



THE POTENTIAL OF VIRTUAL EXCURSIONS IN TEACHING RUSSIAN LANGUAGE

Babayeva Anjella Axatovna

Jizzakh State Pedagogical University named after A.Kadiri. (Jizzax, Uzbekistan)

Department of Russian Language and Methodology of its Teaching

Abstract:

This article considers a virtual tour as a promising direction in teaching Russian as a foreign language. The objectives of this technology are the improvement of communicative competence, the formation of the worldview of students and the expansion of knowledge about the country, its history and culture. The novelty lies in the study of virtual excursions as an innovative educational tool that contributes to a deeper perception of educational material. Particular attention is paid to the fact that the use of the educational potential of a virtual tour in the Russian as a foreign language class helps to increase positive motivation to study the Russian language and Russian culture. It is concluded that the systematic introduction of educational virtual excursions into the educational process will enrich the methodology and allow building an effective educational environment.

Key words: virtual tours, educational environment, thematic, websites, school courses, educational space, replication of experience, short-term results, long-term results.

INTRODUCTION

In recent years, the educational process in higher education has undergone significant changes, due to both objective and subjective reasons. The concept of "educational virtual space" has rapidly entered the classical educational model, focused on live communication between students and a teacher in the classroom. The last decade is the time of active development of multimedia technologies and virtual educational environment. The transition to a predominantly distance learning format required a methodical understanding, development and use of modern interactive technologies, organization of the educational process using scientific achievements in various fields. The possibility of building an educational space in a virtual environment is one of the key problems in the methodology of teaching Russian as a foreign language. The issue of teaching Russian to foreign students at the elementary and basic levels is particularly acute. As you know, A-1, A-2 levels of Russian as a foreign language involve the implementation of socio-cultural adaptation of foreign students,





immersion in a new environment, culture, which is difficult in terms of learning outside the language environment. In this regard, a natural question arises of using virtual technologies that provide the ultimate goal.

MAIN PART

It seems that the systematic inclusion of virtual educational excursions in the educational field will help solve some problems. Thus, we consider virtual study tours as a technology that allows us to simulate some real-life space or some object with the help of a pictorial row on the screen, which directly correlates with the principle of visibility and visualization in the methodology of teaching Russian as a foreign language. Sound effects, voice translations, musical accompaniment and other features of the digital environment enhance the efficiency of visual perception. Virtual tours can be used at all stages of learning Russian as a foreign language: at the initial stage - to create motivation, social and cultural adaptation, as well as throughout the entire period of study, at the end of the course being studied, at the stage of generalization and conclusions to consolidate the acquired knowledge. Despite the fact that excursions cannot completely replace theoretical training, their motivational and activating role is important. The main goal is to give students the opportunity to directly and critically evaluate a specific reality that has previously been studied only theoretically.

This study aims to explore the virtual tour as a successful and innovative technology, as well as an effective educational tool that can motivate students, improve understanding and contribute to a deeper perception of educational material.

It should be said that the idea of virtual reality modeling in education has existed since the late 1980s. However, at present, there is not enough fundamental research on the use of virtual tours in teaching various disciplines. According to Spicer, educators have been reluctant to use virtual tours in the classroom for many reasons, namely: the perceived costs, the time to implement a new strategy, and the almost complete lack of research on the effectiveness of virtual tours in education [28].

An analysis of scientific research in both domestic and foreign education allows us to talk about the potential of virtual excursions, the ability to motivate students and involve them in the study of a particular field of knowledge [18, 20, 22, 29, 30]. Modern foreign studies indicate that virtual tours can be an effective teaching tool [23, 31]. According to Western researchers Schafer and Resnick, students should feel heightened interest in the topic under consideration when immersed in the environment, along with tasks that provide genuine interaction and feedback. In their work on "dense authenticity", the authors emphasize that new types of media





(including virtual tours) have the ability to transform the classroom, but only if they are created in a truly authentic way [26].

Indeed, virtual tours provide situational or authentic learning, as well as a connection to the real life of the learners. They can also be held outside the classroom. Thanks to the near-ubiquity of the Internet, students can watch virtual tours at home or even on public transport. At the same time, this form of distance / online learning is directly related to the curriculum, with a specific topic and grammatical material. Students are more interested in a hands-on approach to learning where they can see real-life objects and interact with the material presented. Bransford and his colleagues believe: “In the most general sense, the modern view of learning is that people construct new knowledge and understanding based on what they already know and believe” [17, p. 10].

It is also important that virtual tours create an immersive educational environment that promotes learning through personal experience and the formation of a new way of thinking. Here we are talking about a constructivist model of learning that focuses on the student as a creator of meaning, as the key to receiving and retaining information. It is this student-centered learning that allows virtual tours to be seen as an innovative technology for teaching in and out of the classroom.

Students come to class with their thoughts, feelings, ideas, and different levels of interest. The relationship between learning and interest is complex and can significantly affect the quality of teaching. Indeed, interest is a key factor in enhancing the quality of learning and understanding. If the teacher can increase the level of interest of the student, then it is possible to increase the level of his motivation, and, consequently, academic performance [19]. According to Bergin, modern theories of motivation are effective in demonstrating how to create a learning environment by asking questions and setting goals, but little has been done to help teachers develop interesting tasks for use in the classroom [16].

Describing the role virtual reality can play as a new opportunity in education, Bricken says: “The virtual reality learning environment is experimental and intuitive; it is a shared information context that offers unique interactivity and can be customized for individual learning and performance styles.” [21, p.41).

According to a number of researchers, for centuries, teachers have been looking for ways to motivate and improve student performance [27]. Technology integration may be what teachers are looking for to increase student motivation. It is technology as an element of the constructivist class that can allow teachers to better motivate their students [25]. However, over the years there have been many technologies that promised to be very effective: radio, television, computer laboratories, laser discs and





films, but they did not bring the promised result. The only exception to this rule is the Internet as a research tool. Teachers and students have integrated the use of the Internet into almost all educational programs [23, 26].

According to scholars Rice and Wilson, there are many activities and technological tools that can be used to promote constructivist learning. Within the framework of the constructivist paradigm, the following technological tools can be used: games, simulations, Internet resources, video, multimedia/hypermedia and telecommunications. The use of these tools helps the educator to immerse students in an environment where they can freely connect with their previous knowledge and develop a personal understanding of the curriculum, thereby increasing their level of interest in the topic under discussion [24].

So, according to the above, virtual tours are rightfully considered a new direction in modern education. Schools and universities are increasingly using this technology for their websites and school courses. Excursions like these create an environment in which students can gain new information about the particular subject they are studying. Such educational technology is also the best way to avoid the financial costs that are inevitable when organizing a real excursion.

Here are some of the associated benefits of using virtual study tour technology:

1. First-hand educational process - learners no longer need to use tutorials to visualize a particular place and study it. They come to the aid of a virtual system that is able to convey the knowledge that they could not comprehend by simple reading.
2. Reduce costs and expenses - if learning is the main purpose of using a virtual tour, then this is an effective way to save on additional costs. In addition, through a virtual educational tour it is possible to get the same emotional and intellectual satisfaction as from an actual trip.
3. Safety - some educational trips may involve certain risks. A virtual tour eliminates the need to take measures to ensure the safety of students.
4. Save time - virtual tours are considered a great way to avoid a tiring journey that costs several hours on the road. Sometimes, upon arrival at the place of the real excursion, the students are already too tired to study, and the virtual space of the trip reduces the travel time to a few minutes.

As mentioned above, the idea of using virtual tours is not new. The method of teaching Russian as a foreign language has some experience. So, photo trips, multimedia excursions are well known (they are issued in the form of electronic presentations, developed by the teacher himself); video tours (video recordings, interactive virtual tours, including those posted on museum websites).





A virtual tour can be: thematic (dedicated to the disclosure of one topic and is associated with the biography of a writer or poet, with the disclosure of his literary and educational activities); overview (multi-themed, multifaceted, historical and modern material is used (monuments of history and culture, buildings and structures, natural objects, places of famous events, etc.).

Excursions are also different in the form of conducting: an excursion-lecture (the story prevails over the show); excursion-concert (dedicated to a musical theme with listening to musical works); excursion-performance (a form of conducting a literary and artistic excursion prepared on the basis of specific works of fiction), etc.

Now we should dwell on the advantages of the virtual educational excursion technology, which are noted by modern researchers:

- filling the educational process with cultural information;
- availability of most objects for observation;
- connection of various mechanisms of perception of information;
- active use of the principle of visibility;
- appeal to the emotive sphere of students;
- the possibility of a harmonious distribution of study time;
- a wide range of methodical modeling (depending on the age of the students and the goal);
- choice of pace corresponding to the level of Russian language proficiency of the students;
- organization of extracurricular activities;
- formation of metasubject skills;
- creation of conditions for observation, comparison, analysis, creative development of students;
- the possibility of repeated use, replication of experience.

Thus, virtual study tours are an effective way of learning, it is a technology that gives students and teachers the opportunity to improve professionally and receive a good education. Of course, nothing can replace the pleasure of being physically in a particular place, but such excursions serve as an alternative and an effective educational tool.

This study is devoted to the study of the potential of virtual study tours in the classroom for Russian as a foreign language. It was implemented based on the results of an online survey conducted in 2021 among Portuguese students of the RFL at the Higher Institute of Economics and Management of the University of Lisbon and foreign students of the RFL of the Preparatory Faculty of the Moscow State Pedagogical University.





Relevance: the use of a virtual excursion as a form of distance learning in Russian as a foreign language contributes to the creation of a natural socio-cultural environment as a new format for the presentation of cultural information, as well as the formation of a linguistic emotional picture of the world through this environment.

Purpose: creation of educational and developmental content based on a thematic virtual tour, strengthening positive motivation to study the Russian language and Russian culture on the example of the history of the city of Moscow, forming the basis for a dialogue of cultures and intercultural communication, as well as implementing an integrative approach to learning in a virtual tour.

The long-term goal is seen in the creation of a corpus of virtual educational excursions, the active introduction of virtual excursion technology into the educational space of RFL and the replication of experience.

Learning tasks: selection of interesting and methodologically appropriate material for creating a presentation, development of language skills for communicative purposes.

Developing tasks: improvement of communicative competence in the process of working with text (analytical and search reading), development of monologue and dialogic speech, the ability to support a discussion.

Educational tasks: expanding knowledge about the country, its history and culture, shaping the worldview of students by getting acquainted with the history of Russia on the example of the city of Moscow, creating positive motivation to study the Russian language and Russian culture.

The advantage of a virtual tour is the opportunity to get acquainted with the historical era and geography of Russia. The combination of themes of Russian history and culture in a virtual tour testifies to the meta-subjectivity of this form of education.

The potential of a virtual tour lies in the possibility of working on all types of speech activity. When teaching Russian as a foreign language, a wide modeling of the educational process is possible, which allows you to enter linguo-culturology as a field of linguistic knowledge. Another evidence of the potential of this virtual form of organizing the educational process is the possibility of expanding the geography and historical scope of virtual excursions, as well as creating a corpus of diverse virtual excursions dedicated to Russia.

The main content of the project and the stages of the implementation of the virtual tour.

In the course of an online survey, RFL students answered 21 questions of a questionnaire dedicated to the places of interest in Moscow that they would like to visit during their trip to Russia. The questionnaire, divided into several parts, offered to make a choice between real and virtual excursions, or choose both of these types.





27 foreign students of the Moscow State Pedagogical University and the University of Lisbon took part in the survey. According to its results, students of both universities expressed the same interest in visiting the sights of Moscow, both during real and virtual excursions.

In response to the students' interest, a virtual "Tour of Moscow" was developed as a methodological product, based on interesting and informative historical facts about the main sights of the Russian capital, presented in thematic sequence. Equipment: laptop with speakers, virtual presentation.

Preparatory stage of the excursion: in order to mobilize students' attention and create motivation to study new material, at the introductory stage of the lesson, they were offered a questionnaire with questions about Russia and Moscow. Let's take some of them as an example:

What do you know about Moscow? What did your friends who were in Moscow tell you? What do you want to know about Russian history and culture?

Implementation of the tour: A short introductory speech by the teacher, then a slideshow of the virtual tour begins. The removal of lexical and grammatical difficulties is carried out through audiovisual work with unfamiliar vocabulary.

At the final stage of the virtual tour, an initial check of understanding, identification of gaps and misconceptions is carried out. Students answer the mini-test questions on the content of the presentation.

Further updating of new knowledge is carried out on a textual basis with an appropriate methodological framework.

Completion of the lesson-virtual excursion: Summing up the lesson. Reflection. The teacher controls the assimilation of the main material in a frontal conversation. The students answer the teacher's questions: what was the main thing in the lesson? what was interesting about the lesson? what new did you learn today? what have you learned?

Expected results of the project implementation.

Short-term results - achievement of the set goals, testing of a virtual tour as a modern educational technology.

Long-term results - active introduction of virtual excursion technology into the educational space and replication of experience.

Evaluation of the effectiveness of the project: the unconditional high efficiency of the virtual tour was illustrated by the positive reaction and statements of the students. For example, when asked whether they liked the sights of Moscow and would like to visit them during their stay in Russia, the students gave only positive answers. During the lesson, a positive motivational component was evident, expressed in the





involvement of students in the virtual excursion process. Undoubtedly, this virtual tour contributed to the growth of interest in the country of the studied language, Russian history and culture.

CONCLUSION

Summing up our project, we note that a virtual tour as a form of presentation of educational material in Russian as a foreign language classes is an effective educational technology for creating positive motivation, as well as cultural and social integration of students. This form of presentation of new material contributes to the creation of an emotionally comfortable educational and developmental environment, as well as immersion in a new socio-cultural reality for students. It helps to better understand the cultural diversity of the world and increases interest in the study of the Russian language and Russian culture.

The use of virtual tours in education is a promising direction, primarily in connection with the possibilities of digital technologies used in the academic environment. Students consider digital technologies an integral part of the educational process. In this regard, it is necessary to look for opportunities to create a natural virtual learning environment. Although a virtual tour cannot completely replace a real one, it can improve the quality of the educational process, especially when there are objective restrictions for organizing a real visit in a natural environment. Therefore, it is appropriate to create and use this virtual form of the educational process.

REFERENCES

1. Babaeva, V.G. Teaching high school students with a humanitarian profile in cultural discourse based on media resources. Master's dissertation. – St. Petersburg State University, 2016.
2. Vereshchagin, E.M., Kostomarov, V.G. Language and culture. [Text] - M.: Indrik, 2005. - 1040 p.
3. Vyatutnev, M.N. The theory of the textbook of Russian as a foreign language (methodological foundations). [Text] - M.: Russian language, 1984. - 143 p.
4. Zolotikh, L.G., Lapteva, M.L., Kunusova, M.S., Bardina, T.K. Methods of teaching Russian as a foreign language in a Chinese audience. Tutorial. Under total ed. M.L. Lapteva. - Astrakhan: Astrakhan University, 2012. - 91 p.
5. Kuvshinov, V.I. On working with vocabulary in English lessons // Foreign languages at school. - 1995. - No. 5. - P. 20–24.
6. Kuznetsova, T.M. Stages of working on a word (From the experience of working on vocabulary) // Foreign languages at school. - 1991. - No. 5. - P. 88–94.





7. Lebedinsky, S.I., Gerbik, L.F. Methods of teaching Russian as a foreign language. Tutorial. - Mn., 2011. - 309 p.
8. Lysakova, I.P. (ed.). Russian as a foreign language. Methods of teaching the Russian language. as a foreign language // Textbook. allowance for universities. – M.: Vlados, 2004. – 270 p.
9. Rasolko, E.A. Virtual tour of the museums of the world in teaching Russian as a foreign language. – Access code: <https://elib.bsu.by/handle/123456789/165029/> (accessed 20.01.2020).
10. Rostovtseva V.M. Using situations in the presentation of vocabulary // Foreign languages at school. - 1990. - No. 4. - P. 35-39.
11. Passov, E.I. The program-concept of communicative foreign language education: The concept of the development of individuality in the dialogue of cultures: 5-11 cells. - M.: Enlightenment, 2000. - 172 p.
12. Safonova, V.V. Sociocultural approach to teaching foreign languages. - M.: Higher School, Amskort International, 1991. - 311 p.
13. Strelkova, O.A., Ryauzova, O.Yu. Virtual tour of Russian culture with foreign students of the initial level of proficiency in Russian as a foreign language// Russistika without borders. - 2020. - No. 2. - P. 70–79.
14. Sysoev, P.V., Evstigneev, M.N. The use of modern educational Internet resources in teaching a foreign language and culture // Language and Culture. - 2008. - No. 2. - P. 100-111.
15. Ter-Minasova, S.G. Language and intercultural communication. - M.: Slovo, 2000. - 624 p.
16. Schukin, A.N. Methods of teaching Russian as a foreign language. - M. : Higher school, 2003. - 334 p.
17. Bergin, D. A., (1999) Influences on Classroom Interest, Educational Psychologist 34(2) 87-98.
18. Bransford, J. D., Brown, A. L. & Cocking, R. R. (Eds.). (2003). How People Learn: brain, Mind, Experience, and School. Washington, D.C.: National Academy Press.
19. Caliskan, Onus, (2011) Virtual field trips in education of earth and environmental science. Procedia Social and Behavioral Sciences 15, 3239-3243.
20. Dembo, M. H., & Eaton, M. J. (1997) School Learning and Motivation. G. Phye (Ed.) Handbook of Academic Learning (pp. 69-125). Elsevier Science: San Diego.
21. Johnson, A., Roussos, M., Leigh, J., Vasilakis, C., Barnes, C. & Moher, T. (1998) The NICE Project: Learning Together in a Virtual World. Available at <http://www.evl.uic.edu/aej/vrais98/vrais98.2.html>. May 5, 2003.





22. McLellan, H. (1994) Virtual Reality and Multiple Intelligences: Potentials for Higher Education, *Journal of Computing in Higher Education*, 5(2), 33-66
23. Mikropoulos, T. A., Chalkidis, A., Katsikis, A., & Photini, K., (1997). Virtual realities in environmental education: the project LAKE. *Education and Information Technologies*, 2, 131-142.
24. Pantelidis, V.S. (1993) Virtual reality in the classroom. *Educational Technology* 23, 23-7.
25. Rice, W. L., and Wilson, E. K. (1999) How Technology Aids Constructivism in the Social Studies Classroom. *The Social Studies*, 28-33.
26. Scheurman, Geoffrey. (1998) From behaviorist to Constructivist Teaching. *Social Education* 62(1) 6-9.
27. Shaffer, D. W. and Resnick, M. (1999) "Thick" Authenticity: New Media and Authentic Learning. *Journal of Interactive Learning Research*, 10(2), 195-215.
28. Shayghnessy, J. M., and Haladyna, T. M., (1985) Research on Student Attitudes Toward Social Studies. *Social Education*, (49), 692-695.
29. Spicer, J.I., & Stratford, J. (2001). Student perceptions of a virtual field trip to replace a real field trip. *Journal of Computer Assisted Learning*, 17, 345-354.
30. Stoddard, J. (2009). Toward a virtual field trip model for the social studies. *Contemporary Issues in Technology and Teacher Education*, 9(4), 412-438.
31. Tuthill, Gail & Klemm, E. Barbara, (2002). Virtual Field Trips: Alternative to Actual Field Trips. *International Journal of Instructional Media* 29(4). 453-468.
32. Winn, W. (1993) A conceptual basis for educational applications of virtual reality. Available at <http://www.hitl.washington.edu/projects/education/winn/winn-R-93-9.txt>, May 5, 2003.

