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CONSIDERATIONS

**ON THE TEACHING OF RUSSIAN THROUGH TECHNOLOGIES
IN THE LANGUAGE CENTER OF THE UNIVERSITY OF
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CONSIDERACIONES SOBRE LA ENSEÑANZA DEL RUSO MEDIANTE TECNOLOGÍAS EN EL CENTRO DE IDIOMAS DE LA UNIVERSIDAD DE CIENFUEGOS

Clara Marín-Pérez¹

E-mail: cmarin@ucf.edu.cu

ORCID: <https://orcid.org/0000-0001-7534-050X>

Ana Vázquez-Cedeño¹

E-mail: avazquez@ucf.edu.cu

ORCID: <https://orcid.org/0000-0002-6838-3090>

Angela Paredes-Marín¹

E-mail: aparedes@ucf.edu.cu

ORCID: <https://orcid.org/0000-0002-5157-2565>

¹ Universidad de Cienfuegos "Carlos Rafael Rodríguez" Cuba.

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ABSTRACT

The scientific-technical progress in our contemporary society and its proper use contributes to the development of learning the Russian language in our students and at the same time contributes to social development. This work aims to show the influence of the interactive platform MOODLE in the teaching of Russian in the intra- and extra-university community. Its content deals with analyzes related to the Science-Technology-Society relationship for the benefit of the teaching-learning process of the Russian language as a foreign language.

Keywords:

Teaching, Russian, interactive platform, new technologies, society.

RESUMEN

El progreso científico-técnico en nuestra sociedad contemporánea y su uso adecuado contribuye al desarrollo del aprendizaje del idioma ruso en nuestros estudiantes y al mismo tiempo contribuye al desarrollo social. Este trabajo tiene como objetivo mostrar la influencia de la plataforma interactiva MOODLE en la enseñanza del ruso en la comunidad intra y extra universitaria. Su contenido trata de análisis relacionados con la relación Ciencia-Tecnología-Sociedad en beneficio del proceso de enseñanza-aprendizaje del idioma ruso como lengua extranjera.

Palabras clave:

Enseñanza, ruso, plataforma interactiva, nuevas tecnologías, sociedad.

INTRODUCTION

The role of science and technology today has increased given the accelerated technical scientific development. The advancement of science and technology is one of the most influential factors in contemporary society, both provide positive benefits when their use and management is for the sake of social welfare. That is why they are considered social processes, marked by the civilization where they have germinated (Maya Rosell, 2020). Science and technology are presented as social processes where they play a decisive role in the genesis and consolidation of scientific-technological products (Lopez Cerezo, 1998).

According to Cima (2020), technological advances largely condition the type of life of a given society, this in turn relies on science to develop other new technologies that allow it to develop and advance over time. Therefore, Science, Technology and Society are changing processes where renovating teaching is crucial for the development of future generations.

The employment and proper use of scientific and technological advances can lead to the improvement of learning systems in accordance with the educational needs of students as well as generalize the results of the teaching experiences so that they can be applied.

In the teaching-learning process, new strategies and tools are used based on the use of new technologies and scientific and technological progress. According to Núñez (2010), the new role of knowledge is inducing deep transformations in Cuban education and has become one of the strengths, as long as this key resource is available to deal with the great problems of development, in addition to set in motion the necessary processes to face the challenges of today's world. For the teaching of languages, the use of science and technology is paramount. The Russian language is an international language, considered one of the six official and working languages of the UN.

Foreign language teachers are currently struggling with the question of how to teach the language in such a way that it is better assimilated by students. For the reasons stated above, the main objective of this work is to show the influence of the interactive platform MOODLE in the teaching of Russian in the intra- and extra-university community.

DEVELOPMENT

The beginning of the language teaching in Cuba dates back to the years from 1782 to 1784, when the doctor Fiódor Vasilievich Karzhavin arrived in Havana (Bárceñas, 2018). Since 1960 the teaching of Russian began in Cuba. In those early years, teaching began in language schools in Havana by local teachers and Russian residents. Russian language preparatory faculties were opened for Cuban students who would travel to study in the Soviet Union. Already in 1977 a branch of the Russian Institute

was inaugurated in Havana. This marked the beginning of the period of greatest splendor of rustication in Cuba. The language was taught in language schools in the provinces, as well as through radio and television programs.

According to the literature consulted (Navarrete et al., 2021), scientific-technical development requires international collaboration and for its execution, relationships are established between countries that have different languages and cultures. Such is the case of the links that, since the beginning of the 60s of the last century, were established between the former Union of Soviet Socialist Republics (USSR) and Cuba, which materialized through collaboration and scientific-technical, professional and academic in different sectors or spheres of Cuban society.

In 1962, the University Reform established the inclusion of language as a requirement in university careers and highlighted the importance given to the study of foreign languages, which has been recognized as an advanced position of the Cuban university (García, et al., 2016). At the end of the 1980s, Russian began to decline in Cuba, it was only studied at the Faculty of Foreign Languages of the University of Havana and the Higher Pedagogical Institute.

As of 2020, the faculty of Russian language professors of the Language Center of our university began to prepare the programs of the subjects to be offered in the post-graduate course, basing the teaching on the Common European Framework of Reference for languages. In January 2021, the Russian course (basic level) began to be offered for teachers and students of the institution interested in learning the language. This course was expanded to the community of territory specifically to the tourism sector (Marin et al., 2022).

This course has a marked communicative character. It is intended for people who want to have a first contact with the Russian language and aspire to know its basic structures in order to obtain a certain efficiency in communication. Reaching adequate levels of communicative competence is the objective pursued. Therefore, students seek to understand, speak and write about everyday topics of common interest using the Russian language.

At the beginning of the course, students are provided with the first knowledge of the pronunciation, reading, writing and spelling of the Russian language, as well as the most elementary notions of grammar. At the end of the course they will have learned to understand not only simple texts of daily life, literary and advertising, but they will also have learned to present their ideas orally and in writing.

The course includes 12 topics, the first ones dedicated to the teaching of the Russian alphabet. Topics are dedicated to greetings, introductions and farewells, family members, occupations, numbers, likes and preferences, expressing time, action verbs (present, past and future) and includes a final evaluation that includes the four skills of

language. During the school period these skills were systematically evaluated. At the university, two class groups were created with four hours a week each. Enrollment was twelve students per group.

The course has a brief justification of the need, the general objectives, the contents, the organizational forms to be used for teaching and the evaluation system. The previous structure responds to the organization that, according to the Postgraduate Regulations of the Republic of Cuba / Resolution 140/19, must be made explicit in a program of this type (Cuba. Ministerio de Educación Superior, 2019). Thus, taking into account the above, the course offered at the Language Center of the University of Cienfuegos is structured as follows:

Title: BASIC RUSSIAN LANGUAGE COURSE

Number of Hours: 30 h/c

Coordinating professor: Clara Marín Pérez

E-mail: cmarin@ucf.edu.cu

Academic Title: Master in Theory and Practice of Teaching Contemporary English

Justification:

Perfecting linguistic skills in the Russian language is currently a necessity in Cuba, considering the state of Cuba-Russia relations. Therefore, it is necessary for students to develop communication skills in an integrated manner, passing through the different levels defined by the Common European Framework of Reference for Languages. The ultimate goal will be for students to be able to communicate in the Russian language and understand the ideas that Russian speakers express according to their level of development in the language they are learning.

General objective:

- Develop communication skills in the Russian language at a basic level, by using the communication functions presented by the program

Contents:

- The Russian alphabet (printed and cursive letters)
- Greetings, introductions and farewells
- Members of the family
- Activities
- Cardinal and ordinal numbers)
- The time
- Tastes and preferences
- Action verbs. Present (1st and 2nd declension)
- Action verbs. (Past)

- Action verbs (Future)

Organizational forms of the activities: Face-to-face practical classes and through the MOODLE platform of the University of Cienfuegos

Evaluation system:

The evaluation will be systematic, based on the participation of the exchange with the student both from the face-to-face point of view, and through the MOODLE platform. It is intended that as part of the evaluation the results of the students in the development of the integrated skills of the Russian language will be exposed.

Assuming that the current teaching-learning conditions have conditioned the unquestionable use of Information and Communication Technologies in the teaching process, the Russian course taught at the Language Center of the University of Cienfuegos is available in the Environments Virtual Learning. Although there is currently a variety of virtual learning platforms, for Fernández and Rivero (2014); and Abreus et al. (2022), the MOODLE platform (Modular Object Oriented Dynamic Learning Environment), offers tools in which through learning objects and the creation of virtual spaces, the necessary interaction is achieved for the practice of the language to take place.

Likewise, through its use, the application of technological means is promoted in order to achieve an active participation of students during the language learning process. Thus, the student population and the teacher are given the necessary skills to face continuous learning, for which a cognitive capacity is left that allows them to continue with their professional development and a renewing attitude that stimulates them to work and share in the Web (Barrera & Guapi, 2018; Cortés et al., 2020).

Among the fundamental advantages in the use of the MOODLE Platform for language teaching are:

- Allows greater interaction between students and teachers.
- Enables the management of virtual learning activities with a greater scope.
- Enables greater control of a large volume of work (Cosano, 2006).
- Allows the creation of databases of individualized qualifications (Cosano, 2006).
- Has the ability to form groups and monitor the tasks performed by them.
- Facilitates the student evaluation registration system (Cosano, 2006).
- Allows the centralization and automation of learning management (Torrás, 2015; Abreus et al., 2022).
- Its flexibility makes it possible to organize courses with great ease and agility

- The student becomes the protagonist of their own learning through self-service and self-guided services (Torras, 2015; Abreus et al., 2022).
- Allows integration with other applications, which allows measuring the impact, effectiveness, and above all, the cost of training activities (Torras, 2015; Abreus et al., 2022).

According to Cosano (2006), some negative elements of the use of the MOODLE platform lead scholars to suggest that not all students have a computer and Internet access. Although the Universities have sufficient terminals for use by students, those who do not have this resource do not usually enter the system. On the other hand, the number of teachers using the platform is still low, so students do not perceive it as widespread, which limits its use. However, it is worth noting that in the context of teaching-learning the Russian language at the University of Cienfuegos, this situation described by Cosano (2006), does not behave in this way.

At the University of Cienfuegos, the specialized laboratories for language teaching and the Distance Education platform with connectivity are taken into account as fundamental scenarios, materials and means for the digitization of educational activity. Through this platform, the postgraduate activity that occupies the University is managed (Abreus et al., 2022). Methodological actions are currently being carried out in the Language Center of the aforementioned University in which the aforementioned characteristics are assumed for the benefit of the teaching and learning of the Russian language as a foreign language.

Examples of the methodological actions that are applied to use the MOODLE platform to support the teaching of Russian at the Language Center are:

- Methodological preparation for the group of Russian language teachers.
- Methodological preparation on Virtual Learning Environments for students learning the language.
- Design of online Russian language courses.
- Organization and didactic structuring of the Russian language learning guides assisted by the MOODLE platform.
- Selection of texts and materials in the Russian language to be used as teaching aids through the platform.
- Realization of online discussion forum in Russian language classes.

CONCLUSIONS

From the revitalization of Russian language teaching in the language center, we work to influence favorably the development and improvement of the communication skills of professionals in the territory. The advantages and existing conditions at the University of Cienfuegos for the

use of the MOODLE Platform for the benefit of learning the Russian language are assumed.

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