

# ИЗУЧЕНИЕ МЕТОДОЛОГИЙ ЦИФРОВОГО ОБРАЗОВАНИЯ В ПРЕПОДАВАНИИ ИНОСТРАННЫХ ЯЗЫКОВ

Сунь Чэнчэн

аспирант

*Российский университет дружбы народов имени Патриса Лумумбы*

*117198, Россия, Москва, Миклухо-Маклая, 6*

*13709714167@163.com*

**Аннотация.** В статье рассматриваются методологические подходы к цифровизации обучения иностранным языкам. Анализируются реальные педагогические практики и актуальные научные источники. Особое внимание уделяется эффективности цифровых инструментов в смешанном и дистанционном обучении. В работе представлены конкретные кейсы внедрения цифровых методик в образовательных учреждениях России и за рубежом. На основе анализа выявляются условия успешной реализации цифровых решений в лингводидактике.

**Ключевые слова:** цифровое образование, методика преподавания иностранных языков, смешанное обучение, дистанционные технологии, лингводидактика, цифровая компетенция

## EXPLORING METHODOLOGIES FOR DIGITAL EDUCATION IN FOREIGN LANGUAGE TEACHING

Sun Chengchen

Postgraduate Student

*Patrice Lumumba Peoples' Friendship University of Russia*

*6, Miklukho-Maklaya Street, Moscow, 117198, Russia*

*13709714167@163.com*

**Abstract.** This article examines methodological approaches to digitalization in foreign language education. It analyzes real pedagogical practices and current scholarly sources. Special attention is given to the effectiveness of digital tools in blended and distance learning. The paper presents specific cases of digital methodology implementation in educational institutions in Russia and abroad. Based on this analysis, the study identifies conditions for successful deployment of digital solutions in linguodidactics.

**Keywords:** digital education, foreign language teaching methodology, blended learning, distance learning technologies, linguodidactics, digital competence

### Introduction

Digital transformation has changed education. Foreign language teaching now faces new challenges and opportunities. Teachers must adapt their methods. They need to integrate technology effectively. But technology alone does not guarantee better learning outcomes. Pedagogy must guide technology use. This article explores methodologies for digital education in foreign language teaching. It draws on real cases and relevant literature. The aim is to identify what works in practice. The objectives are threefold. First, to examine methodological principles for digital integration. Second, to analyze concrete cases from educational institutions. Third, to propose evidence-based

recommendations. The relevance of this research is clear. Digital education is expanding rapidly. Teachers need practical guidance. They need frameworks that connect theory to classroom reality.

Blended learning combines face-to-face instruction with online components. This model has gained widespread adoption. But its success depends on thoughtful design. Adding digital elements to existing courses is not enough. The integration must be meaningful.

A study from Ural Federal University examined student attitudes toward blended learning. Researchers surveyed first-year undergraduate students during the 2022–2023 academic year. They analyzed blended learning experiences from 2015 to 2023. The results were revealing. Students showed a clear preference for traditional classroom activities over online components. However, they were open to using online platforms when these were essential parts of the course. The researchers concluded that blended learning works best when online elements are integrated, not added as extras [7, p. 123].

This finding aligns with broader research. Blended learning requires careful coordination. Online and face-to-face activities must connect. Students need to see how digital tasks relate to classroom discussions. When this connection is clear, engagement improves. When it is absent, students may view online work as unnecessary.

Another case comes from the University of British Columbia. The Department of French, Hispanic and Italian Studies redesigned ten beginner and elementary language courses. These courses now use a hybrid format. Students complete asynchronous online work independently. Then they attend dynamic in-person sessions. The model emphasizes flexibility and learner autonomy [2]. Survey results from this project were positive. Students appreciated the flexibility. One student noted that video modules allowed learning at their own pace. Another valued the autonomy to control learning speed. Commuter students and student athletes particularly benefited. The hybrid format gave them more control over their schedules [8].

These cases reveal a key principle. Effective blended learning puts learners at the center. It offers flexibility without sacrificing structure. It combines independent work with collaborative interaction. The teacher's role shifts. The teacher becomes a designer and facilitator, not just a content deliverer.

Digital tools vary widely. Some are simple, like flashcard apps. Others are complex, like virtual reality environments. The methodological question is not which tool is best. The question is how a tool supports specific learning processes.

A case from Tomsk State University illustrates this point. The university developed an online Russian language platform called «In Russian» (На русском). The platform helps foreign citizens prepare for life in Russia. It includes three key components. First, materials for sociocultural adaptation. Second, Russian language modules based on real-life situations. Third, an adaptive simulator that adjusts to user knowledge levels [1, p. 45]. The platform's methodological innovation lies in its adaptive approach. When users log in, the system tests their initial knowledge. It then builds individual learning paths. A user who does not know the Cyrillic alphabet starts with basics. A user who can read Russian moves directly to conversation and grammar. By January 2026, more than 9,000 people were studying on the platform [1, p. 47]. This case demonstrates a broader principle. Digital tools should adapt to learners. One-size-fits-all approaches have limits. Adaptive systems can meet learners where they are. They can provide personalized pathways. This personalization supports more effective learning. A different case comes from the University of Warwick. The Language Centre developed an online portal called Languages@Warwick. The portal uses Moodle and integrates voice-

over-internet tools. It supports over 3,000 users. The project focused on creating a flexible online learning space. It also emphasized research-based approaches to blended teaching [9]. The Warwick case highlights another principle. Digital environments must support communication. Language learning requires interaction. Online tools must enable spoken communication. They must handle accented characters and foreign scripts. They must allow peer collaboration. Technical features matter. But they matter only insofar as they support human interaction.

Distance learning has grown rapidly. The shift to remote teaching during the pandemic accelerated this growth. But effective distance learning requires more than moving classes online. It requires pedagogical adaptation.

Research from RUDN University examined this issue. The study focused on forming self-regulated learning skills in Russian as a foreign language. Researchers noted that students today live in a digital environment. Their activities are mediated by information technology. This reality requires new approaches to organizing independent work [6, p. 140]. The researchers developed a methodology based on cultural-historical psychology. The approach involves two stages. First, classroom activities where the teacher directs student work. Second, e-learning activities where students manage their own learning. This staged approach helps students develop self-regulation skills. They learn to work independently while maintaining support structures [6, p. 142]. This research reveals an important insight. Distance learning requires intentional skill development. Students need guidance in managing their own learning. They cannot simply be given online materials and expected to succeed. Teachers must scaffold the development of self-regulation.

A broader study from China examined digital competence among foreign language teachers. Researchers surveyed 582 teachers across eastern, central, and western regions. The results showed that teachers rated their digital competence at an intermediate level. Most expressed willingness to learn and use digital technologies. However, significant gaps existed. Teachers needed improvement in using technology for teaching activities, particularly assessment [10, p. 7]. The study also identified key factors influencing digital competence. These included targeted training, personal willingness to learn, and support from policies and resources. The researchers noted that teaching experience affected digital competence. More experienced teachers showed lower digital competence levels. This finding suggests that professional development must address varying needs across career stages [10, p. 10].

Based on the analysis of real cases and scholarly literature, we propose a typology of digital didactic models for foreign language teaching. Each model targets specific aspects of the learning process. The typology provides a systematic framework for integrating digital tools into instructional design.

Table 1. Typology of Digital Didactic Models for Foreign Language Teaching

| Didactic Model         | Role of Digital Tools                                          | Targeted Component                         |
|------------------------|----------------------------------------------------------------|--------------------------------------------|
| Adaptive Tutor         | Personalized learning pathways based on learner performance    | Cognitive skills, self-regulation          |
| Virtual Communicator   | Simulated interaction with digital interlocutors               | Speaking fluency, pragmatic competence     |
| Collaborative Platform | Shared workspaces for peer interaction and joint projects      | Interaction skills, collaborative learning |
| Reflective Portfolio   | Digital documentation of learning progress and self-assessment | Metacognitive awareness, learner autonomy  |

These models are not mutually exclusive. Teachers can combine them within a single course. The «Adaptive Tutor» can prepare students with foundational knowledge. The «Virtual Communicator» can provide practice opportunities. The «Collaborative Platform» can enable peer learning. The «Reflective Portfolio» can support self-assessment and goal setting. A key methodological requirement is the teacher's role. Digital tools serve as instruments. They do not replace the teacher. Teachers must design learning trajectories. They must guide reflection. They must facilitate meaning-making.

Digital competence is not optional for language teachers. It is essential. But what does digital competence mean? It goes beyond technical skills. It includes the ability to evaluate digital resources critically. It includes designing activities that leverage technology. It includes guiding learners in developing their own digital literacy.

Research from the Ural Federal University examined digital intercultural competence. The study involved 250 students and 10 foreign language teachers. The research took place from 2021 to 2023 across four Russian universities. The pedagogical model included intercultural training, intercultural mediation, and digital learning activities [2, p. 287]. The results showed significant improvement. Students in the experimental groups increased their digital intercultural competence across all criteria. The researchers identified key conditions for effectiveness. These included systematic integration of digital activities and focus on intercultural dialogue [2, p. 291]. This research highlights an important point. Digital competence connects to broader competencies. Intercultural competence and digital competence are not separate. They interact. Digital tools enable intercultural encounters. They connect learners across cultures. They provide access to authentic materials. Teachers must understand these connections. Another study addressed principles for developing IT competence in foreign language teachers. Researchers from three Russian universities collaborated on this work. They analyzed legislation, literature, and pedagogical practices. Their goal was to identify principles for upskilling programs [3, p. 134].

The researchers emphasized several principles. One was the integration of professional linguodidactics with digitalization. Another was attention to axiological aspects—values and attitudes. A third was systematic design of professional development. The study concluded that enhancing digital competence can become a key aspect of teacher preparation [3, p. 137].

A university in Moscow introduced a hybrid English course for students preparing for internships abroad. The course used a learning management system with interactive modules. Students completed grammar and vocabulary exercises online. They attended weekly face-to-face sessions for speaking practice and project work. Initial challenges emerged. Some students did not complete online work. Others found the online materials disconnected from classroom discussions. The instructor responded by redesigning the course. She created video introductions for each online module. These videos explained how the online work connected to upcoming classroom activities. She also used class time to review online tasks and address common difficulties.

Student engagement improved. Completion rates increased. Students reported that they understood the purpose of online work. This case illustrates a simple but important principle. Students need to see the connections. When they understand how digital tasks support learning goals, they engage more fully. Another case comes from a virtual exchange program. Students learning English in Russia connected with students learning Russian in the United States. They used video conferencing tools. They also used collaborative platforms for joint projects. The program lasted one semester. Students met weekly for conversations on assigned topics.

The results were significant. Students developed not only language skills but also intercultural competence. One student noted that explaining Russian cultural traditions required creative communication. Simple vocabulary was not enough. She needed to find new ways to explain concepts. This experience taught her that language is for connecting with people, not just passing exams.

Research from an international project confirms these observations. A study examined virtual exchange programs across 12 universities in Europe and North America. The researchers found that well-designed virtual exchanges promote both linguistic and intercultural development. Key success factors included structured tasks, trained facilitators, and integration with classroom learning [5, p. 24].

### **Conclusion**

The exploration of digital education methodologies yields several conclusions. First, blended learning works when design is intentional. Online and face-to-face components must connect meaningfully. Second, digital tools gain value through pedagogical application. The tool itself matters less than how it is used. Third, distance learning requires explicit attention to self-regulation. Students need support in managing their own learning. Fourth, digital competence is foundational. It must be developed through systematic professional development.

The cases examined in this article share common elements. Successful digital integration begins with clear learning objectives. It selects tools that support those objectives. It designs activities that leverage tool affordances. It maintains focus on learner engagement and development. Technology serves pedagogy, not the other way around.

Further research is needed. Longitudinal studies would show how digital integration affects language development over time. Research on learner characteristics would support more personalized approaches. And continued examination of real cases will help refine our understanding of what works. A recent review of digital education research emphasizes this point. The authors call for more context-sensitive studies that examine how digital methodologies function in specific teaching environments [4, p. 325]. The digital transformation of education will continue. New tools will emerge. But the core methodological challenge remains constant. Teachers must harness technology in service of learning. They must keep learners at the center. And they must maintain focus on the human interactions that make language learning meaningful.

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