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THE PARADIGM OF DIGITAL LINGUODIDACTICS IN PEDAGOGICAL HIGHER EDUCATION: TRANSFORMING RUSSIAN LANGUAGE INSTRUCTION AT JIZPU

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Abstract
The rapid digitalization of the global educational space necessitates a fundamental restructuring of philological disciplines. This article explores the integration of digital linguodidactics into the process of teaching the Russian language at a pedagogical university. Focusing on the educational environment of Jizzakh State Pedagogical University (JizPU), the study investigates the transition from traditional descriptive methods to Data-Driven Learning (DDL), utilizing linguistic corpora and interactive platforms. The research identifies the psychological and pedagogical conditions necessary for the successful integration of Information and Communication Technologies (ICT). The findings demonstrate that a hybrid pedagogical model significantly enhances the discursive competence of future teachers, ensuring their competitiveness in the modern educational market of Uzbekistan.

Keywords: Digital Linguodidactics, Russian as a Foreign/Second Language, Corpus Linguistics, Pedagogical Innovation, JizPU, ICT Competence, Philological Education.

1. INTRODUCTION

THE SOCIO-CULTURAL CONTEXT

In the third decade of the 21st century, the Russian language continues to function as a vital medium for scientific, cultural, and professional communication in Central Asia. For Uzbekistan, which is actively integrating into the global economic and educational space, the quality of Russian language instruction in pedagogical universities is of paramount importance.

At the Jizzakh State Pedagogical University named after A. Kadiri (JizPU), we face a dual challenge: maintaining high academic standards of classical philology while adapting to the "Digital Native" generation. The problem addressed in this research is the systemic gap between traditional "linear" teaching models and the networked, non-linear nature of modern information processing. By adopting a "Digital Humanities" approach, we aim to transform the student from a passive consumer of grammatical rules into an active researcher of linguistic phenomena. This transformation is essential for preparing future teachers who will lead the classrooms of 2030 and beyond.

2. THEORETICAL FOUNDATIONS OF DIGITAL LINGUODIDACTICS

Digital linguodidactics is defined as an interdisciplinary field that studies the patterns, principles, and methods of language teaching within a specialized digital environment. It is not merely the "digitization" of paper textbooks, but a fundamental shift in pedagogical ontology.

The theoretical framework of this study rests on several key pillars:

1. **The Communicative-Cognitive Approach:** This approach posits that language is internalized through meaningful interaction. Digital tools provide "authentic virtuality," where students can engage with real-world Russian discourse in real-time.

2. **Connectivism (G. Siemens):** In the digital age, learning is the process of connecting specialized nodes or information sources. For a philology student, these nodes include digital dictionaries, linguistic corpora, and professional social networks.
3. **Data-Driven Learning (DDL):** Proposed by Tim Johns, DDL suggests that learners should be "linguistic detectives." Instead of being told a rule, students use corpus data to discover how the Russian language actually functions in contemporary society.

3. DETAILED METHODOLOGY AND EXPERIMENTAL DESIGN

The research was conducted at the Faculty of Philology of JizPU over the course of the 2024-2025 academic year. Two groups of third-year students (total n=60) participated in the study. The Experimental Group (EG) followed a digitally-enhanced curriculum, while the Control Group (CG) followed the standard traditional program.

3.1. Practical Application of the National Corpus of the Russian Language (NCRL)

The core of our methodology was the systematic use of the NCRL (*ruscorpora.ru*). We developed a series of "Corpus Tasks" designed to replace traditional fill-in-the-blank exercises.

- **Task 1: Semantic Prosody Analysis.** Students were asked to search for the word *"судьба"* (fate) and analyze which adjectives most frequently accompany it in 19th-century literature versus modern media. This allowed students to see the shift from "tragic/inevitable" to more "neutral/dynamic" contexts.
- **Task 2: Error Correction via Concordance.** When a student made a mistake in a collocation (e.g., *"играть роль"* vs. *"иметь значение"*), they were directed to the corpus to find 20 examples of each. This visual evidence led to a much deeper cognitive imprint than a simple teacher correction.

3.2. Blended Learning and the "Flipped Classroom"

We utilized a hybrid model where theoretical materials (lectures on Russian morphology and syntax) were uploaded to the university's LMS and Telegram-based interactive bots.

- **Pre-class phase:** Students watched a 10-minute video lecture and completed a self-check quiz.
- **In-class phase:** Face-to-face time was dedicated to "Collaborative Project Work." Students created digital portfolios, conducted stylometric analyses of Russian poems, and participated in "Virtual Debates" with students from other regions via video conferencing.

4. RESULTS AND EMPIRICAL DATA ANALYSIS

The pedagogical experiment yielded significant quantitative data, confirming the hypothesis that digital linguodidactics enhances linguistic performance more effectively than traditional methods. The results of the post-test assessment are summarized in the table below.

Table 1. Comparative Analysis of Learning Outcomes (Control vs. Experimental Groups)

Competence Category	Control Group (CG)	Experimental Group (EG)	Statistical Significance (p-value)
Morphological Accuracy	72%	86%	$p < 0.05$
Lexical Collocation	64%	88%	$p < 0.01$
Stylistic Register	58%	81%	$p < 0.01$
Information Synthesis	45%	92%	$p < 0.001$

4.1. Interpretation of Findings

The data presented in Table 1 illustrates a clear divergence in performance between the two groups.

1. **Morphological Accuracy:** The 14% lead of the Experimental Group suggests that digital self-correction tools and interactive grammar modules reduce the rate of fossilized errors in Russian morphology.
2. **Lexical Collocation and Stylistics:** The most profound differences were observed in how students use word combinations. While the Control Group relied on limited textbook vocabulary, the Experimental Group, trained in **Corpus Linguistics**, demonstrated a nuanced understanding of synonyms and stylistic registers (81% vs 58%).
3. **Information Synthesis (The "Digital Leap"):** This category showed a staggering **47% difference**. Students in the EG mastered the ability to extract raw linguistic data from digital environments and transform it into pedagogical content. This reflects the development of "multi-modal literacy," which is indispensable for a 21st-century educator.

4.2. Qualitative Feedback and Professional Readiness

Beyond the quantitative metrics, a qualitative survey was conducted among the participants of the Experimental Group. The results indicate a high level of psychological satisfaction with the digital-hybrid model:

- **89% of students** reported a "significant increase in professional confidence."
- **92% of respondents** emphasized that working with the National Corpus of the Russian Language (NCRL) made the language feel "*alive*" and "logical" rather than a set of abstract rules.
- **75% expressed a desire** to implement these specific digital tools in their future school-level teaching practice in the Jizzakh region.

5. DISCUSSION: PEDAGOGICAL IMPLICATIONS AND CHALLENGES

The implementation of digital linguodidactics at JizPU is not without its hurdles. During the discussion phase, several critical factors were identified:

1. **The "Human Factor":** The transition requires teachers to move from being "Sages on the Stage" to "Guides on the Side." This shift can be psychologically challenging for veteran educators.
2. **Cognitive Overload:** Students can sometimes be overwhelmed by the sheer volume of data in linguistic corpora. It is the teacher's role to scaffold these digital experiences.
3. **Technological Infrastructure:** While JizPU has made great strides, the stability of high-speed internet in regional pedagogical institutions remains a factor that can disrupt the "flipped classroom" flow.

However, the benefits far outweigh the challenges. Digital tools act as a "cultural bridge," providing our students in Jizzakh with direct access to the living, breathing Russian language as it exists in Moscow, Saint Petersburg, or Almaty, bypassing the limitations of outdated textbooks.

6. CONCLUSION AND RECOMMENDATIONS

This study demonstrates that the future of Russian language instruction in the pedagogical universities of Uzbekistan lies in the synthesis of philological depth and digital agility. The "Digital-Hybrid" model implemented at JizPU has proven to be a highly effective strategy for fostering both linguistic competence and professional pedagogical readiness.

Key recommendations for the Interfaculty Department of the Russian Language:

- **Curriculum Redesign:** Formalize the use of NCRL in all years of study.
- **Professional Development:** Establish a "Digital Lab" for faculty to share best practices in ICT integration.
- **Collaborative Research:** Expand the study to include other faculty (e.g., Foreign Languages) to create a unified digital pedagogical framework.

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