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# PROJECT-BASED LEARNING AND ARTIFICIAL INTELLIGENCE TECHNOLOGIES IN TEACHING RUSSIAN AS A FOREIGN LANGUAGE

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**Abstract.** *The rapid development of digital technologies and artificial intelligence (AI) has significantly transformed contemporary language education. In teaching Russian as a Foreign Language (RFL), innovative pedagogical approaches are increasingly combined with digital tools to enhance students' linguistic and communicative competence. One of the most effective student-centered approaches is project-based learning (PBL), which promotes active participation, critical thinking, collaboration, and autonomous learning. This article examines the integration of project-based learning and artificial intelligence technologies in teaching Russian as a foreign language at the university level. The study analyzes the pedagogical potential of AI-powered tools, including ChatGPT, intelligent tutoring systems, machine translation applications, and digital content generators, within project-based educational environments. The paper highlights the benefits, challenges, and methodological principles of implementing AI-assisted project activities in RFL instruction. The findings demonstrate that the combination of project-based learning and AI technologies contributes to the development of language proficiency, intercultural competence, creativity, and digital literacy among foreign language learners.*

**Keywords***: Russian as a Foreign Language, project-based learning, artificial intelligence, ChatGPT, digital education, communicative competence, higher education, language teaching, educational technology, digital literacy.*

## INTRODUCTION

The digital transformation of education has led to the emergence of innovative teaching methods and technological tools that enhance the quality of foreign language instruction. In recent years, artificial intelligence technologies have become an integral part of educational practice, offering personalized learning opportunities and immediate feedback. Simultaneously, project-based learning has gained recognition as an effective pedagogical approach that encourages students to engage actively in the learning process.

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Teaching Russian as a Foreign Language requires methods that foster authentic communication, intercultural awareness, and practical language use. The integration of AI technologies into project-based learning environments creates new opportunities for achieving these educational objectives. By combining collaborative project work with intelligent digital tools, educators can create dynamic and learner-centered instructional environments.

Theoretical foundations of project-based learning. Project-based learning is an educational approach in which students acquire knowledge and skills through the completion of meaningful projects related to real-world problems or tasks. Unlike traditional teacher-centered instruction, PBL emphasizes learner autonomy, collaboration, creativity, and problem-solving.

The main characteristics of project-based learning include:

- student-centered learning;
- collaborative teamwork;
- authentic tasks and real-life situations;
- interdisciplinary knowledge integration;
- presentation and reflection of results.

In foreign language education, project activities encourage learners to use the target language in meaningful contexts, thereby improving speaking, writing, reading, and listening skills.

Artificial Intelligence technologies in language education. Artificial intelligence has become one of the most influential innovations in educational technology. AI-powered tools can support language learning through adaptive instruction, automated feedback, content generation, and conversational practice.

Common AI technologies used in language education include:

- ChatGPT and other conversational AI systems;
- machine translation tools;
- grammar and writing assistants;
- intelligent tutoring systems;
- speech recognition applications;
- personalized learning platforms.

These technologies help students practice language skills independently while providing immediate support and guidance.

Integrating AI into project-based learning for RFL. The combination of project-based learning and AI technologies creates an innovative educational model that enhances both language acquisition and digital competence.

Research projects. Students can use AI tools to collect information, generate research questions, summarize academic sources, and organize project materials. For example, learners may conduct a project on Russian culture, traditions, or contemporary social issues while utilizing AI systems to support information gathering and language practice.

Collaborative writing projects. AI writing assistants can facilitate the development of written assignments, reports, and presentations. Students may

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receive suggestions regarding grammar, vocabulary, coherence, and style while maintaining responsibility for the final content.

Digital storytelling. Project-based activities involving digital storytelling encourage learners to create multimedia narratives in Russian. AI tools can assist with script development, language correction, image generation, and presentation design.

Intercultural communication projects. Students can explore aspects of Russian culture through virtual exchanges, online interviews, and multimedia presentations. AI technologies support translation, communication, and content creation throughout the project process.

Pedagogical benefits. The integration of AI technologies into project-based learning offers several advantages for RFL instruction.

Increased learner motivation. Interactive technologies and authentic project tasks encourage greater student engagement and participation.

Development of communicative competence. Project activities require learners to use Russian for meaningful communication, negotiation, and presentation.

Personalized learning. AI systems provide individualized support according to students' proficiency levels and learning needs.

Enhancement of digital literacy. Students acquire essential digital skills by using AI tools responsibly and effectively during project work.

Promotion of critical thinking. Project-based learning encourages students to analyze information, evaluate sources, and make informed decisions.

Challenges and limitations. Despite its numerous benefits, the integration of AI into project-based learning presents several challenges.

First, excessive reliance on AI-generated content may reduce students' independent language production. Second, inaccuracies or biases in AI outputs require careful evaluation by both teachers and learners. Third, unequal access to digital technologies may create disparities among students.

Therefore, educators should establish clear guidelines regarding the ethical and pedagogically appropriate use of AI tools in language learning.

Methodological recommendations. To ensure effective implementation of AI-assisted project-based learning in RFL classrooms, the following principles should be observed:

1. Define clear linguistic and communicative objectives.
2. Select project topics relevant to students' interests and academic needs.
3. Integrate AI tools as supportive rather than substitutive resources.
4. Encourage collaborative learning and peer interaction.

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5. Develop students' critical evaluation skills regarding AI-generated information.

6. Assess both the learning process and final project outcomes.

**Conclusion.** Project-based learning and artificial intelligence technologies represent a powerful combination for teaching Russian as a foreign language in higher education. Their integration promotes learner autonomy, communicative competence, intercultural awareness, creativity, and digital literacy. While AI technologies provide valuable support throughout the project process, their successful implementation requires thoughtful pedagogical planning and responsible use. The future of RFL education is likely to involve increasingly sophisticated interactions between innovative teaching methodologies and intelligent digital technologies, creating more effective and engaging learning environments for students.

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