

# Problems and Prospects of Using Digital Platforms in Teaching Russian as a Foreign Language

Dr ZEKAGH Mawaheb

Algiers 2 University, Algeria

Email: [mawaheb.zekagh@univ-alger2.dz](mailto:mawaheb.zekagh@univ-alger2.dz)

Submission date: 07-01-2026

Acceptance date: 17-03-2026

Publication date: 03./06/2026

## Abstract

The article analyses the use of digital platforms in teaching Russian as a foreign language, with reference to specific services: Moodle, Zoom, Google Classroom, LingQ, Forvo, Padlet, Quizlet, and Kahoot!. The main problems in digital teaching of Russian as a foreign language are identified, including uneven levels of teachers' digital training, technical limitations, the methodological incompleteness of universal language applications, and reduced intensity of oral speech interaction. The effectiveness of a blended learning model is substantiated by the use of digital platforms to develop reading, listening, and writing skills, as well as learning autonomy. At the same time, classroom lessons retain the leading role in the development of communicative skills.

**Keywords:** Russian as a foreign language, digital platforms, digital educational technologies, online learning, blended learning.

## Introduction

The use of digital platforms in teaching Russian as a foreign language is closely linked to the transformation of the educational environment and the institutionalization of online learning. In the practice of teaching Russian as a foreign language, digital tools serve as a structural component of the educational process, expanding the learning space, modifying pedagogical

interaction, and prompting a reconsideration of work with language material. At the same time, empirical experience records a combination of pedagogical effects and systemic limitations.

### **Challenges of Using Digital Platforms in RFL Teaching**

The unevenness in the digital competence of teachers of Russian as a foreign language poses a persistent barrier to the introduction of platform-based solutions. Functionally rich environments are used only fragmentarily, thereby reducing their educational potential. Moodle is often used according to the logic of a file archive, despite its capabilities for course design, knowledge assessment organization, and monitoring learning dynamics. The causal basis lies in a lack of methodological support and time resources; therefore, digitalization takes on a formal character and does not translate into improved teaching quality.

Technical conditions intensify the indicated limitations. Effective work in Zoom, Google Classroom, and virtual whiteboards requires a stable connection and adequate hardware, which are provided inconsistently in educational practice. Communication failures and a decline in the quality of the audiovisual signal undermine the effectiveness of efforts to develop listening and speaking skills, especially in the initial stages of learning Russian as a foreign language. In such a configuration, the teacher adapts the content by simplifying tasks and reducing interactive forms.

The adaptation of digital platforms to the linguistic specificity of the Russian language forms an independent problematic field. Universal services were designed without regard to the morphological complexity of the Russian language; therefore, learning algorithms exhibit methodological and content-related distortions. Duolingo and LinguaLeo support the initial practice of vocabulary and isolated grammatical models; however, they incorrectly represent case paradigms, the category of verbal aspect, and mechanisms of word formation. Such an architecture requires constant pedagogical oversight and explanation; otherwise, systemic errors

become entrenched in educational practice. The research discourse notes a decline in live speech interaction in the digital environment. Platform-based solutions expand access to learning resources but do not reproduce full communicative dynamics. Even when Zoom and breakout rooms are used, oral activity is limited to brief utterances. Learners more often choose written interaction in chat, especially at the initial levels of training, thereby reducing the intensity of developing spontaneous speech and dialogical skills, which are key to the methodology of teaching Russian as a foreign language (Pirnepesova & Kovalev, 2025).

### **Pedagogical Potential of Digital Platforms**

When applied systematically and meaningfully, digital platforms demonstrate pronounced educational potential. The personalization of learning is the central advantage of the platform-based model. LingQ and Forvo ensure an individual pace of work, varied textual material, and autonomous phonetic training. Forvo provides authentic pronunciation samples from native speakers, compensating for the deficit of the language environment. Such a configuration reduces the frequency of phonetic deviations and increases learners' confidence in oral communication. The use of virtual whiteboards such as Padlet, Jamboard, and Miro is considered a promising direction in the digital methodology of teaching Russian as a foreign language. The platform's functionality supports the collective visualization of lexical and grammatical material, as well as the construction and modeling of dialogues. In the methodology of teaching Russian as a foreign language, visual support serves a scaffolding function, especially for speakers of hieroglyphic writing systems. The use of virtual whiteboards organizes learning materials and increases the transparency of language structures, thereby ensuring more accurate mastery of complex grammatical phenomena (Fan, 2025).

Testing and gamification systems demonstrate pronounced didactic potential. Quizlet and Kahoot! ensure prompt assessment of lexical and grammatical skills, immediate feedback, and increased motivation to learn. The game-based model reduces anxiety during knowledge assessment and shifts the emphasis from the evaluative function to the training function. The effectiveness of the application is determined by the quality of the tasks and their coherence with the lesson's objectives within the learning model's logic.

A strategic direction of development is the integration of platforms into a single educational configuration. Google Classroom serves an organizational and managerial function; Zoom ensures synchronous communication; and specialized resources such as Master Russian, RT Learn Russian, and RussianPod101 provide linguistic and cultural content. The comprehensive combination of tools compensates for the functional limitations of individual services and forms an integral system for teaching Russian as a foreign language.

### **Development of Language Skills and Learner Autonomy**

The practice of teaching Russian as a foreign language demonstrates the greatest effectiveness of digital tools in developing reading and listening skills. LingQ, RussianPod101, and Master Russian provide a corpus of texts and audio materials differentiated by complexity level. Repeated listening and reading strengthen vocabulary consolidation and the development of stable speech patterns, ensuring depth of mastery. The classroom format limits the volume of work within the lesson's time frame.

Ambivalent dynamics characterize the development of written speech in the digital environment. Google Classroom and Google Docs support systematic work on written assignments, detailed feedback, and the recording of dynamic errors. Collaborative editing fosters an analytical understanding of typical difficulties and ways to correct them. At the same time, the active use of automatic translators, including Google Translate and Yandex Translate,

reduces linguistic autonomy. In the absence of methodological regulators, written texts often reproduce machine translation, without ensuring an increase in language competence.

Teaching speaking occupies a special position in the digital methodology of teaching Russian as a foreign language. Platform-based solutions partially compensate for the deficit of the language environment; however, they do not reproduce the spontaneity of live communication. Zoom and comparable services enable the organization of oral lessons, pair work, and group work, but communicative activity remains limited by the synchronous lesson format. A promising direction involves using forums, discussion platforms, and project-oriented tasks. Padlet and Miro support the discussion of thematic blocks, the collective creation of products, and the public presentation of results in Russian, strengthening the communicative orientation of teaching (Zagumennikova, 2023).

The development of learners' educational autonomy forms a significant direction in the digital methodology of teaching Russian as a foreign language. Platform-based solutions expand access to educational resources and consolidate independent work skills. Master Russian, RT Learn Russian, and RussianPod101 include structured courses, test modules, and reference sections applicable beyond the classroom. With structured pedagogical logic, such an architecture strengthens individual responsibility for learning outcomes. With a deficit of control, some learners limit themselves to fragmentary familiarisation with materials, which reduces the didactic return.

Scientific studies emphasize the didactic properties of digital platforms as a factor in increasing teaching effectiveness. Visualization facilitates the interpretation of grammatical rules and lexical blocks. Interactive mechanisms support involvement in learning activities. The multimedia environment combines textual, auditory, and visual channels of perception, increasing the durability of mastery. A personalized learning trajectory takes into account the

level of training and cognitive interests. Each property requires a methodologically verified application, since excessive informational load reduces concentration and teaching effectiveness. Quality control of digital content constitutes an independent methodological task. Some online resources for the Russian language do not meet the requirements of the methodology of teaching Russian as a foreign language and transmit simplified or incorrect explanations without taking interlingual interference into account. A promising direction is the development of unified criteria for evaluating digital platforms and learning materials. Such an instrument will ensure the conscious selection of resources and their integration into the educational process, without risking the distortion of language norms (Gorovaya & Pozhidaeva, 2021).

A promising vector in the development of the methodology for teaching Russian as a foreign language is the blended learning model, in which digital platforms function in a complementary rather than a substitutive role. The classroom format retains priority in developing oral speech and communicative skills, while the online environment ensures practice, repetition, and mastery control. In the model's logic, such a distribution of functions combines the strengths of face-to-face and distance formats, reducing the pronounced limitations of each.

## **Conclusion**

The use of digital platforms in teaching Russian as a foreign language forms a complex multilevel system. The analytical scheme reveals problem areas related to technical infrastructure, the level of teachers' methodological training, the reduction in live communication, and the risks of formalized digitalization. The potential of personalized learning trajectories determines the prospects for expanding autonomous learning activities, providing visual support for language material, and integrating heterogeneous resources into a single educational environment. The effectiveness of the platform-based model is determined by

pedagogical strategy and the teacher's active regulatory role, who uses digital technologies as an instrument for managing learning rather than as an independent goal.

## References

Fan, S. (2025). K voprosu o primenении veb-saitov dlia izucheniia russkogo iazyka kak inostrannogo [On the use of websites for learning Russian as a foreign language]. In *Issledovaniia molodykh uchenykh: Materialy XCLIX Mezhdunarodnoi nauchnoi konferentsii, Kazan, March 2025* [Research by young scholars: Proceedings of the 99th International Scientific Conference, Kazan, March 2025] (pp. 31–37). Molodoi uchenyi.

Gorovaya, N. N., & Pozhidaeva, A. S. (2021). Primenenie distantsionnykh tekhnologii v prepodavanii russkogo iazyka kak inostrannogo [The application of distance technologies in teaching Russian as a foreign language]. *Filologicheskii aspekt* [Philological Aspect], (S6), 26–32.

Pirnepesova, G. N., & Kovalev, N. S. (2025). Sovremennye tekhnologii prepodavaniia russkogo iazyka kak inostrannogo [Modern technologies for teaching Russian as a foreign language]. *Innovatsionnaia nauka* [Innovative Science], 1(3–2), 66–67.

Zagumennikova, N. V. (2023). Tsifrovye tekhnologii kak sposob optimizatsii obucheniia russkomu iazyku kak inostrannomu [Digital technologies as a means of optimising the teaching of Russian as a foreign language]. *Prepodavatel XXI vek* [Teacher of the Twenty-First Century], (1–1). <https://cyberleninka.ru/article/n/tsifrovye-tehnologii-kak-sposob-optimizatsii-obucheniya-russkomu-yazyku-kak-inostrannomu>