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Pedagogical Foundations For Developing The Professional Competence Of Future Russian Language Teachers In A Digital Learning Environment

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ABSTRACT

This thesis examines the pedagogical foundations for developing the professional competence of future Russian language teachers in a digital learning environment. The study focuses on the integration of digital educational resources, interactive teaching methods, and competence-based approaches into professional teacher preparation. The research employs theoretical analysis, comparative examination, and synthesis of scientific literature concerning digital pedagogy and professional competence development. The findings identify the importance of technological, methodological, communicative, and reflective components in preparing prospective teachers for contemporary educational practice. Particular attention is given to pedagogical conditions that promote independent learning, professional creativity, and the effective application of digital technologies in Russian language instruction. The study proposes a conceptual framework for organizing competence-oriented educational activities and emphasizes the importance of integrating digital tools with subject-specific teaching methodologies.

Keywords: Digital learning environment, professional competence, future Russian language teachers, digital pedagogy, pedagogical foundations, teacher education, digital competence, innovative teaching methods.

INTRODUCTION

The digital transformation of higher education has significantly influenced the requirements for the professional preparation of future teachers. Contemporary educational institutions increasingly employ electronic learning platforms, multimedia resources, interactive applications, and digital assessment tools. These developments require prospective teachers to possess not only subject-specific knowledge but also the methodological and technological competencies necessary for organizing effective learning activities.

The professional competence of Russian language teachers includes linguistic knowledge, pedagogical skills, communicative abilities, methodological preparedness, and reflective thinking. In a digital learning environment, these components acquire additional significance because teachers must independently select educational technologies, develop interactive materials, and adapt instructional strategies to learners' individual needs.

Mishra and Koehler emphasize that effective digital teaching requires the integration of technological, pedagogical, and content knowledge [1]. Similarly, the European Framework for the Digital Competence of Educators identifies the effective use of digital resources, learner engagement, assessment, and professional collaboration as essential dimensions of teachers' professional development [2].

Despite the expanding availability of digital educational technologies, their effective integration into the professional preparation of future Russian language teachers requires systematic pedagogical justification. Therefore, the purpose of this thesis is to identify the pedagogical foundations and educational conditions that support the development of professional competence in a digital learning environment.

The study employs a theoretical research methodology involving analysis, comparison, generalization, and systematic interpretation of scientific and methodological literature. The theoretical framework incorporates the Technological Pedagogical Content Knowledge model, the European Framework for the Digital Competence of Educators, and research concerning computer-assisted language learning.

The methodological analysis examines the relationship between professional competence components and the educational opportunities offered by digital technologies. Particular attention is devoted to interactive learning platforms, electronic educational resources, multimedia materials, virtual communication environments, and digital assessment systems.

The research also applies a competence-based approach to identify the knowledge, skills, and professional attitudes required for effective Russian language instruction. The findings are based on theoretical synthesis rather than experimental measurements, providing a conceptual foundation for subsequent empirical investigations.

The analysis indicates that developing professional competence in a digital learning environment requires the integration of linguistic, methodological, technological, communicative, and reflective competencies. These dimensions form an interconnected system that enables future Russian language teachers to organize educational activities effectively.

The linguistic component involves mastering Russian phonetics, vocabulary, grammar, and stylistics while developing the ability to explain language phenomena through digital educational materials. Electronic dictionaries, linguistic corpora, and multimedia applications provide opportunities to examine authentic language examples and demonstrate complex grammatical relationships.

The methodological component concerns the ability to design educational activities using appropriate digital resources. Prospective teachers must learn to formulate learning objectives, select interactive assignments, organize differentiated instruction, and evaluate the pedagogical effectiveness of technological tools.

The technological component includes the practical application of learning management systems, online collaboration platforms, digital presentations, and electronic assessment instruments. However, technical proficiency alone is insufficient without an understanding of the educational purpose of each resource.

The communicative component develops through interactive discussions, collaborative projects, virtual teaching simulations, and online language practice. These activities provide opportunities to strengthen pedagogical communication and develop strategies for supporting learners in multilingual classrooms.

The reflective component involves evaluating instructional decisions, identifying professional difficulties, and improving teaching strategies. Digital portfolios and recorded teaching demonstrations can support systematic reflection and professional self-assessment.

The synthesis suggests that these components should be developed through interconnected learning activities rather than isolated technological training.

The findings suggest that the professional preparation of Russian language teachers should be organized through the systematic integration of digital technologies and subject-specific pedagogical methods. The TPACK framework emphasizes the interdependence of technological, pedagogical, and content knowledge, providing a theoretical explanation for why technical proficiency alone cannot ensure effective teaching [1].

A significant pedagogical condition is the development of practice-oriented educational activities. Future teachers should participate in digital lesson planning, multimedia resource development, online teaching simulations, and reflective assessment. These activities can connect theoretical preparation with professional responsibilities.

The DigCompEdu framework further highlights the importance of digital assessment, learner empowerment, and professional engagement [2]. Accordingly, digital competence development should include critical resource selection, inclusive teaching practices, and responsible management of educational information.

In Russian language education, technological integration must account for grammatical complexity, linguistic diversity, and learners' communicative needs. Digital resources should support meaningful interaction rather than replace teacher-guided communication. Chapelle's research on computer-assisted language learning provides a theoretical basis for evaluating the relationship between technology, language acquisition, and instructional design [3].

The proposed approach requires appropriate institutional infrastructure, methodological support, and continuous professional feedback. Its effectiveness should subsequently be evaluated through pedagogical experiments and competence-based assessment.

The development of professional competence among future Russian language teachers in a digital learning environment requires the integration of linguistic knowledge, methodological preparedness, technological proficiency, communicative abilities, and reflective skills.

The theoretical analysis identifies competence-based learning, interactive educational activities, individualized instruction, and continuous assessment as important pedagogical foundations. Digital technologies provide opportunities to strengthen professional preparation when their application corresponds to educational objectives and the specific requirements of Russian language teaching.

The findings establish a conceptual basis for improving teacher education methodologies and designing practice-oriented digital learning activities. Further empirical research is necessary to determine the effectiveness of these approaches in higher educational institutions.

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