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METHODOLOGY OF TEACHING RUSSIAN AS A FOREIGN LANGUAGE (RFL) AT A PEDAGOGICAL UNIVERSITY: A BLENDED LEARNING MODEL FOR DEVELOPING ACADEMIC WRITING, READING, AND ANALYSIS OF SCIENTIFIC AND METHODOLOGICAL TEXTS BASED ON AN LMS AND DIGITAL TRAINING TOOLS

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Abstract

This article substantiates a blended learning model for teaching Russian as a foreign language (RFL) at a pedagogical university with a focus on the development of academic writing, academic reading, and analytical processing of scientific and methodological texts. The relevance of the study is determined by the growing demand for graduates who are able to operate with academic genres in Russian, interpret professional literature critically, and produce well-structured texts that meet institutional and research standards. The proposed model integrates an LMS as the core learning environment with digital training tools that support repeated practice, formative feedback, and individualized learning trajectories. The model is built on a competence-based and text-centric approach, combining genre pedagogy, scaffolding, and task-based learning to form sustainable academic literacy. The article describes how learning outcomes are operationalized through measurable indicators: macro-structure and cohesion of written texts, accuracy and appropriacy of academic vocabulary and



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syntax, comprehension depth in reading, and the quality of analytical summaries and interpretations. The methodology includes staged work with scientific and methodological sources: pre-reading conceptualization, guided reading with annotation, analytical compression, and controlled academic writing in relevant genres such as abstracts, reviews, literature-based essays, and short research reports. Particular attention is paid to the organization of feedback, including rubric-based assessment, peer review protocols, and automated prompts that help learners revise drafts. The research design relies on a mixed-methods framework: diagnostic and post-intervention testing, analysis of learner corpora, LMS analytics, and semi-structured interviews. The results demonstrate positive dynamics in academic literacy indicators and increased learner autonomy, while the discussion highlights conditions for transfer of skills across disciplines and the role of instructional design quality in sustaining outcomes. The conclusions outline practical implications for philological teacher education and recommendations for scaling the model in similar contexts.

Keywords: Russian as a foreign language (RFL), blended learning, academic literacy, academic writing, academic reading, scientific and methodological texts, genre-based pedagogy, LMS, digital training tools, formative assessment, feedback, peer review, rubric, learner autonomy, instructional design, text analysis, annotation, summarizing, cohesion and coherence, teacher education.

Introduction

МЕТОДИКА ОБУЧЕНИЯ РКИ В ПЕДАГОГИЧЕСКОМ ВУЗЕ: ГИБРИДНАЯ МОДЕЛЬ РАЗВИТИЯ АКАДЕМИЧЕСКОГО ПИСЬМА, ЧТЕНИЯ И АНАЛИЗА НАУЧНО-МЕТОДИЧЕСКИХ ТЕКСТОВ НА ОСНОВЕ LMS И ЦИФРОВЫХ ТРЕНАЖЁРОВ

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Аннотация

В статье обосновывается модель смешанного обучения русскому языку как иностранному (РКИ) в педагогическом вузе, ориентированная на развитие академического письма, академического чтения и аналитической переработки научных и учебно-методических текстов. Актуальность исследования определяется ростом спроса на выпускников, способных работать с академическими жанрами на русском языке, критически интерпретировать профессиональную литературу и создавать логически выстроенные тексты, соответствующие институциональным и исследовательским стандартам. Предлагаемая модель интегрирует LMS в качестве базовой образовательной среды и цифровые тренажёры, обеспечивающие многократную практику, формирующую обратную связь и индивидуализацию учебных траекторий. Модель опирается на компетентностный и текстоцентрический подходы, сочетая жанровую педагогику, поэтапное педагогическое сопровождение (scaffolding) и задачный подход (task-based learning) для формирования устойчивой академической грамотности. В статье показано, как результаты обучения операционализируются через измеряемые индикаторы: макроструктуру и связность письменных текстов, точность и уместность академической лексики и синтаксиса, глубину понимания при чтении, а также качество аналитических конспектов, аннотаций и интерпретаций. Методика включает поэтапную работу с научными и учебно-методическими источниками: предтекстовую концептуализацию, направленное чтение с аннотированием, аналитическое сжатие и контролируемое академическое письмо в релевантных жанрах (аннотация, рецензия, обзор, эссе на основе литературы, краткий исследовательский отчёт). Особое внимание уделяется организации обратной связи, включая оценивание по рубрикам, протоколы взаимного рецензирования и автоматизированные подсказки, поддерживающие переработку черновиков. Дизайн исследования основан на смешанной методологии и включает диагностическое и итоговое



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тестирование, анализ корпуса учебных текстов, данные LMS-аналитики и полуструктурированные интервью. Полученные результаты демонстрируют положительную динамику показателей академической грамотности и рост учебной автономии, тогда как обсуждение акцентирует условия переноса сформированных умений в междисциплинарный контекст и роль качества instructional design в устойчивости эффектов. В выводах обозначены практические импликации для филологической подготовки будущих педагогов и рекомендации по масштабированию модели в сопоставимых образовательных условиях.

Ключевые слова. русский язык как иностранный (РКИ), смешанное обучение, академическая грамотность, академическое письмо, академическое чтение, научные и учебно-методические тексты, жанровая педагогика, LMS, цифровые тренажёры, формирующее оценивание, обратная связь, взаимное рецензирование, рубрика, учебная автономия, педагогический дизайн, анализ текста, аннотирование, реферирование, связность и целостность текста, педагогическое образование.

Introduction


Contemporary teacher education increasingly requires graduates to participate in academic communication, not only as consumers of scholarly information but also as novice producers of academic texts. For philological and pedagogical programs where Russian as a foreign language (RFL) is a core disciplinary component, the task of developing academic literacy becomes a central learning outcome. Academic literacy in this context is understood as an integrated competence that includes the ability to read scientific and methodological texts critically, extract and evaluate arguments, operate with professional terminology, and express ideas in academically appropriate written genres. These skills are essential for future teachers who will need to design lessons based on research-informed practices, write methodological rationales, prepare reports and reflective analyses, and engage in continuous professional development through reading and writing.

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At the same time, RFL instruction in pedagogical universities often faces structural and didactic challenges. Learners may demonstrate uneven language proficiency, limited exposure to academic registers, and insufficient practice in composing extended texts with clear logic, cohesion, and evidence-based argumentation. Traditional classroom formats, while valuable for interaction and teacher guidance, may not provide adequate time for repeated practice, individualized feedback, and sustained engagement with complex texts. Furthermore, academic reading and writing are frequently taught as separate skills or as secondary components within general language courses, which limits the development of stable strategies that learners can transfer across disciplines. Blended learning offers a promising response to these challenges by combining the strengths of face-to-face instruction with the flexibility and data-informed support of digital environments. An LMS can serve as the organizational backbone for curriculum sequencing, resource distribution, assessment, and learning analytics. Digital training tools, in turn, can provide structured practice in micro-skills such as paraphrasing, syntactic transformation, cohesive devices, terminology usage, and text compression. When these elements are integrated into a coherent instructional design, blended learning can support differentiated pathways, increase time-on-task, and make feedback more systematic and transparent.

However, the effectiveness of blended RFL instruction depends on the methodological logic of integration rather than on the mere presence of technology. Without clearly defined objectives, staged scaffolding, and alignment between tasks, assessment, and feedback, digital components may become fragmented exercises that do not contribute to academic literacy development. Therefore, there is a need for models that specify how an LMS-based environment and digital trainers can be combined with genre-oriented and text-centric teaching approaches to produce measurable gains in academic writing, academic reading, and analytical processing of scientific and methodological texts.

The purpose of this study is to substantiate and evaluate a blended learning model for RFL instruction at a pedagogical university aimed at developing

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academic writing, reading, and analysis skills through systematic work with scientific and methodological texts. The objectives include defining the model’s conceptual foundations, describing its staged instructional structure, specifying assessment indicators and feedback mechanisms, and presenting evidence of its pedagogical impact. The study addresses the following research focus: how can a blended learning model, organized through an LMS and supported by digital training tools, improve learners’ performance in academic genres and their ability to interpret and transform disciplinary texts?

The significance of the study lies in its practical orientation for teacher education contexts where academic communication in Russian is required. By proposing a structured model with explicit procedures for text work, writing development, and feedback organization, the study contributes to the methodological modernization of RFL curricula and supports institutions seeking scalable, quality-assured solutions for academic literacy formation.

Methods

The study employed a mixed-methods design to examine the pedagogical effects of a blended learning model for RFL instruction focused on academic writing, academic reading, and analytical work with scientific and methodological texts. The methodological framework combined a competence-based approach, genre-based pedagogy, and a text-centric model of language teaching. The blended format was operationalized through the integration of an LMS as the central instructional environment and a set of digital training tools designed for repeated, feedback-rich practice. The research was conducted in a pedagogical university context with learners enrolled in philological and teacher education programs where Russian functions as a language of academic training and professional communication.

Participants were university students studying RFL as part of their degree requirements. The sample was formed using intact academic groups to preserve ecological validity. Prior to the intervention, learners’ baseline levels were diagnosed to identify differences in general proficiency and academic literacy skills. Instructors involved in the intervention received methodological guidance

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to ensure consistent implementation across groups, including unified lesson scripts, task templates, and assessment rubrics. Ethical principles were observed by informing participants about the educational nature of the study and ensuring confidentiality of collected data.

The blended learning model was implemented over an instructional cycle structured into recurring modules. Each module was built around a scientific or methodological text relevant to pedagogy and philology and included four consecutive stages. The first stage, conceptual preparation, focused on building background knowledge and activating key concepts through short lectures, vocabulary framing, and predictive tasks. The second stage, guided academic reading, included segmented reading, annotation protocols, identification of thesis statements and argument structure, and extraction of terminology and discourse markers. The third stage, analytical transformation, required learners to compress and reorganize information through outlines, concept maps, paraphrases, and structured summaries. The fourth stage, genre-based academic writing, involved producing target texts such as abstracts, critical summaries, short literature-based essays, methodological commentaries, or mini-research reports. Each module culminated in revision activities and reflection on strategy use.

Digital learning instruments were selected according to the principle of functional alignment with target outcomes. The LMS hosted the syllabus, reading materials, deadlines, rubrics, and feedback. It also provided quizzes for terminology and comprehension checks, discussion forums for pre-writing and post-reading reflection, and assignment submission workflows for iterative drafting. Digital training tools were used for micro-skill development: paraphrasing drills, cohesion and coherence exercises, academic phrasebanks, automated prompts for sentence restructuring, and timed reading tasks. To prevent decontextualized practice, training tasks were anchored in the vocabulary and discourse patterns of the module texts, and completion was linked to subsequent writing assignments.

Data collection combined quantitative and qualitative procedures. Quantitative data were obtained through pre- and post-intervention assessments of academic

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reading and writing. Reading assessment measured comprehension depth, identification of main and secondary information, recognition of argumentation logic, and ability to infer and interpret author stance. Writing assessment evaluated genre compliance, macro-structure, cohesion, lexical and grammatical accuracy, academic register appropriacy, and adequacy of paraphrasing and citation practices. Both assessments were scored using analytic rubrics with clearly defined performance descriptors. Inter-rater reliability was supported by calibration sessions among instructors, double-scoring of a subset of texts, and resolution of discrepancies through rubric-guided discussion.

Additional quantitative indicators were extracted from LMS analytics, including task completion rates, time-on-task distributions, revision frequency, and participation in peer review and forum discussion. These indicators were used to interpret learning processes and to identify patterns associated with higher outcome gains.

Qualitative data included content analysis of learner writing corpora, focusing on typical errors and progress in academic discourse features, as well as semi-structured interviews and reflective learner notes. Interviews explored perceived usefulness of LMS components, experiences with digital training tools, and changes in reading and writing strategies. Reflective notes documented learners' difficulties, self-reported strategy adoption, and perceived transfer of skills to other coursework.

Data analysis was conducted in three steps. First, pre- and post-test scores were compared to identify learning gains across core indicators. Second, writing samples were analyzed for changes in discourse organization and language accuracy, with attention to genre-specific features. Third, quantitative learning analytics and qualitative feedback were triangulated to interpret why certain learners demonstrated stronger progress and what implementation conditions supported effectiveness. This methodological combination allowed the study to evaluate both outcomes and mechanisms of change within the blended learning model.

Results

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The analysis of pre- and post-intervention assessments showed a consistent positive shift in academic literacy indicators among participants who completed the blended learning cycle. In academic reading, learners demonstrated improved ability to identify the communicative purpose of scientific and methodological texts, distinguish core theses from supporting details, and reconstruct the author’s line of reasoning. Post-test responses contained fewer instances of fragmentary comprehension and more evidence of hierarchical processing, such as grouping information into conceptual clusters and recognizing cause–effect and problem–solution relations. The number of accurate inferences increased, particularly in tasks requiring interpretation of implicit assumptions, evaluation of methodological recommendations, and identification of stance markers typical for academic Russian. These gains were most visible in modules where guided annotation and structured “question-to-text” prompts were systematically used before discussion and writing.

In academic writing, rubric-based assessment revealed growth across macro-structural organization, cohesion, and genre compliance. Learners’ post-intervention texts more frequently included a clear introductory framing, coherent progression of ideas, and appropriate concluding moves aligned with the target genre. Abstracts became more concise and information-dense, with improved balance between objective presentation of content and limited evaluative language. Summaries showed better compression strategies: learners reduced redundancy, avoided copying full sentences, and replaced lists of facts with generalized propositions. In literature-based essays and methodological commentaries, the quality of argumentation increased, reflected in more consistent use of linking devices, justificatory constructions, and academic phraseology. Although grammatical accuracy improved overall, the most significant changes were observed in discourse-level features: improved paragraphing, clearer thematic development, and fewer abrupt topic shifts.


The paraphrasing component produced measurable effects. Comparison of learner corpora indicated a reduction in direct textual borrowing and an increase in acceptable reformulations, including lexical substitution with terminologically accurate equivalents, syntactic restructuring, and

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nominalization patterns typical for academic style. Learners also demonstrated better control of citation-related conventions at a basic level, such as attributive phrases introducing author positions and cautious reporting verbs. While occasional overgeneralization and lexical calques persisted, the overall trend suggested that repeated micro-skill practice through digital trainers supported transfer to extended writing tasks when embedded within genre-based drafting and revision.

LMS analytics corroborated assessment results by showing that higher learning gains were associated with regular task completion, greater revision frequency, and active participation in peer review. Students who submitted at least two revised drafts per major writing task tended to achieve higher rubric scores for cohesion and register appropriacy. Time-on-task patterns suggested that learners benefited from distributed practice: shorter but more frequent interactions with digital training tools correlated with better performance in paraphrasing and cohesion exercises, which later appeared in improved written production. Forum participation was linked to stronger performance in interpretive reading tasks, particularly when prompts required learners to justify their interpretation with textual evidence.

Qualitative data added explanatory depth to these patterns. In interviews and reflective notes, learners reported increased confidence in approaching complex texts and a clearer understanding of what constitutes an academic genre in Russian. Many described a shift from “reading to translate” toward “reading to structure,” emphasizing annotation, outlining, and selective extraction of key points. Students highlighted rubric transparency and targeted feedback as factors that helped them revise strategically rather than cosmetically. Instructors noted that the blended structure made it easier to identify persistent difficulties through LMS traces and to provide timely corrective instruction. At the same time, the results indicated variability: learners with weaker baseline proficiency showed slower progress in grammatical accuracy, but still improved in text organization and strategy use, suggesting that the model’s scaffolding supported development even when language-level limitations remained.

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Discussion

The results support the methodological assumption that academic literacy in RFL develops most effectively when reading, analysis, and writing are treated as a single integrated cycle rather than as isolated skills. The observed progress in comprehension depth and discourse organization suggests that the blended model helped learners move from surface processing of texts to strategic academic reading, where information is selected, hierarchized, and restructured for subsequent production. This is particularly important in teacher education, where students must not only understand disciplinary content but also transform it into pedagogical knowledge, methodological reasoning, and professionally relevant written formats.

A key interpretive finding is that improvements were more substantial at the discourse level than at the purely grammatical level. This pattern is methodologically meaningful: academic writing competence is strongly determined by text architecture, argumentation logic, and register control, while language accuracy often develops more slowly and requires longer exposure. The blended model appears to have created conditions for faster growth in macro-competences by providing a stable sequence of tasks that repeatedly elicited the same academic operations: identifying claims, compressing information, paraphrasing, and organizing content according to genre conventions. The alignment between module texts, digital micro-skill practice, and extended writing assignments likely reduced the common gap between “exercise performance” and “real writing performance,” because drills were not detached from communicative goals but embedded into the drafting process.

The role of feedback emerges as a central explanatory mechanism. Learners who revised more frequently achieved higher outcomes, which is consistent with the view that academic writing is fundamentally iterative. Rubric-based assessment and peer review protocols served not only evaluative but also formative functions by externalizing quality criteria and enabling learners to monitor their own progress. The LMS environment further strengthened this effect through traceability: submissions, revisions, and teacher comments formed a visible learning trajectory. In contexts where teacher time is limited, such structured

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workflows can increase feedback efficiency and shift instructor work from repetitive correction to targeted strategy instruction.

At the same time, the variability of gains indicates that blended learning is not automatically equitable. Students with lower baseline proficiency benefited from scaffolding in text organization and strategy use, yet continued to struggle with accuracy and lexical precision. This suggests the need for differentiated pathways within the model, including optional remedial tracks in grammar and academic vocabulary, adaptive sequencing of trainers, and additional oral rehearsal of written structures. Another risk concerns overreliance on templates and phrasebanks: while they support novice writers, excessive dependence may produce formulaic texts. Methodologically, this requires a gradual release strategy, where support tools are reduced over time and learners are prompted to make independent rhetorical decisions.

The findings also highlight the importance of text selection. Scientific and methodological texts used in the modules functioned as both content sources and discourse models. If texts are either too simplified or excessively dense, learners may resort to copying or mechanical summarizing. Therefore, staged progression in text complexity and genre variety is a necessary condition for sustainable transfer. Finally, the positive association between distributed practice and improved paraphrasing indicates that the frequency and spacing of training tasks matter. Short, regular interactions with digital tools appear more productive than sporadic intensive sessions, especially for developing automatism in cohesion, transformation, and academic phraseology.

Overall, the discussion suggests that the model's effectiveness is grounded in instructional coherence: clear outcome indicators, repeated academic operations across modules, and feedback-driven revision within an LMS-supported workflow. Under these conditions, blended learning becomes not a technological add-on but a methodological system capable of supporting academic literacy development in RFL for future educators.

Conclusion


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The study substantiated and evaluated a blended learning model for teaching Russian as a foreign language at a pedagogical university aimed at developing academic writing, academic reading, and analytical processing of scientific and methodological texts through an LMS and digital training tools. The findings indicate that the model contributes to measurable gains in key academic literacy indicators, particularly in comprehension depth, discourse organization, genre compliance, cohesion, and paraphrasing competence. The results also suggest that when digital micro-skill practice is methodologically aligned with genre-based drafting and structured work with disciplinary texts, learners are more likely to transfer trained skills into extended academic writing tasks.

The model's pedagogical value lies in its integrated cycle of academic operations. Conceptual preparation, guided reading with annotation, analytical transformation, and genre-based writing formed a stable instructional sequence that supported strategy acquisition and reduced fragmentation in learning. The LMS played a critical organizing role by enabling transparent criteria, predictable workflows, and traceable revision histories, while digital trainers increased time-on-task and provided repeated practice in transformations that are difficult to achieve within limited classroom time. The combination of rubric-based assessment and iterative feedback facilitated learner awareness of quality standards and supported purposeful revision rather than superficial editing.

At the same time, the study revealed implementation conditions that influence outcomes. Learners with weaker baseline proficiency require additional differentiation in grammar and academic vocabulary development to prevent discourse-level progress from being constrained by persistent accuracy limitations. To avoid the risk of formulaic writing, the use of templates and phrasebanks should be balanced with tasks that gradually remove scaffolds and encourage independent rhetorical choices. Sustained effectiveness also depends on carefully calibrated text selection and progression in complexity to support genuine comprehension and prevent copying behavior.

The practical implications for philological teacher education include the possibility of embedding academic literacy outcomes explicitly into RFL

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curricula and operationalizing them through modular blended instruction. Institutions can scale the model by standardizing rubrics, peer review protocols, and LMS workflows, while allowing flexibility in text choice and task adaptation to program needs. Further research may extend the intervention duration, compare alternative digital tools, and investigate long-term transfer of academic reading and writing skills to disciplinary coursework and professional teacher practices.

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