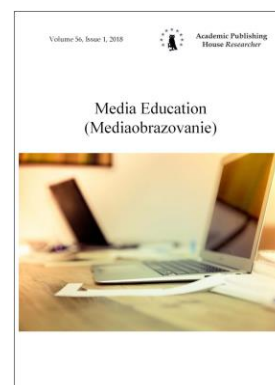




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Media Platforms as Influential Tool of Russian Language Learning Abroad

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Abstract

The purpose of this study is to analyze the role of media platforms as influential tool of Russian language learning abroad. In PRC/People's Republic of China and Maghreb countries (comprised of Algeria, Libya, Mauritania, Morocco, and Tunisia), the concept of soft power is very important in the framework of educational process when the attractiveness of another country presented from different linguistic points. It reveals how one can explore language and culture of other countries with the aim to the look at the world closer. Media education offer as detailed as possible Russian culture to foreign citizens. A review of the latest publications on the issue under study made it possible to determine the problem field and possible solutions to negative phenomena in teaching process. The article examines variations in online activities using media platforms as an innovative teaching method. Learning a language, on one hand, promotes the Russian mentality, making it clear enough for foreign citizens, and, on the other hand, ruins "Friend and Foe" stereotype barriers. In a situation of globalization language is the most important communication tool more than ever can contributes to the developing of speech habits. The younger generations speak more than one language and more connected to the Internet than ever before constantly enlarging the army of multilingual speakers. At the same time, the use of new media should be combined with the use of the traditional pedagogical approach to learning a foreign language; otherwise, students will acquire "low-quality" knowledge, since many platforms contain materials with errors. The purpose of the work is to study and identify the problematic field of application of innovative methods of studying Russian language abroad.

Keywords: Russian language, digital media, PRC, Maghreb countries, education media platforms, multilingual speakers.

1. Introduction

The active development of new technologies, as well as the large-scale digitalization of all systems that influenced the activities of residents of the whole world, created the need for the development of new technologies allowing distant learning a foreign language. First, this need is due to the development of international relations, the expansion of markets and the establishment of effective relationships between their participants. In this context, it is worth mentioning the most rapidly developing economic relations between Russian Federation and PRC, Russian Federation and Arab Maghreb countries, as well as the issue of language proficiency of indigenous nations.

New media is a special form of communication that uses innovative, digital technologies to provide users with information, services through electronic channels, computer networks and

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other means capable of transmitting information and files over a long distance. Thus, "digital media" are becoming a substitute for "traditional media", which are gradually transforming their activities and transferring them to Internet platforms (Moroz, 2017).

New media includes two broad categories: media that have been transformed from traditional media into online platforms, and the so-called traditional new media, which have already been created in the digital environment like blogs, news portals, social networks and other variations of media. Today society has entered a digital era, as more than 80 % of people use the privileges of the Internet and view news on online platforms, and use educational materials to gain new knowledge and skills in the language direction (Guruleva, 2018).

As a new type of information technology, digital media have their obvious advantages: they have more "personalized properties"; cover a wide audience, there is a possibility of using a large number of multimedia tools that improve and simplify the perception of information. It is obvious that the creation of an effective communication strategy for ensuring partnerships without knowledge of languages is impossible, since proficiency in them provides a comfortable socio-psychological environment for negotiations. Today, international relations are experiencing a new round of development. In the context of globalization, countries are increasingly interdependent, and in a situation of interaction, the role of international actors is intensifying.

The availability of technology that connects people all over the world, and the increasing of cultural diversity of the world's population, and the emergence of educational programs in media platforms and also by downloading applications on the smart phones and tablets. The use of platforms from the new media segment, help to acquire the latest news about what is happening in the world, including in Russia.

2. Materials and methods

The research based on a content analysis and comparative approaches to the main popular media platforms used to teach Russian as foreign language in China in 2019-2020. More than 60 thousand Chinese people are officially involved in all kinds of training programs and improved their skills in Russian language independently. Theoretical analysis and synthesis; generalization and classification were used while dividing all the sources under study into 3 levels because of the educational quality criteria. There are "Professional" platform with online teaching support (*class.hujiang.com*), "Standard" online resources (*Weixin* and *Weibo*) based on a duplicate information included significant grammatical errors and absence of feedback with teachers, and Social networks as an «entertainment format» mixed with educational materials – TikTok (for example, *v.douyin.com*), *haokan.baidu.com*, *bilibili.com*.

At the same time, we considered Russian language instruction through media platform presented in 2019-2020 on the RT TV channel as well as on its website RT Online with a program called "Learn Russian language with Nastia" with 34 full lessons targeting at Arab Maghreb countries. In a period of research the program supported by 277000 followers on the on Instagram and 1137 followers on Facebook and 2037 followers on YouTube channel, and 70100 followers on TikTok (Learn..., 2019). The main TV channel under study also has a high quality educational program at *arabic.rt.com* as a website version titled "Russian language lessons".

Data collection included about 1000 sources on the topic like academic literature, monographs, articles and reports on teaching Russia as foreign language, as well as 120 websites.

3. Discussion

Speaking about the modern structure of world politics, J. Nye speaks of it as a three-dimensional projection of a giant chessboard, which is revealed in the projections where Soft Power and Higher Education are closely tighten (Nye, 2005). In some papers, the soft power described as a part of military framework in the changing multipolar world. Some scholars emphasized the ubiquity of Soft power in the international system (Cooper et al., 2013), and stressed on the use of media technologies in the learning process (Bulger, Davison, 2018; Gibson et al., 2018; De Abreu, 2019; Hobbs, 2017; Potter, McDougall, 2017). Influence of convergence technologies on different aspects of learning process through media technologies also described by (Kabha, 2019; Mason et al., 2018; Müller, Denner, 2019; Reid, Norris, 2016; Shen et al., 2019; Wilson, 2019).

The most optimal media technologies for distant learning analyzed by F. Macqilchris, H. Allert, A. Bruching (Macqilchrist et al., 2020) proving that media education enhancing acquired new knowledge while interactive media produce better memory for specific events (Anderson,

2020). Innovative forms of media education considered by Russian (Egorov, 1986; Fedorov et al., 2019; Fedorov, Levitskaya, 2015; Guruleva, 2018; Levitskaya, 2018; Moroz, 2017; Muzykant, 2019, 2020; Sharikov, 2012), and foreign scholars (Bazalgette, 1992; Bennett, Senior, 2017; Buren, 2009; Cavanagh, 2020; Considine, 1999; Gere, 2006; Gibson et al., 2018; Livingstone, Haddon, 2009; Mangen et al, 2013; Park, 2017; Silverblatt, 2001; Thompson, 2014, etc.)

However, in the scientific apparatus there is not enough high-quality research on the topic under study, since media platforms have recently been involving into educational processes. B. Wang examined the theoretical concepts of teaching the Russian language with the help of new media, and highlighted the key possibilities of using multimedia technologies that effectively supplement the use of this direction (Wang, 2021). T.L. Guruleva in her work "Studying the Russian language in China: the state of the problem" describes trends in the development and improvement of the relevant educational processes (Guruleva, 2018). Zhou Xiaocheng discussed the needs, problems and possibilities of creating educational materials in Russian (Xiaocheng, 2018). Some linguistic problems in teaching methods were considered by L.Z. Tenchurina (Tenchurina, 2016), J. Jiang (Jiang, 2017), I.I. Akimova (Akimova, 2013).

Social media creates new opportunities for interaction and collaboration in the issue of foreign language learning, as well as allow students to engage in content creation and communication using social media and Web 2.0 tools (Gikas, Grant, 2013). Online safety education acknowledge educators' objectives as well as related values like integrating aspects of media culture, engaging both learners and teachers, etc. (Hartikainen et al., 2019).

New media transform old systems and methods of obtaining / studying information, thereby forming a new order of its dissemination and the discourse itself. In recent years, online learning through new media has become a fairly popular and effective method. Students and people who already work in companies can use high-quality educational resources without leaving their homes as one of the key benefits. This significantly increases the level of motivation, «generates» enthusiasm, and saves financial resources (On..., 2017).

The establishment and deepening of international interactions, in particular between Russia and China, Russia and Arab countries have significantly increased the importance of the most effective methods of learning foreign languages. The growing demand for Russian-speaking talents in China, Arab countries has led to a new period in the development of professions; diplomatic relations associated with active use of Russian language (Xiaocheng, 2018). Development of such kind of skills and abilities are very productive in new media formats like the *class.hujiang.com* in China, program "*Learn Russian language with Nastia*" in Arab countries on the both TV and online platforms.

Today, the Russian language ranks third among the foreign languages of Chinese universities, second only to English and Japanese, hence education media platforms of great popularity in the country. In 2016, over 10 Thousand Chinese students were enrolled in Russian Universities (Over..., 2016). A year later in 2017, due to an increase in the number of universities offering Russian specialties, the number of people studying Russian in China increased by 7 %, and the number of teachers teaching Russian also increased by 10.5 %. There are 159 colleges and universities in China that teach the Russian language. At the same time more than 26,000 Russian students study at colleges and universities. In addition, about 20,000 students study Russian as a second foreign language, and about 20,000 in secondary schools. About 600 Chinese took part in online Russian language competition in 2019 (About..., 2019).

The main reasons for teaching the Russian language in schools and universities are the unprecedented level of comprehensive partnership and strategic interaction between the above-mentioned countries regions. Li Qin, a lecturer at the Guangdong Institute for International Strategies, stresses that relations between China and Russia are at a very high level: the main areas of cooperation are trade, education and tourism (Why..., 2020). Against the background of this aspect, the profession of a teacher of the Russian language in China becomes in demand.

It is difficult for the Chinese to understand the depth of the Russian language, due to the absence of so many features in the native language like the gender of nouns in Russian, etc. For the Chinese, these objects have nothing to do with generic characteristics, and even the most skilled connoisseurs of the Russian language make mistakes. In addition, it is a problem for the Chinese to assess the scale and importance of the grammar of the Russian language as a whole due to the absence of such complex rules in the Chinese language as well as punctuation (How the Chinese, 2020).

The main platforms used to learn Russian in China:

1. Professional platform for learning Russian – *class.hujiang.com*

Advantage of the resource is in a pool of educational programs formed that correspond to the level of knowledge of the Russian language including online teaching support. This resource is of the highest quality for self-study of the Russian language, since it contains "selected" educational materials that have been preliminary checked for errors.

2. "Standard" online resources for learning Russian: *Weixin* and *Weibo*.

These platforms are more ambitious, so they often duplicate information; though some materials have significant grammatical errors and absence of feedback with teachers. However, today the situation is changing rapidly – teachers create accounts on the mentioned resources and make their own adjustments to educational content.

3. Social networks with educational materials and other platforms with media materials: Tik Tok (for example, *v.douyin.com*), *haokan.baidu.com*, *bilibili.com*.

These resources, in our opinion, are of the lowest quality, since educational materials being presented there in an «entertainment format». Students often distracted by an "entertainment" component. There are also many bugs on such platforms.

In China over the past years, the following changes as new the methods of teaching the Russian language as well as an integration of historical and modern teaching methods with a new scale of professionalism based on computer and digital technologies are being taken place. Despite the obvious change in the vector of training aimed at "innovativeness", there are a number of unresolved problems still associated with the use of new media platforms. There is no need to obtain teaching advice while studying online materials like the alphabet and pronunciation, though grammar, basics of business negotiations and reading Russian literature need more teacher advice (Jiang, 2017).

The first problem is that a large number of Chinese electronic resources contain repetitive material. One of the official platforms is the WeChat resource, where a variety of materials with a «Russian bias» being uploaded for the best information perception. However, if we turn to other resources that appear when entering the corresponding queries into Google, we find that information from WeChat is duplicated on other platforms (Tenchurina, 2016).

Such a variety of options can be useful for those who study Russian in China, but the high repetition rate, fuzzy structure of knowledge increase the student's time expenditure, reduce his level of motivation and enthusiasm. The second problem is that learning with the help of new media is not always of high quality, since a person is self-taught, that is, no one controls or checks him. Even the mistakes on the digital platform are not so vivid to the students. This creates a new problem like a low quality of the context itself.

For example, Russian monitoring companies conducted a study and found out that the popular platforms WeChat, Weibo presented materials with spelling, grammatical, and punctuation errors. In addition, many digital platforms have a large number of advertisements, which negatively affects the perception of information and the learning process itself (On..., 2017).

One more problem is that there is no interaction between teachers and students. Most of the courses presented on digital platforms downloaded in audio file format or in article/publication format with no feedback from the instructors. Nevertheless, the problem also generates new opportunities for students, allowing them to deepen into the thoughts and conclusions, which expands the boundaries of the educational process and its capabilities (Xiaocheng, 2018).

Despite the presence of shortcomings and a high level of learning complexity, the popularity of the Russian language in China is growing steadily. The number of students exceeds 60 thousand people among officially registered (The popularity..., 2018). On average, the official annual growth rate of students is 7 % (Figure 1).

There is also a strengthening of cooperation between Russian teachers and new media platforms. Russian teachers consult with the creators of educational materials in order to improve the quality of information, reduce the number of duplicate sources, and increase the level of learning. Typological differences between the Russian and Chinese languages have not only superficial and formal, but because of structural and semantic consequences that tell on the practice of teaching Russian as a foreign language. Developers of new media platforms also cooperate with teachers regarding "the elimination of the shortcomings of the platform itself, correction of grammatical and spelling errors" (Akimova, 2013: 13).

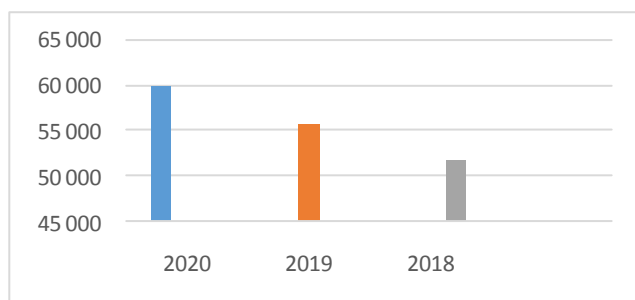


Fig. 1. The number of the Chinese learning Russian reached 61,000 people while 85.000 students are engaged in exchange programs between China and Russia (Yan Wu, 2019; The popularity..., 2018)

A separate category of innovations is the establishment of partnerships between students themselves and representatives of media platforms. Some students who have been studying materials in Russian for a long time may suggest that the platform publish articles on the proposed topics from the spheres of politics, economics, culture, literature and other segments. Many students find friends on such platforms and exchange experience and knowledge. In this way, they further increase their level of motivation.

The new teaching model removes time and space constraints and strengthens effective communication between teachers and students. In foreign universities, for example in London, teachers use this model to develop individual curricula for different students, and students/schoolchildren can use the platforms based on their preferences and needs. Also on the platforms, they can get advice from highly qualified specialists, get answers to questions and solve other problematic aspects (On..., 2017).

Thus, this innovative teaching model has improved the process of teaching for Chinese. In 2020, China itself launched two innovative platforms designed for international students to learn the basics of the Chinese language in a short period of time (China..., 2020). Among them "Chinese Plus" and "Chinese Bridge" as famous online platforms useful for "promoting Chinese language teaching around the world amid the novel coronavirus infection pandemic", stressed Zhao Guocheng, deputy head of the Center for Linguistic Teaching and Cooperation in the Ministry of Education. A total of "18,000 enterprises and institutions from 148 countries and regions of the world have registered on the mentioned above platforms" (The Center, 2020).

The "Chinese Plus" platform contains unique sections like "Beginners" (learning hieroglyphs, Pinyin table); «Teaching materials» (books, texts with voice acting, grammar reference); "Communication" (forum with like-minded people and teachers); "Found a mistake?" (mistake corrections) and other headings. Thus, the platform took into account the latest trends in teaching foreign language, based on a partnership between teachers and students (Digital..., 2020).

"Chinese Bridge" is not only a platform to find materials for learning Chinese, but also a large-scale international competition sponsored by Hanban. It consists of three activities: a Chinese Language Proficiency Competition for International Students, a Chinese Language Proficiency Competition for International High School Students and a Chinese Language Proficiency Competition for International Students in China. In recent years, the competition has been held in cooperation with local authorities. To date, more than 200 high school students from more than 20 countries have been invited to China to share their achievements in the study of the Chinese language (Chinese..., 2014). The expansion of this experience is of great value for Russian linguists and teachers as well (Kitayskiye..., 2021).

The influence of new media in the field of teaching Russian have proven that today the use of appropriate technologies is quite relevant, since they allow solving a number of problems associated with organizing effective offline learning (Moroz, 2017). There are a number of exercises based on interaction with digital platforms to implement educational tasks.

Examples of such exercises: *select material for the studied topic from foreign online publications and prepare a report; find materials on the same topic in various media presented on the Internet (for example, from one online newspaper, 2-3 educational platforms).*

Analyze and create your media text; identify similarities in publications that have been presented on the same topic on different digital platforms; listen to a public figure speaking in a

foreign language (for example, on the YouTube platform) and write a speech for him using style, rhetorical techniques, turns that are characteristic of this particular person.

Imagine that you are the creator of a new educational platform for foreign students, aimed at increasing the efficiency of assimilation and acquisition of knowledge. Prepare a speech that aims to convince the audience that the new digital platform can improve the quality of knowledge (Jiang, 2017).

Experienced Russian teachers combine online education and offline learning formats, create personal Weibo and WeChat accounts to support students during self-study. They adjust existing materials that were previously published on the platforms, leave their comments, point out errors (On..., 2017).

Nowadays the possibilities of using Russian language instruction through media platforms are presented on the RT TV channel and its website RT Online in a program called "Learn Russian language with Nastia" included 34 full lessons. Nastia is Russian and learned the Arabic language because she "loved this language a lot". She started her classes with 50 Russian Words borrowed from Arabic: *abrikos, avariya, algebra, almaz, amulet, benzin, tsifra*, and soon gained support of 277000 followers on the on Instagram and 1137 followers on Facebook and 2037 followers on YouTube channel, and 70100 followers on TikTok. In her chat, Nastia recommended not to forget "to practice with me out loud and copy my pronunciation. I would love if you'd subscribe if you enjoyed this, means so much!" (Learn..., 2019).

The question of purposefully shaping the image of Russia through language training first arose in 2000s after President V.V. Putin came to power. It was then that they started talking about the need for a new approach to Russia's foreign image policy. A consequence of the priorities set by Russian Federation can be considered the opening of an English-language program about the Russian language, focused on an international audience, in June 2005. The program was created for reflecting the Russian position on the main issues of international politics, as well as to inform the audience about the events and phenomena of Russian life. Interaction on the transfer is as follows (Figure 2). Thus, many students additionally study Russian using media platform and often receive new professional qualifications that allow them to carry out teaching activities.

The first wave of learners are Arab speaking football fans who came to Russia in the period of World Cup 2018. It started as one of the educational TV programs, which had a great interaction from the audience, in the period of May to July 2018; the Facebook website got 3 million views that time.

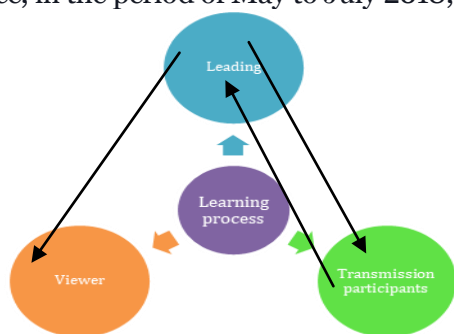


Fig. 2. General Scheme of Educational process via new media platform

Today among many websites for the education online in Arab countries some are free and other courses need to be paid. The digital media allow users to get any new innovation by one click, just you need to download the applications and use it easily any time anywhere. The main TV channel under study also has the website version at *arabic.rt.com* titled "Russian language lessons".

The program goes on the RT channel is an example of a good quality educational program. The language course was implemented as the disclosure of the main attractions of Russia and training, in parallel, typical tasks in the Russian language. At first, these were videos released in the afternoon, at 15.00-16.00, as a rule, between newscasts. Gradually, the convergence process expanded broadcasting and a whole page was created for teaching the Russian language. It includes the exercises as well as materials for testing and homework. This made it possible to consolidate the topics studied on the air (Learn..., 2019).

The following characteristics of the program are given on the TV site: it is an intensive course in learning the Russian language, started with explanation in Arabic of Russian alphabet ([Introductory..., 2021](#)). Launching of such a kind program capable of competing with international media required the creation of an error-free theoretical concept: the principles of international broadcasting became a kind of culmination of many years of work to determine the place and image of Russia in the context of world experience. Nevertheless, the selected genre of the show cannot be called a pure one, since it contains features of both reality itself and talk shows, thanks to which the channel is popular. However, contrary to the traditional concept of talk shows as a place where heroes compete for money or another material prize, RT approached somewhat unconventionally.

The specificity of this program is that it uses the principles of schooling: there is a certain group of eight people trying to learn language in 16 hours. The viewer, thanks to the specifics of the television broadcast, is included in the process of learning a language. In fact, the program, as a special course, successfully provides the necessary data for subsequent language training with the aim of creating of stronger associated with the idea of a "Russian world" as an imagined community based on the markers of the Russian language, culture, etc. ([Feklyunina, 2015](#)).

The guests of the program are specialists on certain topics as well as ordinary Russian residents. Every student has his/her own reasons for learning a language. Someone wants to watch movies and read poets in the original language, someone needs the language primarily for communication, and for someone it is an important pivot of a new stage in his career, as it is necessary to expand professional capabilities.

All learners have one thing in common: participation in the program based not only on teaching the Russian language, but also on promoting a positive image of Russia. Students get familiar with the country's realities, exceptionally in a positive way. In other words, they are involved in the show, which helps to memorize the language. The main requirement for a teaching process is the native speakers of the language and the absence of dialects. It is a necessity because of the difficulties for an unprepared person to perceive non-literary Russian speech.

The program does not make the basic requirement to apply to learn a language completely in 16 hours - any person who has at least somehow come across a foreign language knows that learning a language is a long process. Which cannot fit in multiple gears by the hour. At the same time, the program performs the necessary function - it draws the attention of the audience to language learning, while creating the necessary rating for Russia.

It is important to note that the launch of the program was only the first step towards creating a new type of Russian language teaching aimed at a foreign audience. To understand how Russian language teaching is implemented, we present a list of programs for 2019-2020.

How to Use Verbs of Motion (lesson 31): "We use two general types of verbs to talk about motion in Russian. For our purposes, we will call them groups *idti and khodit'* - *go* and *walk*. It is convenient to use them because whomever you are speaking with understands at once, what time and direction you are talking about and how often you move that way. It is better to learn these verbs in pairs" ([Verbs, 2020](#)).

Obviously, the proposed topics are closely related to the realities of reality, that is, with what is useful for students of the Russian language for practical activities. The practice-oriented approach implemented on the basis that learning the Russian language is important for people who want to learn about it at the initial stages, and the focus is on a fundamentally different audience. Here are examples of such activities in the program:

Task 1. Listen and drag the words to complete the text. How to use Verbs of Motion with different prefixes.

Task 2. Listen and drag the words to complete the text.

All the actors of the language learning programs are unique because of different prerequisites for starting language training. Each of the participants at the beginning of the cycle sets learning goals. Understanding the goal is a basic condition for learning. That is why at the beginning of training, each student is obliged to create motivation. The most important condition of the program is training based on the internal potential of the individual. Training takes place based on the answer to the main question – what language learning means for each person. It is noteworthy that the element of interactivity from the very beginning was inherent in the project – viewers could vote for their favorite language course.

In the future, the role of the viewers increases significantly, in educational TV-shows they turn from passive participants into active ones. From this moment on, each viewer is able to watch programs on the channel's website while using text formats to memorize visual material. Educational TV-shows traditionally presents video allowing learning better theoretical and grammatical material interspersed with information on the sights. As a rule, this leads to the fact that the presentation of information given as clearly as possible for the learner. During educational TV-show, participants can ask live questions.

If the participants of the TV educational show perceive the material based on the notes on the board, the viewer perceives the material using the inscriptions on the notebook sheet. The specificity of the popularity of the program is such that, according to the channel's calculations, at least 400 thousand people are involved in viewing (Learn..., 2019). A significant part of the materials promotes the image of Russia according to the criteria of state power, culture and science, economics, people. Such an approach largely meets the needs of foreign audiences: peculiarities of foreigners' perception of the external image of Russia. Among the most interesting aspects of the country's such topics as the politics of Russia, cultural life, as well as the motive of the mysterious Russian soul.

All this directly correlates with what RT broadcasts and the image markers that the channel regularly uses in its programs. A cooperation of the program with the Ministry of Education of the Russian Federation allows present maximum number of materials about Russia including all the marked markers of the construction of the image of the state.

Comparative analyses of the competitive programs showed many similar courses like "Grammar Wise. Second Season", which says if you "often make grammatical mistakes; it is an excellent choice for you to speak with confidence" (Grammar..., 2021). "Basic Lexis" is a series of entry-level English language video tutorials produced by English Club as well. After each lesson, viewers asked to take a short test on the topic covered. "English in Focus" is an interactive guide to English words aimed to point out the subtle distinctions between pairs of lexical units and explain some grammar mistakes that cause much confusion.

The reality show of language learning tool is also characterized by hypertext space. In this case, the creators of the broadcast program are not only the producers, but also the participants in the show. A talk show on a media platform as a project combines the essential features of an interview, discussion, game, but it primarily focuses on the beauty and attractiveness of Russian culture and history. The creation of good communication is greatly facilitated by the personal qualities of the presenter: mind, resourcefulness, charm, humor, the ability to listen interestedly, move plastic, and so on. These characteristics are inherent in the traditional genre; however, the implementation of the genre in the project imposes fundamentally different features like putting the problem in such a way as to encourage the solution of the problem (Gallarotti, 2011).

Russian language considered by foreign students as a complicated one. System, typology is very different from other language. Structures are similar to the Spanish language, but Russian has cases, so sometimes it is difficult to understand them as well as verbs of movement. For learning Russian constantly, we would advise you to watch and revise Russian films. When we have already watched the film repeatedly, we know what it is about and therefore it is easier to understand Russian words. Documentaries with English subtitles are a good example because, according to RT documentary channel, in an increasingly interconnected and globalized world.

One may choose among presented titles film-investigation *MH-17: The Untold Story*, Arts and Culture *Dance of the Little Swans*, Personalities *Agafia*, Society *Big Sister*, Environment *Baikal Blues*, Meeting with Nature *The Permafrost Mystery*, Sport *Winner Takes it All*, Professions *Cold Rush*, Discovering Russia *My Crazy Russian Vlog*. Hence now "viewers no longer have settle for what Hollywood produces, because documentaries with English subtitles are now available that explore cultures from all over the world. With quality translations RTD's documentaries with English subtitles means language is no longer a barrier – you'll be able to immediately understand speakers from any locale, from China and Russia to Brazil and Afghanistan... without the annoying dubbing" (Documentaries..., 2021).

4. Results

Such integration of educational activities, based on the conceptual foundations of the media-cultural approach, contributes to the formation of a culture of communication with media and digital platforms. It helps to understand the implications of publications in foreign languages;

the formation of foreign language cultural values; develop speech habits and abilities of mediatized intercultural communication for overcoming cultural barriers.

According to the provisions presented in the recommendation, the teaching is not effective enough without feedback, as many teachers work part-time and devote a small number of hours to studying the vocabulary and grammar. This problem is difficult to solve with the traditional model of teaching, but with the advent of new media, the situation has changed for the better. This type of interactive learning has solved the problem of the lack of teaching resources. The main advantage of this format is that the study space is not limited to small classrooms. Any place with Internet access can become a classroom for learning.

There is still a need for teaching support, since artificial intelligence cannot fully ensure the high-quality development of all language areas: grammar, literature and other components. Thus, based on the above, it can be stated that new media is a trend, perspective of modern reality. This opportunity has been created because of scientific and technological progress. Accordingly, higher education and school institutions must accept "new challenges" dictated by the times, as well as master "new opportunities" provided by digital technologies.

Consequently, foreign institutions should introduce programs based on the use of new media, as this is one of the most effective, innovative methods of teaching a foreign language, allowing you to master knowledge in a short period.

5. Conclusion

Summarizing the results of the survey, we highlight following criteria for the responsible use of media by teachers using media platforms as influential tool of Russian language learning abroad.

1. Despite the popularization of new media as a new form of education, innovations should not destroy the traditional approach to teaching a foreign language, as it allows you to create a solid foundation of knowledge of any languages. The study showed that new media tools need teacher's supervision.

2. Thus, based on the above, we can highlight the obvious advantages and disadvantages of such training. Among advantages are a round-the-clock access to online resources, which significantly increases the level of motivation; saving money resources – you can find a large number of free educational materials.

3. There is one more opportunity to find "like-minded people" who are also interested in fast and high-quality learning through the variety of means and methods of teaching.

4. Disadvantages are also obvious: a duplicated information on many platforms with similar errors because of a lack of the teaching control. In addition, not all materials can be studied "thoroughly" without teaching support with the exception of the courses "for beginners".

Consequently, independent education with the help of new media" is a rather difficult process, since the student must be motivated and disciplined. New platforms, as well as the events held on their basis, make it possible to «refresh» the traditional educational material and improve its perception. New media is making it possible to reflect the daily life of the country, which also affects the quality of education. Thus, foreign students receive the latest information on the changes that are taking place in many segments of Russia's activities and improve their language level. For a long time, courses on listening, speaking, reading and writing in traditional formats, prevailed in for a long period. However, with the advent of new media the situation has changed significantly. Students now use multimedia platforms, read Russian-language media articles, share knowledge with friends, and even compete with friends on electronic platforms. We conclude this review with suggestions for researchers in mainland China and Arab Maghreb countries promotes transnational-collaboration to support the development of Russian language education. The advent of television, which began to perform these functions, led to a change in mass consciousness and influence on perception from a position of soft power. Educational programs contribute to the assimilation of information, instilling standards of behavior. Media platform projects with a focus on training are part of a new reality. To make learning process relevant means finding social media sites which work like a real classroom. Social media organically dovetails with subjects like language arts and social studies, but tech savvy teachers know that collaboration can work in any classroom.

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