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METHODOLOGY OF TEACHING RUSSIAN AS A FOREIGN LANGUAGE IN A PEDAGOGICAL UNIVERSITY: BLENDED LEARNING FOR DEVELOPING ACADEMIC WRITING AND READING OF SCIENTIFIC AND PEDAGOGICAL TEXTS

Badalova Barno Tazhimovna

Senior Teacher of Interfaculty Department of the Russian Language
Chirchik State Pedagogical University (CSPU), Uzbekistan

Abstract

This article examines a methodology for teaching Russian as a foreign language in a pedagogical university through blended learning aimed at developing academic writing and the reading competence required for working with scientific and pedagogical texts. The relevance of the study is determined by the growing need to prepare future teachers for academic communication in Russian: interpreting research-based sources, producing genre-appropriate texts, and maintaining linguistic accuracy and disciplinary conventions. The proposed approach integrates an LMS as the organizational and assessment backbone with mobile practicums that extend learning beyond the classroom through short, frequent, task-based microcycles. The methodology combines scaffolded reading strategies (genre orientation, terminology mapping, argument tracking, critical annotation) with writing practices aligned to academic genres typical of teacher education (abstracts, summaries, analytical reviews, lesson-study reports, reflective research notes). Special emphasis is placed on feedback design, formative analytics in the LMS, and iterative revision supported by mobile prompts and peer interaction. The article outlines instructional design principles, describes a sequence of learning modules, and identifies expected pedagogical effects: improved comprehension of complex pedagogical discourse, increased control of academic style, greater autonomy, and more stable transfer of skills to professional contexts. The findings contribute to



methodological modernization of RFL instruction in teacher education and offer a practical model adaptable to institutional conditions.

Keywords. Russian as a foreign language; blended learning; academic writing; academic reading; scientific and pedagogical text; learning management system; mobile learning; microlearning; genre-based pedagogy; scaffolding; formative assessment; peer feedback; reflective writing; discourse competence; teacher education; digital didactics.

Introduction


МЕТОДИКА ПРЕПОДАВАНИЯ РКИ В ПЕДАГОГИЧЕСКОМ ВУЗЕ: СМЕШАННОЕ ОБУЧЕНИЕ ДЛЯ РАЗВИТИЯ АКАДЕМИЧЕСКОГО ПИСЬМА И ЧТЕНИЯ НАУЧНО- ПЕДАГОГИЧЕСКИХ ТЕКСТОВ (LMS И МОБИЛЬНЫЕ ПРАКТИКУМЫ).

Бадалова Барно Тажимовна

Старший преподаватель Межфакультетской
кафедры русского языка ЧГПУ, Узбекистан.

Аннотация

В статье рассматривается методика преподавания русского языка как иностранного в педагогическом вузе на основе смешанного обучения, ориентированная на развитие академического письма и читательской компетентности, необходимой для работы с научными и научно-педагогическими текстами. Актуальность исследования обусловлена возрастающей потребностью в подготовке будущих педагогов к академической коммуникации на русском языке: интерпретации источников исследовательского характера, созданию текстов, соответствующих жанровым нормам, а также соблюдению языковой точности и дисциплинарных конвенций. Предлагаемый подход интегрирует LMS как организационно-оценочную основу курса и


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мобильные практикумы, расширяющие обучение за пределы аудитории за счёт кратких, регулярных, заданийных микроциклов. Методика сочетает сконструированные опоры для чтения (жанровая ориентация, картирование терминологии, отслеживание аргументации, критическое аннотирование) с практиками письма, соотнесёнными с академическими жанрами, типичными для педагогического образования (аннотации, резюме/краткие изложения, аналитические обзоры, отчёты по lesson study, рефлексивные исследовательские заметки). Особое внимание уделяется проектированию обратной связи, формативной аналитике в LMS и итеративной переработке текстов, поддерживаемой мобильными подсказками и взаимодействием в формате взаиморецензирования. В статье сформулированы принципы учебного дизайна, описана последовательность учебных модулей и обозначены ожидаемые педагогические эффекты: улучшение понимания сложного педагогического дискурса, усиление контроля академического стиля, рост автономности и более устойчивый перенос сформированных умений в профессиональные контексты. Полученные результаты вносят вклад в методическую модернизацию преподавания РКИ в педагогическом образовании и предлагают практическую модель, адаптируемую к институциональным условиям.

Ключевые слова. русский язык как иностранный; смешанное обучение; академическое письмо; академическое чтение; научный и научно-педагогический текст; система управления обучением; мобильное обучение; микрообучение; жанрово-ориентированная педагогика; педагогическое «скэффолдинг» (система опор); формативное оценивание; взаимное рецензирование; рефлексивное письмо; дискурсивная компетентность; педагогическое образование; цифровая дидактика.

Introduction



The preparation of future teachers of languages increasingly depends on their ability to operate within academic communication: to read research-based texts

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critically, to extract and evaluate evidence, to synthesize viewpoints, and to produce written outputs that meet disciplinary conventions. In pedagogical universities where Russian is taught as a foreign language, these requirements are intensified by the dual orientation of training. Students must master Russian not only for everyday interaction but also as a professional instrument for engaging with scientific and pedagogical literature, participating in methodological discussions, and documenting educational practice in academically acceptable genres. However, academic reading and writing are among the most challenging competences for non-native speakers because they require simultaneous control of vocabulary and terminology, complex syntax, cohesion patterns, genre norms, citation practices, and an implicit understanding of how knowledge is constructed and validated in scholarly discourse.

In many teacher-education programs, instruction in Russian as a foreign language still relies on classroom-centered models that allocate limited time to sustained reading and iterative writing. As a result, students often demonstrate fragmentary comprehension of dense pedagogical texts, insufficient ability to differentiate between descriptive and argumentative passages, and limited capacity to transform reading into writing. They may reproduce content without a clear communicative purpose, struggle with structuring an abstract or analytical summary, and experience difficulty maintaining academic register. These gaps negatively affect not only their academic performance but also their readiness for professional activities such as preparing lesson plans informed by research, writing reflective reports, and communicating with colleagues through formal written channels.

Blended learning offers a systematic response to these challenges by combining the strengths of face-to-face instruction with the flexibility of digital environments. An LMS can provide continuity, transparency, and feedback infrastructure: structured modules, curated corpora of texts, diagnostic tasks, formative assessment, and learning analytics that inform both teacher decisions and student self-regulation. Mobile practicums, in turn, enable frequent practice in short time frames, which is essential for automatising academic language patterns and sustaining engagement. When mobile activities are aligned with

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course objectives and connected to LMS tracking, they can create an intensive learning rhythm based on microtasks that reinforce terminology, text organization cues, and genre templates. This is particularly important for academic writing, where progress depends on repeated cycles of drafting, feedback, and revision rather than single final submissions.

The present study addresses the methodological question of how to design blended instruction in a pedagogical university so that academic reading and writing develop as interdependent competences. The approach is grounded in the view that reading should be taught as purposeful work with the structure of scientific and pedagogical discourse, while writing should be treated as an evidence-based transformation of reading outcomes. Accordingly, the methodology integrates genre-based pedagogy, scaffolded strategies for comprehension and annotation, and staged writing tasks supported by formative feedback. The overarching goal is to propose a coherent model that can be implemented under realistic institutional constraints and can enhance students' academic literacy in Russian while strengthening their professional identity as future educators.

Methods


The methodology was designed as a blended instructional model for Russian as a foreign language in a pedagogical university, where the development of academic reading and academic writing is organized through interlinked classroom sessions, an LMS-based learning path, and mobile practicums. The design logic follows constructive alignment: learning outcomes are operationalized through performance descriptors, tasks are sequenced from supported to independent production, and assessment criteria are derived from genre and discourse requirements of scientific and pedagogical communication. Participants are typically undergraduate students in philological and pedagogical tracks who use Russian in academic study but demonstrate uneven proficiency in academic discourse. Instructional materials consist of a curated set of scientific and pedagogical texts representative of teacher education: research articles, methodological guidelines, conceptual essays, literature reviews, and

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empirical reports. Texts are selected using three criteria: disciplinary relevance, density of academic language (terminology, complex syntax, cohesive devices), and suitability for genre analysis. Each text is accompanied by an LMS package including a pre-reading orientation, a guided annotation template, a terminology map, and a writing task that transforms reading results into a defined academic genre.

The blended structure is organized in weekly microcycles. In the face-to-face component, students receive explicit instruction in reading strategies and genre conventions, practice collaborative analysis of text structure, and engage in workshop-style writing activities. The LMS component provides asynchronous practice and feedback: diagnostic quizzes on vocabulary and discourse markers, comprehension checks targeting argument tracking and evidence identification, and staged writing submissions. Mobile practicums serve as short, high-frequency tasks (5–12 minutes) delivered through mobile-friendly formats. These include micro-annotations of selected paragraphs, reconstruction of logical links using cohesive devices, sentence-level paraphrasing with preservation of meaning, and short “genre moves” such as defining key concepts, stating a research aim, or formulating a conclusion sentence from evidence.

Academic reading instruction is operationalized through a sequence of actions: establishing the communicative purpose and genre type, mapping the macrostructure (problem–goal–methods–results–implications), identifying key terms and their definitional contexts, marking evaluative language and modality, and producing an analytical outline. Students use a standardized annotation protocol in the LMS that requires them to label rhetorical functions of paragraphs, record citations and claims, and write brief critical notes. Academic writing is taught through iterative production in target genres common in teacher education: abstract, structured summary, analytical review, comparative commentary, and reflective research note. Each genre is supported by a rubric that specifies content requirements, organization, academic register, cohesion, terminological accuracy, and citation integrity.

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Feedback is implemented as a multilayer system. Automated LMS feedback addresses lexical and structural checkpoints, while instructor feedback focuses on discourse-level issues, genre compliance, and argument coherence. Peer feedback is guided by checklists that limit attention to two or three criteria per round to reduce cognitive load and improve reliability. Learning analytics from the LMS (task completion, error profiles, revision frequency) are used formatively to adjust scaffolding intensity and to personalize mobile practicums. Effectiveness is evaluated through pre- and post-instruction writing samples and reading tasks scored with analytic rubrics, complemented by process indicators such as revision quality, annotation depth, and stability of academic register across drafts.

Results

Implementation of the blended methodology demonstrated measurable and qualitatively observable improvements in students' academic reading and writing performance across the instructional cycle. In reading, the most stable gains were associated with macrostructure recognition and evidence tracking. By the end of the module sequence, students more consistently identified the communicative purpose of scientific and pedagogical texts, distinguished between background statements and problem formulation, and reconstructed the logic linking aims, arguments, and conclusions. In formative comprehension tasks embedded in the LMS, the frequency of errors related to misinterpreting author stance, modality, and evaluative language decreased as students learned to attend to epistemic markers and hedging devices typical of academic Russian. Annotation protocols also improved: early annotations tended to reproduce sentences from the text, whereas later entries increasingly used concise paraphrase, functional labels for paragraphs, and short critical notes indicating agreement, limitation, or methodological concern.

Terminological competence improved in both recognition and controlled use. The terminology maps revealed a shift from isolated memorization to contextualized understanding: students began to connect key pedagogical terms with definitional environments, typical collocations, and contrastive pairs. In

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mobile practicums, repeated microtasks on collocations and cohesive devices led to greater accuracy in reconstructing logical relations, especially cause–effect, concession, and comparison patterns. This was reflected in more coherent outlines and in fewer distortions of meaning during paraphrase. Importantly, the combined use of LMS diagnostics and mobile micropractice reduced the gap between stronger and weaker students, as those who initially struggled benefited from frequent low-stakes rehearsal and immediate feedback.

In academic writing, the most significant changes were observed in genre compliance, organization, and cohesion. Drafts produced at the beginning of the course often showed weak alignment with genre conventions: abstracts lacked clear purpose statements and outcomes, summaries were descriptive rather than analytical, and reviews displayed limited synthesis of sources. After multiple feedback and revision cycles, students’ texts showed clearer rhetorical “moves” characteristic of academic genres, including explicit statement of topic relevance, formulation of aim, structured presentation of key points, and concise concluding implications. Cohesive devices were used more purposefully, reducing abrupt topic shifts and improving paragraph-level unity. Sentence complexity increased moderately, but with improved control; students increasingly relied on academic nominal structures, passive or impersonal constructions, and appropriate modality while maintaining readability.

Revision behavior changed in a pedagogically meaningful way. Early revisions were mainly surface-level, focusing on spelling or isolated lexical substitutions. Later revisions more often addressed discourse-level issues: reordering of information to match genre logic, strengthening of topic sentences, clarification of referential ties, and elimination of redundancy. Peer feedback quality improved when limited to focused criteria; students became more capable of identifying missing elements of genre structure and of suggesting concrete improvements rather than offering general praise. LMS analytics indicated increased persistence: submission of second and third drafts became more common, and the time interval between feedback and resubmission shortened, suggesting improved self-regulation.

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Overall, the blended model produced an integrated effect: improvements in reading strategies translated into better evidence-based writing, and writing tasks reinforced deeper reading through the requirement to transform content into academically valid forms. The results support the methodological premise that coordinated LMS scaffolding and mobile micropractice can intensify academic literacy development in Russian as a foreign language within teacher education contexts.

Discussion

The observed improvements can be interpreted as the outcome of a deliberately integrated design in which academic reading and academic writing are treated not as parallel skills but as mutually reinforcing components of academic literacy. When students were required to annotate texts with attention to rhetorical function and then to produce genre-specific writing that depended on those annotations, reading became instrumentally purposeful and writing became evidence-based rather than impressionistic. This alignment reduced a common problem in RFL instruction at university level, namely the separation between comprehension activities and final written products. In the blended model, comprehension was operationalized through structured actions that directly fed into writing decisions, such as selecting key claims, tracing argument chains, and distinguishing between findings and interpretations. The shift from reproductive annotation to functional paraphrase suggests that students gradually internalized a discourse-oriented stance toward texts, moving from “what is said” to “how it is said and why.”

The role of the LMS as an organizing environment appears central to these effects. First, the LMS enabled stable scaffolding: repeated exposure to the same analytic templates, rubrics, and genre move checklists supported automatization of academic routines. Second, formative feedback became more systematic and timely. Rather than treating feedback as a final evaluation, the model positioned feedback as a design element that triggers revision and supports metacognitive monitoring. The increase in discourse-level revisions indicates that students were not only correcting language forms but also learning to control structure,

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coherence, and genre expectations, which are decisive for academic communication. Third, learning analytics provided actionable signals for pedagogical adjustment, allowing the instructor to increase or reduce scaffolding, target specific discourse markers, or assign differentiated mobile microtasks. This suggests that the effectiveness of blended learning in RFL is not primarily a function of adding digital tools, but of using digital infrastructure to make pedagogical decisions visible, traceable, and responsive.

Mobile practicums contributed a different but complementary mechanism: intensity and distribution of practice. Academic writing and reading are skills that benefit from spaced repetition and frequent retrieval, especially in the acquisition of cohesive devices, collocations, and conventional academic phrasing. Short mobile tasks lowered the threshold for practice and reduced avoidance behavior commonly associated with academic writing in a non-native language. The microcycle format also supported continuity between classroom sessions, which is critical in contexts where contact hours are limited. The reduction in performance disparity between students can be explained by the cumulative effect of low-stakes repetition combined with immediate corrective input; this aligns with the principle that stable progress in academic language depends on many small rehearsals rather than occasional high-stakes tasks.

The results also highlight the importance of genre-based pedagogy for teacher education. Scientific and pedagogical texts are characterized by specific rhetorical patterns and conceptual density; without explicit genre orientation, students often misread the function of sections and struggle to transform information into academic prose. Teaching genre moves, therefore, functions as a cognitive map that guides both comprehension and production. At the same time, there is a methodological risk of over-templating: if students follow patterns mechanically, texts may become formulaic. The improvement in critical notes and synthesis suggests that this risk can be mitigated when templates are used as scaffolds that gradually fade, and when tasks require interpretation, comparison of positions, and limited evaluation rather than mere reproduction. In institutional terms, the blended model appears feasible because it does not depend on sophisticated technology; its effectiveness derives from coherent task

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design, clear criteria, and a disciplined feedback routine. However, successful implementation requires instructor competence in digital didactics and in managing feedback workload. A balanced feedback architecture, combining automated checkpoints, peer review with narrow focus, and instructor commentary at the discourse level, seems essential to keep the model sustainable while preserving quality.

Conclusion

The article substantiates a blended methodology for teaching Russian as a foreign language in a pedagogical university, aimed at developing academic writing and academic reading of scientific and pedagogical texts through the coordinated use of an LMS and mobile practicums. The model’s core principle is the functional integration of reading and writing: students learn to interpret academic discourse by identifying genre, macrostructure, author stance, and evidence, and then transform these reading outcomes into genre-appropriate written products through iterative drafting and revision. The results indicate that such alignment improves comprehension of complex pedagogical texts, increases terminological accuracy, strengthens coherence and academic register in writing, and promotes self-regulation through frequent low-stakes practice and systematic formative feedback.

From a methodological perspective, the effectiveness of the approach is explained by three interconnected mechanisms. First, stable scaffolding in the LMS ensures predictable learning routines, transparent criteria, and traceable progress, which reduces cognitive overload and supports metacognitive control. Second, mobile practicums provide distributed intensity, allowing students to rehearse micro-skills that underpin academic literacy, including paraphrase, cohesion, and conventional academic phrasing. Third, a multilayer feedback system shifts learning from one-time performance to process-based development, where revision becomes a primary instrument of competence formation. The combined effect supports the development of academic discourse competence in Russian as an instrument of professional communication for future educators.

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The proposed methodology is practically applicable under typical institutional constraints and can be adapted to different curricula by varying text corpora, target genres, and the degree of scaffolding. Its implementation is most effective when instructors maintain constructive alignment between outcomes, tasks, and assessment, and when digital tools are used not as add-ons but as components of a coherent pedagogical architecture. Further work may include expanding the model to interdisciplinary cohorts, testing alternative mobile formats for collaborative reading and writing, and investigating long-term transfer of academic literacy skills to research practice and professional documentation.

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