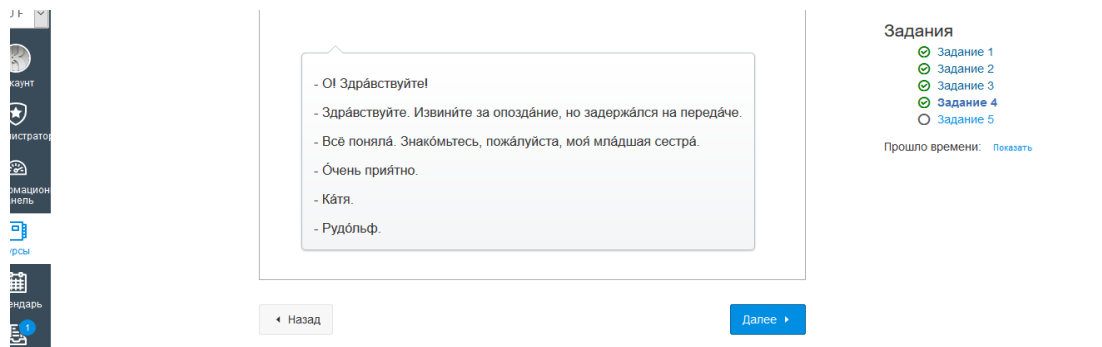
Figure 4. "Posmotrite videofragment" ("Watch This Video Clip")



It also provides the corresponding transcription as in Figure 5

(<https://courses.pushkininstitute.ru/courses/100032/quizzes/102855/take/questions/158076>).

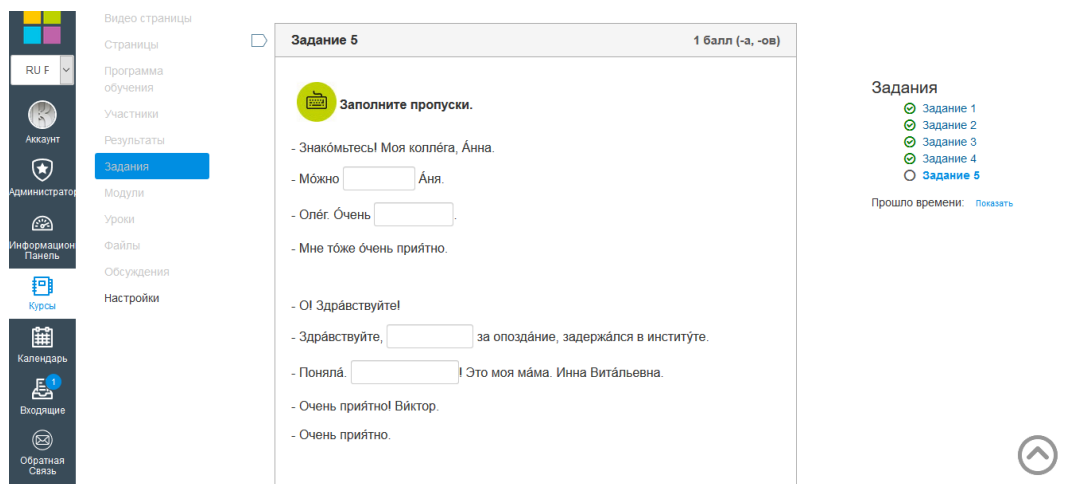
Figure 5. "Prover'te sebya" ("Check Yourself")



After watching the provided video materials and reading the transcription of dialogues, students are asked to do the exercise by inserting appropriate words or constructions into gaps,

which is shown in this slide (<https://courses.pushkininstitute.ru/courses/100032/quizzes/102855/take/questions/158077>) (Figure 6).

Figure 6. "Zapolnite propuski" ("Fill in the Gaps")



The work with audio and video podcasts puts listeners into a comfortable and familiar environment. The use of gadgets and computers stimulates not only the student's interest in the language being studied (because they see/understand examples of real communication between Russians even in movies), helps quickly form communicative competences with all the components and activates such types of speech activity as speaking and listening.

The identification of such educational trends changes methods of presenting educational materials, which meets the demands of a new, "technological" generation of students, stimulates their creative and cognitive activity (Rubleva, 2015, p. 223).

Based on our practical and pedagogical experience, we should note the methodological feasibility of audio and video podcasts, which is confirmed by the fact that they vividly demonstrate situations of communication in verbal and non-verbal expression, are full of lively conversational speech, familiarize students with history, culture, modern life, traditions, customs and rites of the country of the studied language.

Conclusion

Within the framework of a reforming pedagogical paradigm influenced by the widespread introduction of information and communication, Web 2.0 and other technologies, new methods of implementing these technologies in language education, the changed subject of teaching from the viewpoint of sociology, as well as their psychophysiological perception of educational materials, it is advisable to use audiovisual linguodidactic content presented by podcasts in teaching Russian as a foreign language at the initial stage of education, in particular, A1-A2 levels. This trend is especially important for short-term courses where the number of classroom hours is limited and the studying material does not really differ from academic materials mastered by students of other forms of education in terms of scope and complexity.

The practice of working with information and communication technologies demonstrates that the inclusion of interactive content in the process of teaching Russian as a foreign language from the first classes promotes the active formation (compared to using only paper media) of a secondary language personality of students, communicative competence with extra- and

intralingual components, assimilation of educational materials, the more intensive development of such types of speech activity as listening and speaking that together provide positive results in the assimilation of Russian as a foreign language by foreign students who did not study it. Video podcasts (both educational and non-adapted) made especially for generation Z which is inclined to "mosaic thinking" correspond to the cognitive requests of its representatives and do not cause mental overload with the main images and actors, secondary background and additional extra-language content.

Educational resources containing audio and video podcasts can be used in the classroom with a little help from teachers/tutors or be extracurricular means. During foreign language classes, these websites should optimize the educational process, improve listening and speaking skills, familiarize students with the culture and traditions of the country of the target language.

To sum up, we need to emphasize that working with audio and video podcasts as additional tools for language and sociocultural education of foreign students could and should be filled with new content since methodological development in this sphere is practically unlimited. The creative application of this methodology of teaching Russian using websites with audio and video podcasts in the classroom will "revitalize" education and intensify the formation of linguo-communicative competence of foreign students at any stage of learning Russian as a non-native and foreign language.

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