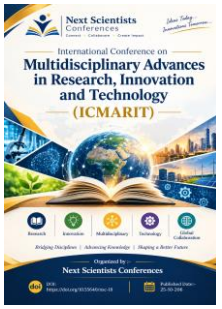
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The Importance Of Digital Pedagogy Principles In Preparing Future Russian Language Teachers For Professional Practice

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ABSTRACT

This thesis examines the importance of digital pedagogy principles in preparing future Russian language teachers for professional practice. The study explores how pedagogically justified technology integration contributes to the development of methodological, linguistic, communicative, and reflective competencies. The research employs theoretical analysis and comparative synthesis of scholarly literature concerning digital competence, technology-enhanced language learning, and professional teacher education. Particular attention is given to accessibility, interactivity, learner-centered instruction, pedagogical coherence, and continuous assessment as essential principles of digital pedagogy. The findings suggest that these principles provide a foundation for designing educational activities that connect digital resources with authentic professional teaching responsibilities. The study emphasizes that technological proficiency should be accompanied by critical methodological decision-making, ethical awareness, and sensitivity to learners' linguistic needs. The proposed conceptual framework offers practical directions for improving the professional preparation of future Russian language teachers in higher education.

KEYWORDS: Digital pedagogy, Russian language teachers, professional preparation, digital competence, pedagogical principles, teacher education, interactive learning, methodological competence.

INTRODUCTION

The development of digital technologies has transformed the organization of educational processes and created new requirements for professional teacher preparation. Contemporary teachers are expected to use electronic learning environments, interactive platforms, multimedia materials, and digital assessment systems while maintaining the pedagogical quality of instruction. Consequently, higher educational institutions must prepare prospective teachers to apply digital technologies purposefully rather than regard them as supplementary technical instruments.

The preparation of future Russian language teachers presents specific methodological challenges because language instruction involves grammatical explanation, pronunciation development, vocabulary acquisition, communicative interaction, and cultural interpretation. Digital environments offer numerous possibilities for addressing these tasks, but their effectiveness depends on appropriate instructional design and professional judgment.

Digital pedagogy encompasses the principles and methods guiding the educational use of digital technologies. Mishra and Koehler's Technological Pedagogical Content Knowledge framework demonstrates that effective teaching requires the integration of technological, pedagogical, and

subject-specific knowledge [1]. Similarly, the European Framework for the Digital Competence of Educators identifies teaching, assessment, digital resources, and learner empowerment as interconnected dimensions of professional competence [2].

The purpose of this thesis is to identify the principal digital pedagogy principles relevant to future Russian language teachers and examine their significance for developing professional readiness.

The research adopts a theoretical methodological approach involving the analysis, comparison, and synthesis of scholarly publications on digital pedagogy and language teacher education. The conceptual framework draws on the Technological Pedagogical Content Knowledge model, the European Framework for the Digital Competence of Educators, and research concerning computer-assisted language learning.

Scientific sources were examined to identify pedagogical principles governing the selection, implementation, and evaluation of digital educational resources. The analysis focused on accessibility, interactivity, individualized instruction, methodological coherence, formative assessment, and reflective practice.

These principles were interpreted in relation to the professional responsibilities of Russian language teachers, including linguistic explanation, classroom communication, instructional planning, and student assessment. The study employs conceptual analysis rather than experimental measurements; therefore, its findings represent theoretically grounded propositions requiring subsequent empirical validation.

The theoretical analysis identifies pedagogical coherence as a fundamental principle of digital technology integration. Digital resources should be selected according to linguistic objectives, instructional content, and learners' educational needs. For example, an interactive grammar application becomes pedagogically meaningful when it supports the understanding and contextual use of Russian grammatical structures rather than encouraging mechanical repetition.

Accessibility constitutes another important principle. Digital learning materials should accommodate differences in language proficiency, technological access, and individual learning characteristics. Providing alternative formats, adjustable learning sequences, and clear instructional guidance can improve participation in digital educational activities.

The principle of interactivity emphasizes active engagement with linguistic content. Collaborative digital documents, discussion platforms, and virtual teaching simulations create opportunities for future teachers to practice communication, explain grammatical phenomena, and develop methodological solutions. Such activities connect theoretical knowledge with professional teaching situations.

Individualization enables prospective teachers to experience differentiated instruction through adaptive exercises and personalized feedback. When designing digital learning tasks, students can examine how variations in complexity, learning pace, and instructional support influence language learning opportunities.

Continuous assessment represents an additional pedagogical principle. Electronic portfolios, formative quizzes, and digital feedback systems facilitate the monitoring of learning progress. However, automated assessment should complement professional evaluation, particularly when assessing oral communication, creative language production, and pedagogical reasoning.

Reflective practice integrates the identified principles by encouraging future teachers to evaluate the effectiveness, limitations, and ethical implications of digital resources. Together, these principles establish a conceptual foundation for preparing teachers to make informed decisions in technology-enhanced educational environments.

The findings indicate that digital pedagogy principles should be integrated into professional teacher preparation through practice-oriented educational activities. The TPACK framework demonstrates the importance of coordinating technological knowledge with pedagogical methods and subject-specific content [1]. Accordingly, future Russian language teachers should develop not only technical skills but also the ability to justify instructional decisions.

The DigCompEdu framework emphasizes digital competence in teaching, assessment, professional engagement, and learner empowerment [2]. These dimensions suggest that digital preparation should include collaborative lesson planning, the development of interactive linguistic materials, and critical evaluation of educational resources.

In Russian language instruction, digital technologies must support grammatical accuracy, communicative development, and cultural understanding. Their effectiveness depends on methodological relevance, accessibility, and teacher guidance. Further empirical research is necessary to evaluate the proposed principles in authentic educational settings.

Digital pedagogy principles provide an important foundation for preparing future Russian language teachers for professional practice. Pedagogical coherence, accessibility, interactivity, individualization, continuous assessment, and reflection contribute to the systematic development of professional competence.

The study establishes that digital technologies should be integrated with linguistic content and teaching methodologies rather than applied independently. The identified principles offer a theoretical basis for improving professional teacher preparation and developing practice-oriented educational activities in digital learning environments.

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