

ONLINE RESOURCES IN TRAINING TEACHERS OF RUSSIAN LANGUAGE AND LITERATURE: PROBLEMS AND WAYS TO SOLVE THEM

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Abstract. This article analyzes the primary challenges and proposes solutions for incorporating Internet resources into the training of instructors of Russian language and literature. The objective of this endeavor is to enhance the quality, accessibility, and cultural pertinence of digital information utilized in educational programs, while also augmenting the digital literacy of prospective educators.

This article emphasizes the primary domains necessitating a systematic approach and multi-tiered execution. The creation of specialized educational platforms featuring validated content that adheres to academic standards will enhance material quality and diminish reliance on unverified web sources. Secondly, the incorporation of culturally focused modules highlighting Russian culture will enhance students' comprehension, facilitating a deeper knowledge of the language's cultural dimensions. The third approach entails the development of methodological guidelines for educators to facilitate the proper utilization of digital resources, with frequent updates to align with contemporary standards. The fourth route entails the creation of practice-oriented courses that incorporate activities and exercises designed to apply theoretical knowledge in authentic teaching contexts. The fifth alternative is to incorporate a digital literacy course into teacher training curricula, enabling educators to proficiently utilize Internet resources and technologies in their instructional practices. It is planned to equip educational institutions with essential apparatus and a reliable Internet connection, emphasizing the utilization of available free resources. The article underscores that the execution of these solutions necessitates an interdisciplinary approach and collaboration among educational institutions, cultural organizations, and governmental agencies for the effective integration of digital technologies in the training of Russian language and literature educators.

Key words: online resources, teacher training, Russian language, literature, authenticity, cultural depth, quality control, pedagogical strategies

Introduction

The utilization of online resources in the education of Russian language and literature teachers is connected with numerous challenges that want careful examination. While the digital age has provided many educational advantages, it is important to acknowledge and tackle the difficulties that come with using online platforms into teacher training programs.

Kostomarov V.G. identifies a significant issue in the utilization of online resources for educating Russian language teachers, which is the probable absence of authenticity and cultural context in these resources. The Russian language and literature include profound cultural and historical intricacies, and depending exclusively on digital resources can unintentionally result in a shallow comprehension of the topic. Conventional teaching approaches frequently highlight the significance of direct engagement and immersive encounters, which are challenging to replicate in an online setting [1, 45 p.].

Scientist T.N. Kasymkhanova's research focuses on analyzing distant learning as a kind of education and its role as an essential component of the education system. Kasymkhanova T.N. argues that remote learning, as a method of education, both maintains and alters the essential components of the educational process, adjusting them to the specificities of online communication. Within this particular framework, the focus lies on the utilization of Internet technology and other methods that facilitate the interactivity of remote education [2, 20. p]. The works of G. M. Levina and O. N. Kalita suggest the emergence of a new generation of students who require adapted methods of presenting educational content through diverse applications. These pupils are sometimes referred to as “digital aborigines”, “next generation” (n-gen), or “Generation X”. They are characterized by their consistent integration of digital technologies into their daily lives. Particular emphasis is given to the cohort known as “Generation Z”, which refers to individuals born after the year 2000. This group is currently enrolled in educational institutions and beginning their university studies [3, 5 p.].

Researcher A. B. Seitov cites clip thinking as a distinctive characteristic of this generation. This implies that the world is predominantly viewed through concise and impactful visual representations and communications, such as television news, concise articles, or brief video snippets. The clip serves as the logical culmination and the most efficient manifestation of the concept of "mounting attractions" developed by S. Eisenstein. This idea involves choosing forceful methods that are intended to have a sensual or psychological effect on the observer. These methods are carefully tested and calibrated to create specific emotional shocks. Furthermore, the digital gap amplifies preexisting disparities in the availability of educational resources. Not all prospective educators may have equitable access to a dependable Internet connection, suitable devices, or the essential technological proficiency. This disparity can diminish the efficacy of online educational programs and prolong educational inequity, particularly in areas with inadequate technological infrastructure [4, 30 p.].

It is important to acknowledge that while online resources offer flexibility and convenience, the challenges related to their utilization in the education of Russian language and literature teachers should not be disregarded. In order to effectively train teachers in this field, it is crucial to strike a balance between digital tools and traditional teaching methods, tackle access and quality concerns, and incorporate real-time feedback systems. These steps are essential for leveraging the full potential of online resources [5, 3 p.].

Research methodology. The research methodology involves analyzing the object and subject of the study, which are online resources used in the training of Russian language and literature teachers [6, 12 p.]. In order to accomplish these objectives, the approach of examining prevalent issues is employed, relying on identifying the most pertinent and pervasive problems. This analysis is conducted by the evaluation of data acquired from surveys, literature review, and interviews with seasoned educators. The crucial element of the approach is to ascertain the popularity of the highlighted issues by analyzing both the frequency of their mention and their level of impact on the educational process [7, 34 p.].

Materials and methods

The literature review employed a theoretical analysis approach based on the examination of scientific publications. The research, organization, and critical evaluation of current scientific sources such as articles, monographs, reports, and other publications pertaining to the research topic were made possible by this methodology. During the literature analysis process:

- The main ideas and concepts covered in the scientific literature were noted.
- The primary trends and directions in the field under study are made clear.
- Analyses and comparisons of methods and findings from other studies have been conducted.

Results

Quality control is becoming an urgent concern as teachers attempt to provide curriculum-appropriate content while ensuring the accuracy of information communicated to students. The vast amount of online content makes it difficult to view and verify the legitimacy of each resource, allowing for mistakes in educational materials. This can have a negative impact on students' learning experiences because they may mistakenly perceive incorrect information, making it difficult for them to understand the subject [8, 55 p.].

The proliferation of misinformation makes it difficult to maintain a high standard of quality for instructional web content. Because numerous sources present inconsistent or misleading information, teachers confront the challenging task of not just identifying credible resources, but also teaching pupils how to critically evaluate the credibility of online information. It is critical to teach students how to traverse the large sea of digital content competently, but this involves additional time and resources that may not be accessible in a traditional educational setting [9, 10 p.]. Integrating internet resources into teaching practice presents a number of issues, namely the possible lack of authenticity and cultural depth in digital materials. The table below (Table 1) summarizes the essential components of these difficulties, emphasizing their implications for language and literature learning [10, 224 p.].

Table 1 - Problems and ways of using Internet resources in the training of teachers of Russian language and literature

№	Problem	Problem Description	Causes	Solutions
1	Content quality and standardization	Diverse resources lack consistent control over quality and alignment with educational standards	Lack of unified criteria and methods for assessing material quality in online environments	Development of specialized educational platforms with verified content tailored to meet academic standards
2	Authenticity and cultural relevance	Insufficient focus on cultural elements essential for teaching	Limited content aimed at a universal audience	Integration of culture-oriented modules that emphasize Russian cultural nuances in digital educational content

		Russian language and literature		
3	Lack of methodological guidelines	Absence of clear methodological instructions and guidance for integrating digital resources into the curriculum	Lack of standards and experience in incorporating digital methodologies	Creation of methodological recommendations for teachers with potential for regular updates and adaptation to current needs
4	Gap between theory and practice	Predominance of theoretical materials with insufficient interactive practical exercises	Shortage of interactive technology and developments in practice-oriented education	Establishment of practice-oriented courses that include exercises for skill application and knowledge integration
5	Lack of digital literacy among teachers	Low level of digital competency among future teachers, hindering their use of online resources	Insufficient focus on digital literacy in teacher training programs	Inclusion of digital literacy courses in education programs, geared towards the use of internet resources for teaching
6	Limited technical accessibility	Limited access to platforms for certain institutions and students due to technical constraints	Requirement for high-speed internet and technically complex equipment	Provision of necessary equipment and internet connections to educational institutions, with a preference for accessible, free resources

The survey findings indicate that a significant number of educators utilize websites for instructional objectives. In a parallel investigation, nearly all educators concur that the Internet can be utilized to explore all academic disciplines in primary education. Teachers in remote areas hold a positive view regarding the utilization of information technology [10, 1 p.].

Nevertheless, the scarcity of necessary resources and the inadequate degree of technological means and equipment impede their implementation. Teachers frequently utilize websites for instructional reasons and instruction, and they routinely record the names of the websites they employ. In addition, websites are utilized to accomplish diverse educational and training objectives. Specifically, it was seen that they utilized websites to acquire pre-existing information and papers, specifically for the purpose of studying, downloading, and organizing these resources. Teachers mostly utilize computers for tasks such as lesson planning, lesson preparation, and online learning, as indicated by the study [11]. The survey revealed that teachers predominantly depend on utilizing pre-designed lesson plans sourced from the internet for educational purposes. The findings indicate that educators in the education sector utilize Internet technologies, which have undergone development over the years, for a range of reasons that extend beyond just access to pre-existing lesson materials.

Discussion

The outlined solutions aim to address critical obstacles in integrating online resources into Russian language and literature teacher training programs. Each proposed solution is guided by a main objective, using distinct methods and organized stages for implementation, offering a structured path towards enhancing digital teaching effectiveness in Russian language and literature education.

The goal behind each solution is to boost the accessibility, cultural relevance, and overall quality of digital tools for teacher preparation. By executing these solutions, training programs can help future educators engage more deeply with the Russian language and cultural context. A combination of diverse methods is used to achieve these goals, each designed to meet academic standards, promote cultural insights, and develop digital skills.

1. Building specialized educational platforms with verified content aligned to academic standards

The objective of creating these dedicated educational platforms is to ensure that teacher resources not only meet quality standards but are also directly relevant to Russian language and literature education. Such platforms will reduce dependence on unverified resources, helping to elevate the learning experience for future teachers.

Methods: to achieve this, partnerships with academic institutions and expert educators are essential for developing high-quality content. A thorough review process, regular updates, and criteria-based quality checks will be applied to each resource to ensure it meets the required standards. Teachers and education professionals would collaborate closely, creating a platform where users can report issues or suggest enhancements, maintaining both accuracy and relevance.

Ways: initially, the academic criteria and quality standards will be defined. Then, partnerships with content developers and educational experts will be established to create tailored resources. Pilot schools will test the platform, and feedback from educators will guide refinements. In the final phase, the platform will be launched more broadly, with training sessions to familiarize teachers with its features.

2. Incorporating culture-focused modules emphasizing Russian cultural aspects into digital educational content

The goal of integrating culturally enriched modules is to enhance digital learning materials by highlighting the distinct cultural aspects of the Russian language, allowing students to experience a more comprehensive understanding beyond just language.

Methods: to design these culture-specific modules, collaboration with cultural experts, historians, and linguists will be essential. The modules would feature multimedia elements such as video clips, interactive cultural timelines, and virtual field trips. Partnerships with cultural organizations, such as museums and universities, would allow for up-to-date and engaging cultural content.

Ways: first, culturally significant topics are selected, ensuring they are both educational and relevant. Multimedia content development follows, after which usability testing is conducted to verify student engagement and effectiveness. In the final stage, the modules are integrated into the main educational platform, and teachers receive guidance on utilizing them effectively in class.

3. Crafting methodological guidelines for teachers with options for regular updates and adaptation

The objective of creating these flexible guidelines is to provide teachers with adaptable, regularly updated instructions that make integrating digital resources into the curriculum easier. These guidelines would guide educators in effectively selecting, applying, and assessing digital teaching tools.

Methods: developing these guidelines requires collaboration with curriculum specialists and digital education experts. Designed as an evolving resource, the guidelines would undergo regular updates, semi-annually or annually, based on technological advancements and user feedback. The approach includes hosting workshops, webinars, and online training sessions to support educators in applying these guidelines.

Ways: the first step involves identifying common challenges that teachers encounter with digital tools. Following this, draft guidelines are prepared and reviewed by educational experts. These guidelines are then introduced in trial programs, where teachers' feedback informs further adjustments. The guidelines are updated continuously based on this feedback, with ongoing teacher support provided to ensure confidence in their application.

4. Developing practice-oriented courses with exercises for skill application and knowledge integration

The goal of these courses is to connect theoretical concepts with practical application, empowering future teachers to confidently apply their knowledge in authentic classroom situations.

Methods: course development will involve collaboration between experienced educators and digital platform designers. The courses will include simulated classroom scenarios, practical case studies, and exercises designed to mimic real teaching challenges. Augmented or virtual reality (AR/VR) tools could also be introduced to create immersive experiences, allowing teachers to practice instructional techniques and classroom management.

Ways: first, curriculum developers and seasoned educators work together to design course content focused on real-world challenges. Digital simulations and interactive activities are then created, followed by testing in pilot programs within teacher training institutes. In the final stage, these courses are implemented widely, with support and training available for teachers to maximize these exercises in classroom practice.

5. Introducing digital literacy courses in teacher training programs with emphasis on using online resources for teaching

The objective of incorporating digital literacy courses is to prepare future teachers with the essential skills required to use digital resources effectively, ensuring they can apply internet-based tools and platforms within their instructional methods.

Methods: these courses are developed with the help of digital education specialists and include essential skills such as evaluating online resources, virtual classroom management, and digital communication. The courses are interactive and include assessments that measure each teacher's competency with these tools. Regular curriculum updates ensure that content remains relevant as new digital tools and educational technologies emerge.

Stages: initially, a curriculum is outlined covering core digital literacy competencies for teaching. Instructional materials are then developed, followed by a pilot course introduced in select training institutions. Based on feedback from participants, revisions are made, and the curriculum is incorporated more widely across teacher training programs.

6. Providing necessary equipment and internet access to educational institutions, with a focus on accessible free resources

The objective of this initiative is to ensure educational institutions have the technological infrastructure to support digital learning, especially in areas where resources may be limited.

Methods: collaboration with government agencies, technology providers, and non-profit organizations will help to secure affordable digital resources and equipment. Emphasis is placed on cost-effective options like open-source or free digital tools to ensure all institutions can access these resources. Training will be provided to school administrators on maintaining the equipment, ensuring its longevity and usability.

Ways: the process begins with assessing the specific technological needs of educational institutions across various regions. Next, procurement partnerships are established to obtain the necessary resources. After installation and setup, training sessions are held for administrators and technical staff to maintain the equipment. Finally, institutions receive ongoing technical support to help manage and maximize these resources effectively.

Collectively, these solutions—from specialized platforms and digital literacy to cultural modules and technical accessibility—provide a strategic framework to help Russian language and literature teacher training programs fully leverage digital resources. With well-defined objectives, methods, and implementation stages, these solutions create a roadmap that both elevates teaching standards and enhances student engagement through digital innovation.

Conclusion

Using online resources to train teachers of Russian language and literature is a complex process that has both advantages and problems. The digital age provides flexibility, accessibility, and variety of materials to improve teacher preparation. However, addressing their inherent challenges is critical to ensuring the effective inclusion of online resources in teacher education programs. The possible lack of authenticity and cultural diversity of digital materials requires careful selection and immersion in online content in addition to online content. Using real-life examples, facilitating cultural exchanges, and fostering authentic language interactions are all potential strategies to bridge this gap.

At the same time, issues of quality control and the spread of misinformation in online content highlight the importance of effective teacher preparation programs. Teachers must be digitally literate, which means they can critically analyze online resources, examine sources of information, and help students distinguish accurate information from potentially inaccurate information. To make the most of the benefits of Internet resources, an integrated approach is required. This includes ongoing teacher training, developing specific content assessment criteria, and incorporating critical thinking skills into the curriculum. Such methods will allow teachers to effectively navigate the digital space and help students better understand the Russian language and literature. In navigating the barriers and opportunities that online resources provide, teachers and educational institutions must strike a balance between the use of digital

technologies and the preservation of the authenticity and cultural richness inherent in the Russian language and literary studies. Finally, well-informed and technologically literate faculty will not only teach students to cope with the complexities of the digital age, but also to think critically.

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ҚАЗАҚ ТІЛІ МЕН ӘДЕБИЕТІ МҰҒАЛІМДЕРІН ДАЙЫНДАУДА ОНЛАЙН РЕСУРСТАР: МӘСЕЛЕЛЕРІ МЕН ШЕШУ ЖОЛДАРЫ

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Аңдатпа. Мақалада оқу мен білімді игеруге ықпалына ерекше назар аударып отырып, бұл зерттеу орыс тілі мен әдебиеті пәнін оқытуда онлайн ресурстарды пайдалануды жан-жақты талдауды ұсынады. Тек цифрлық көздерге сүйену нәтижесінде болуы мүмкін түпнұсқалық пен мәдени сәйкестіктің болмауын зерттеу зерттеудің маңызды аспектісі болып табылады. Бұл факторларға орыс тілі мен әдебиетін оқыту саласында үлкен көңіл бөлінеді, өйткені бұл элементтер еліміздің тарихы мен мәдениетімен тығыз байланысты.

Бұл мақала тіл мен әдебиетті оқытуда оқытылатын мәдени мұраны сақтай отырып және жетілдіре отырып, сандық ресурстарды сыныпқа сәтті кіріктіре алатын стратегияларды әзірлеу және енгізу қажеттілігін көрсетеді. Бұл тактикаларды қолдану тек цифрлық ресурстарды пайдалануды ғана емес, сонымен қатар оқу кештеріне қатысу, тарихи орындарға экскурсиялар, өнер туындыларымен танысу және ана тілінде сөйлейтін адамдардың тікелей есептері сияқты нақты мәдени тәжірибелерді қосуды қамтуы керек. Осылайша, ол мәдениетпен тереңірек өзара әрекеттесуге мүмкіндік береді, мәдениетаралық құзыреттілікті дамытады және оқу үдерісінің шынайылық деңгейін арттырады.

Зерттеу нәтижелері желілік ресурстарды пайдалану мен лингвистикалық және әдебиеттану ғылымына тән түпнұсқалық пен мәдени әртүрлілікті сақтау арасындағы тепе-теңдікті сақтау қажеттілігін көрсетеді. Бұл тепе-теңдік білім берудің тиімділігін арттыруға, сондай-ақ білім беруді цифрландыру процесінде жоғалуы мүмкін бірегей мәдени ерекшеліктерді сақтауға мүмкіндік береді. Сондай-ақ, зерттеу нәтижелері цифрлық дәуірде мұғалімдерді тиімді дайындау бойынша диалогты толықтырып, мұғалімдер мен білім беру мекемелері үшін пайдалы ұсыныстар береді, олардың кәсіби дағдыларын жетілдіруге ықпал етеді.

Тірек сөздер: интернет ресурстары, мұғалімдердің біліктілігін арттыру, орыс тілі, әдебиеті, шынайылық, мәдени тереңдік, сапаны бақылау, мұғалімдерді даярлау, педагогикалық стратегиялар

ОНЛАЙН-РЕСУРСЫ В ОБУЧЕНИИ УЧИТЕЛЕЙ РУССКОГО ЯЗЫКА И ЛИТЕРАТУРЫ: ПРОБЛЕМЫ И ПУТИ ИХ РЕШЕНИЯ

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Аннотация. Уделяя особое внимание их влиянию на процесс обучения и приобретения знаний, данное исследование предлагает всесторонний анализ использования онлайн-ресурсов в преподавании русского языка и литературного образования. Изучение возможного отсутствия аутентичности и культурной самобытности, которые могут возникнуть в результате использования исключительно цифровых источников, является важным аспектом исследования. Этим факторам уделяется большое внимание в области преподавания русского языка и литературы, поскольку эти элементы тесно связаны с историей и культурой страны.

В этой статье подчеркивается необходимость разработки и применения на практике стратегий, которые могут успешно интегрировать цифровые ресурсы в учебный процесс, сохраняя при этом и приумножая культурное наследие, которое преподается в рамках обучения языку и литературе. Применение этой тактики должно включать в себя не только использование цифровых ресурсов, но и добавление конкретных культурных впечатлений, таких как участие в вечерах чтения, экскурсии по историческим местам, знакомство с произведениями искусства и рассказы из первых рук людей, которые являются носителями языка. Таким образом, это позволяет глубже взаимодействовать с культурой, развивает межкультурную компетентность и повышает уровень аутентичности образовательного процесса.

Выводы исследования подчеркивают необходимость соблюдения баланса между использованием онлайн-ресурсов и сохранением аутентичности и разнообразия культуры, которые присущи лингвистическим и литературоведческим исследованиям. Такой баланс позволяет повысить эффективность образования, а также сохранить уникальные культурные черты, которые могут быть утрачены в процессе оцифровки образования.

Ключевые слова: онлайн-ресурсы, подготовка учителей, русский язык, литература, аутентичность, культурная глубина, контроль качества, подготовка учителей, педагогические стратегии

Received May 4, 2024