Using Video Materials for Teaching Chinese Students the Russian Language in Distance Learning During the Period of the COVID-19Pandemic

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A R T I C L E I N F O	A B S T R A C T

This article outlines urgent issues regarding the supervision of Chinese students receiving Russian-language distance education. This study aims to determine how effectively Chinese students can learn Russian monologue through distant learning. The effectiveness of training can be increased by using online resources as cutting-edge research tools, as this paper discusses. Contrary to popular thinking, the essay's author believes that online learning can benefit Chinese students. Although there are advantages and disadvantages to distance learning, a working educator must find ways to overcome these obstacles to maximize potential gains. It is challenging to learn Russian as a foreign language over a long distance due to the communicative-activity approach, the emphasis on the learning process of direct interaction of subjects of learning, the mastery of the phonetic side of speech, and the familiarity with the culture of the language's native country. Numerous videos about Anton Pavlovich Chekhov's life and works are available and could be utilized to teach Russian to Chinese students. It was found that the difficulties of distance learning in the context of the Covid-19 epidemic can be overcome through a continuous search for distance learning methods, forms, and means, taking into account the national and cultural characteristics of Chinese students, adjusting the structure of the educational process, choosing the best Internet platforms, and developing technological innovations like real-world virtual simulations.

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1. Introduction

A new method of learning emerged at the start of the twenty-first century. We're referring to so-called distance learning, which denotes a lack of face-to-face interaction between the instructor and the pupil. Information and communication technologies (ICT), which first appeared in our lives in the 1990s of the 20th century, are what led to distance learning. The Internet has become an essential component of contemporary technology-oriented communication, which is increasingly becoming a part of the life of a modern person who has become an active user of global information networks. Its educational and methodological sites and reference portals, online courses, and forums are among its many features (Lysakova, 2015). Although this subject is centered on the communicative-pragmatic interaction of people in situations of real communication, or what foreign methodologists refer to as "face to face," in the modern methodology of teaching a foreign language, in particular, Russian as a foreign language, the learning process is also increasingly becoming virtual, based on the use of information and communication technologies (Alekseeva, 2010).

One of the crucial components of the educational process that aids in raising students' motivation to study, including the study of a foreign language, is distance learning. Therefore, teachers frequently incorporate a virtual environment into traditional forms of education while maintaining the widely accepted methods for mastering a foreign language. They do this by conducting excursions, administering online tests, and using Internet resources at various stages of getting educational material (Bondareva, 2009). According to L.P. Vladimirova, each country's implementation of distant learning within its educational system has unique characteristics. Depending on the state policy of the nation, either remote learning is acknowledged as a type of education alongside other kinds of education or distant learning technologies are implemented as a learning tool in the educational system (Vladimirova, 2014). The preference for form depends on the training objectives and the circumstances that make it possible to provide coaching in a distance format. Recently, due to the threat posed to the lives and health of millions of people worldwide by the development of dangerous coronavirus infection, the distance learning function has expanded and rapidly modernized. Online education is gradually transitioning from an auxiliary role to a primary one in the current educational system (Dobrovolskaya, 2016). Although distance learning cannot completely replace traditional methods, according to teachers and methodologists, it is still aimed "at the individual needs of the student and the level of his knowledge, which makes it viable to make the instructional method more flexible, customary, and student-oriented" (Dunaeva et al., 2020).

As we've seen, remote learning (or online learning) transcended geographical borders as the new crown infection spread worldwide, and international students were discouraged from studying abroad. Mutual help learning via various outlets, including clubs and face-to-face instruction. When discussing remote education in a foreign language, there are particulars to consider (Dyupina, 2020). As you are aware, teaching different sorts of speech activities is currently the primary concern for the subject of teaching a foreign language rather than teaching the principles of science (speaking, listening, reading, and writing). As a result, teaching a foreign language is the development of communicative ability rather than studying a particular range of ideas and concepts, which is typical of

other educational disciplines (Krylova, 2014). However, classroom activities do not support widespread communication with the target language if this communication is restricted to a monoethnic audience.

2. Literature Review

Due to the rapid advancement of information technology, people now use the Internet for work, study, and daily activities (Mirzoeva, 2019). Countries are devoting more and more attention to the development of modern remote education. The best example of modern distant education is the Open University in the UK. The Open University of the United Kingdom is famous internationally for its massive scale of operation, its wide variety of specialties, creative approach to education, modern teaching medium, and exceptional quality of education (Mirzoeva, 2019). The Open University uses a curricular grouping process to produce teaching materials. Walter Perry, the first Chancellor of the Open University, said: "The course team mechanism is one of the most significant contributions the Open University has made to the advancement of higher education in the globe. The Open University has over 500 teachers working on educational materials." The OU encourages the utilization of a combination of teaching and learning resources. Printed materials are still the primary educational medium, but other modern media (tapes, radio, slides, etc.) and online resources also play an important complementary role (Nagaeva, 2010).

In addition to the UK, other countries have increasingly focused on developing new distant learning resources, each with its peculiarities (Miller & Amos, 2017). Sally Johnston adds that now in the USA, "much investment in online education is concentrated on the production of distance learning resources and courses." Distance learning materials in the USA are available and can be shared. French distant education centers integrate all levels of educational resources and construct courses to fulfill the needs of all sorts of individuals according to the characteristics of distance education (Petrova & Sun, 2020). Professor Oliver Dugger explains the objective of the French National Centre for Distance Education as being to offer all learners access to course resources and training outside formal education through the use of distance education. The learning materials of the university are widely available, accessible, and shared and are widely and effectively used in practical teaching (Zhang & Vesnina, 2020). Hiromit-suIshi believes that "online courses are expected to grow more rapidly than traditional distance learning media." KNOU publishes textbooks for 550 courses and audio cassettes for 300 courses each year, has edited and published a total of two million books and is working on learning materials suitable for distance learning (Ryabinina & Malysheva, 2020). China has officially proposed in the Action Plan for the Revitalisation of Education in the 21st century that "modern distance education projects should be implemented to form an open education network and build a lifelong learning system" (Rinchinova, 2020).

Starting from 2020, in China, as in many other countries of the world, distance learning has become the main choice for most educational institutions and a new model of the educational process. Unlike the traditional education model, which requires trainees to be in the same place simultaneously, "distance learning breaks temporal and spatial

constraints (Tsyrenova, 2020). Teachers and students must use the Internet to enter the online class. Teachers choose flexible times for classes and students. Exchange experience with native speakers and each other, improving their language level" (Yunting, 2021). Another model of distance learning is the one-on-one model, which consists of the fact that the teacher prepares educational materials specifically for each student and gives assignments to the abilities and goals of the students (Xiaomei, 2017).

The teacher faces difficulties teaching Chinese students a written monologue in Russian. Especially when the training takes place remotely (Yakobyuk, 2020). In offline learning, before Chinese students begin to compose a written text, this stage is preceded by the pronunciation of the generated text and an abbreviated follow-up for the order of presentation (Chunlei & Khodyakova, 2019). Under a teacher's guidance, students draw up a plan, choose the right words, and select syntactic structures. The formation of written monologue skills is helped by special exercises performed in the classroom (Yanchenko, 2020). But such preparatory work is excluded when studying Russian as a foreign language takes place online. The process of teaching writing monologue speech is based on independence.

3. Methodology

3.1 Research Design

Video lectures are one of the approaches and techniques utilized in implementing distance learning. Video lectures have become increasingly popular with the advancement of information, Internet, and communication technologies (Muhammad Talha et al., 2022). Chinese students can learn the stuff they need to know on entirely different subjects even though they are not in the lecture hall (Wei, 2015). One of the primary sources of theoretical and practical information on students is video lectures on distant learning. The Beijing National University of the Arts, Beijing Technical University, Heilongjiang Technical Institute, and other higher educational institutions are responsible for creating the most well-known teaching materials for this format (Wong et al., 2010).

Nevertheless, it should be made clear that the Chinese remote learning system's video lectures are by no means its only source of information. In addition to this format, conventional labor modes are employed, such as audio and electronic textbooks. On their substance, all video lectures can be split into two categories (Li, 2013).

A real-time, "online" lecture falls under the first category. Students thus participate in the lesson virtually. This kind of video lecture is delivered using specialized software that enables the organization of video conferences (Kaur et al., 2017). Such programs are numerous, including QQ, CCTALK, Tencent, Vkaijiang, etc. (see picture 1). Some universities in China have established their online education platforms. Students can only use such a video lecture to complete the educational process when it is immediately implemented (Zhiltsov, 2020). Sometimes, a video lecture is recorded so that individuals unable to attend can review the lessons whenever it is most convenient. The primary benefit of this style and structure of video lectures is that Chinese students can get feedback from the instructor (Liu, 2021).
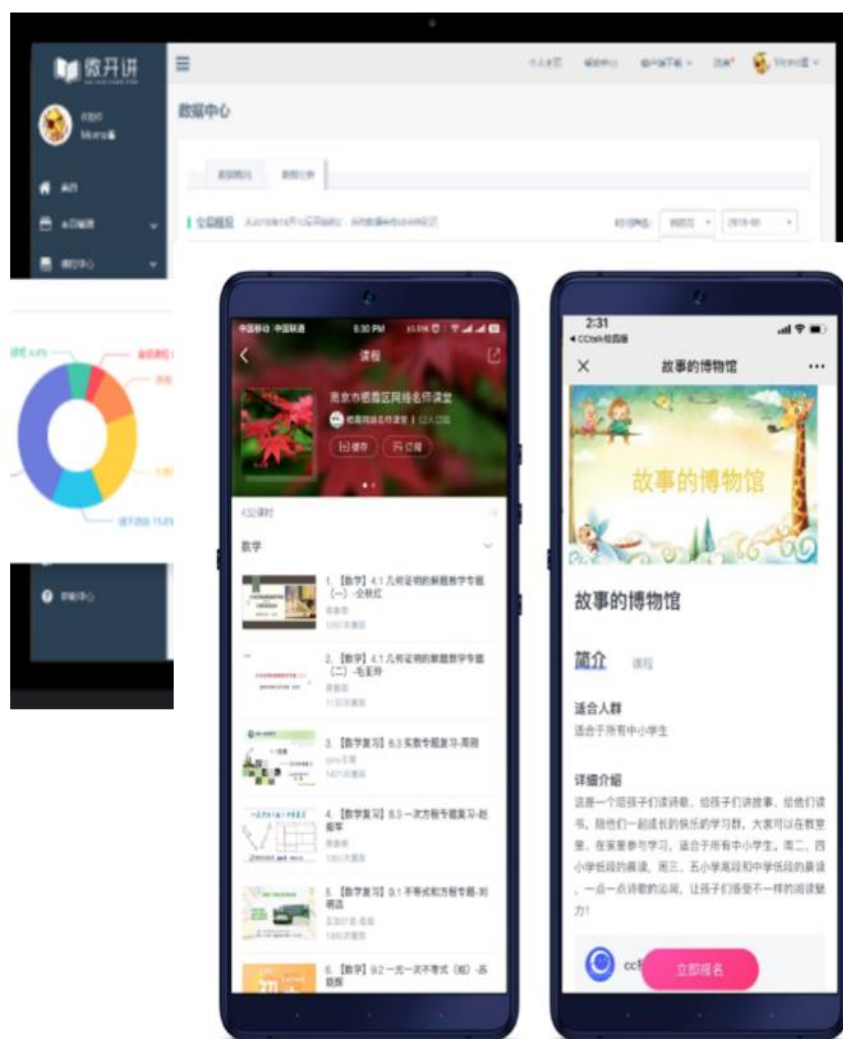
Picture 1

Picture 1 shows how specialist software that enables the setup of video conferences is used to implement the video lecture.

The second category consists of video lectures that the instructor has previously prepared and recorded. MEP, xuetangx.com, HJclass.com, and ke.qq.com are a few examples. (See image 2). The main benefit of this kind is that students can learn the proposed theoretical and practical content whenever it is most convenient for them (of course, taking into consideration the date of the exams) (Xingfu Ding, 2001).
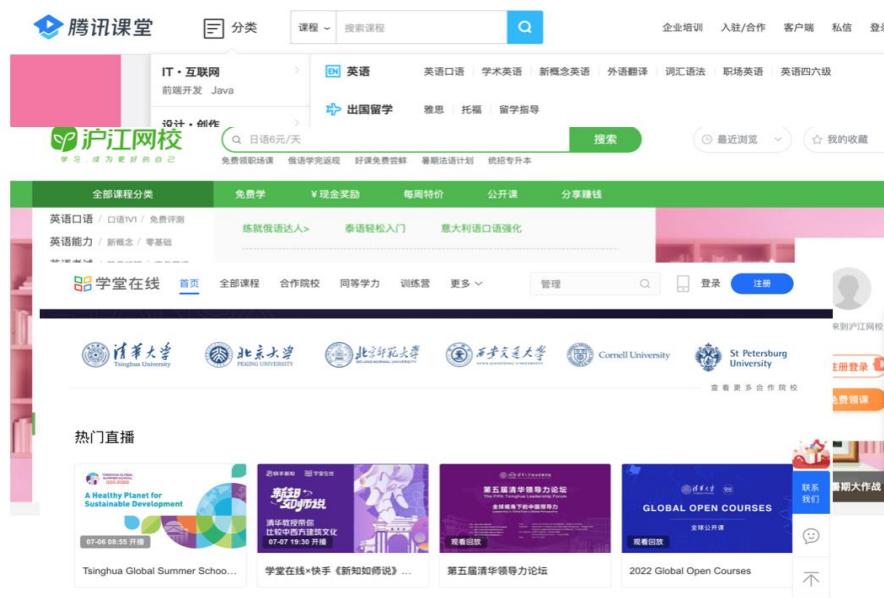
Picture 2

The second type, shown in Picture 2, comprises prerecorded video lectures delivered by the instructor. Such a system's main advantage is that it gives students the freedom to acquire the advised theoretical and practical material at their own pace and in their own time.

Both types of video lectures often follow a similar format. In the context of this study, we are most interested in the second category of video lectures.

3.2 Sample and Data Collection

The main criteria for evaluating the quality of video lectures in the framework of distance education are the following:

1) Teaching (curriculum orientation, learning objective, learning guide, teaching content, teaching resources);
2) Applicability (learning navigation, learning help - answers to frequently asked questions);
3) Interactivity (human-computer interaction, evaluation, and feedback).

Modern experts believe that when designing a network course, it is necessary to focus on several principles, including:

- individualization;
– coordination;
- multimedia;
- dynamism;
– interactivity;
- public access.

A small survey of Chinese students was carried out at one conference on online education, where the following information was revealed.

Figure 1 - *Distribution of answers to the question of Chinese students, "Why are you studying Russian?" (Valeeva, 2013).*

Figure 1's theoretical and remote analysis of Chinese students' responses reveals that 10 students (20% of the total number of students polled) are learning Russian primarily for personal reasons. In contrast, when comparing the gender distribution in this sample, girls (8 respondents) demonstrated a more excellent range of personal interests than males (2 respondents). This outcome might be the result of girls typically having more free time for self-education and self-improvement. In contrast, boys generally are required to participate in other activities, such as professional development and family assistance. The 23 boys and 32 Chinese students who learned Russian did so for personal reasons. While 8 boys and girls studied Russian for work objectives, 38 boys and 18 girls studied Russian for various other reasons, and 18 boys and 32 girls studied Russian because it was one of the mandatory courses at their different high schools and universities. The class's 12 males and 8 girls are learning Russian to prepare for the labor market.
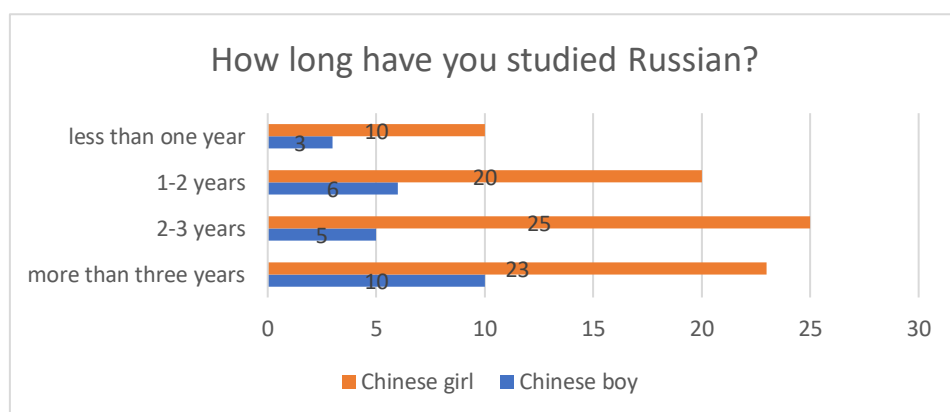
Figure 2 - *Distribution of answers to the question of Chinese students, "How long have you studied Russian?".*

The majority of the respondents to the survey—33 students—have been learning Russian for over three years, as shown by the distributional data in Figure 2. At the same time, there are roughly equal numbers of boys and girls: 32% of males (10 persons) and girls (23 people). Chinese students that want to learn Russian will be successful. The time needed to learn Russian. Three boys and ten girls have studied for less than a year, five boys and twenty-five girls have studied for two to three years, six boys and twenty girls have studied for one to two years, and ten boys and twenty-three girls have studied for more than three years.
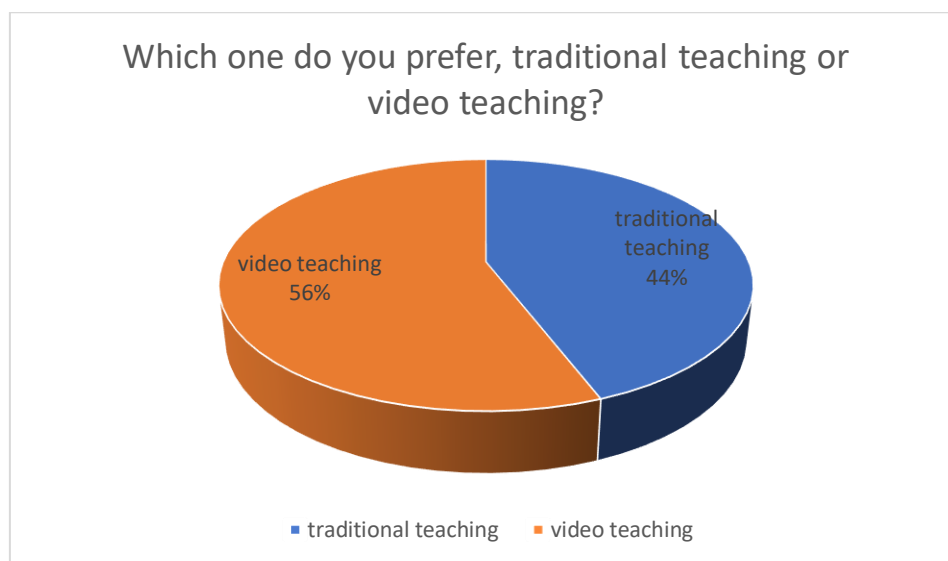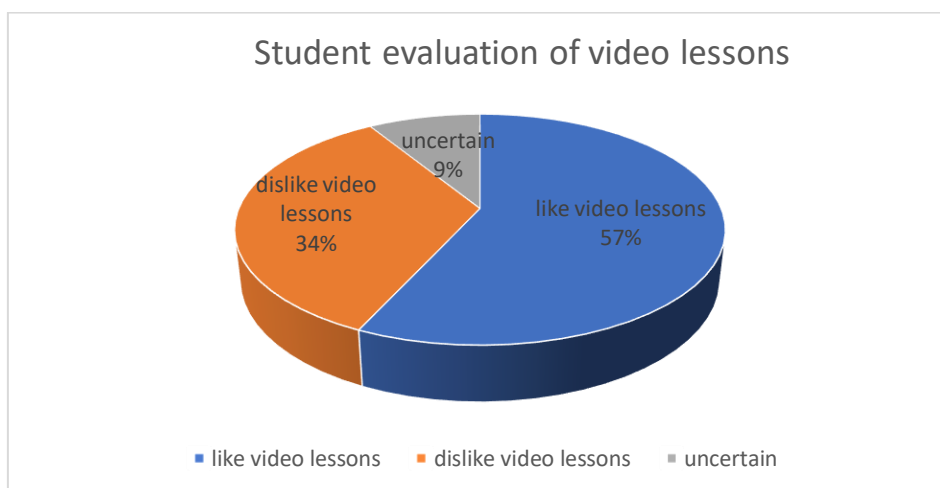

Figure 3 - *Distribution of answers to the question of Chinese students, "Which one do you prefer, traditional teaching or video teaching?".*

Figure 3 reveals that 56% of Chinese students think video instruction is more effective at helping them learn Russian. Teachers prioritize memorization over developing their students' capacity for critical thought, problem-solving, and effective decision-making. A film's visceral experience is much more compelling than simply reading words. Students can understand the subject being taught the same way they process everyday interaction because it is delivered visually and audibly. Establishing a good, high-quality website is a must for Chinese students' better understanding of video lectures. The primary components of a website with video lectures ought to be:

1) Information zone (instructor's course information, course description, course orientation, course nature, teaching hours, learning objectives);
2) Learning area (course content, learning objectives, study guide, study navigation, online testing);
3) Interactive zone: discussion area (exchange forum, real-time chat, "QQ" and "Wechat" group, online Q&A, FAQ list, email);
4) Resource Zone (reference materials, expanding resources - literature, multimedia, films);
5) Support zone (various learning tools);
6) Demonstration zone (showing student work and results).

Figure 4 - *Distribution of answers to the question of Chinese students "Student evaluation of video lessons."*

Figure 4 demonstrates that 57% of Chinese students preferred video courses throughout the outbreak. They think video lessons can teach them Russian efficiently, especially for Russian literature and national circumstances. Students can view a video lecture or class to learn about a topic. It has been discovered that video-based learning enhances students' skills in various ways, including their motivation, the breadth of their comprehension, and their ability to direct class activities and identify problems. The presence of a video of an event offers irrefutable proof. Both teachers and coaches can check video recordings of lessons in the classroom to determine their quality. 9% of students are still unsure of themselves. At the same time, according to Xingfu Ding (2001), the primary subject matter of excellent and high-quality video lectures within the context of remote education is as follows:

1) Description of the course (brief introduction to the course, including course orientation, nature of the course, class hours, learning objective, and internal relationship between classes);
2) Teaching profile (brief introduction of own or teaching team of teachers, as well as learning and teaching experience of the course);
3) Course standards developed under the "provisional regulations for the construction and management of the curriculum";
4) Schedule chart (course schedule, including the hours of each educational unit, the name of the unit, etc.);
5) The content of the course (should be based on the analysis of professional activity, the main classes should be closely related to the implementation of professional goals, completely violate the subject knowledge of the curriculum structure);
6) Lesson plans (teachers must teach according to the lesson plan);
7) Multimedia educational materials (multimedia educational materials and electronic slide files corresponding to the educational content);
8) List of references (directories, including the name and catalog of the reference book);
9) Scientific and technical literature, list of Internet sites addresses;

10) Question Base (each academic unit has its standard homework, counseling, unit test questions, and reference answers, including several sets of complex test questions with reference answers and questions for course coverage);

11) Multimedia library of materials (images, animations, videos for students or other teachers, including video of the course);

12) Exchange interaction (general questions and answers, difficulties that Chinese students may encounter during study);

13) The course of study must cover the relevant subject or job;

14) Network the audience to improve the use of course resources.

The audience for whom a video lecture is produced essentially determines its length. Because students can control themselves, are diligent, and want to learn as much as possible in a short period, one-hour lectures are typically designed for them.

To draw and hold the attention of young pupils, it shouldn't be surprising that some educational institutions work to make video lectures as brief as possible. These video lessons typically last no longer than 20 minutes. Therefore, the video content is both engaging and educational. Students will likely lose interest in a video lecture if it lasts too long, and if it is too brief, it will contain little information. For this reason, 20 minutes is the ideal and fair length for video lectures in the distant learning system (Xin Ding et al., 2010). Online video lessons frequently last between 30 and 45 minutes. This format is comparable to conventional lectures given in a classroom.

Many educators think Ebbinghaus's mnemonics idea is in line with the 45-minute lecture. According to the guidelines of the mentioned theory, this amount of time ensures the lesson's systematic structure and considers the students' attention and concentration spans. For students, 45 minutes of class time might be enjoyable if the lectures are engaging enough. Information not written down was recently the target of widespread skepticism and criticism in China and other nations. Even the teachers took the terms "downloaded on the Internet" or "of a CD" reasonably seriously. This pattern is still prevalent in plenty of educational institutions nowadays. However, distant learning is at a highly advanced stage of development in most institutions in contemporary China, for instance. This demonstrates that video lectures are currently a reliable source of knowledge. A natural, colloquial language of communication must be used when creating a video lecture, along with a conditional language that includes graphic images, mathematical, chemical, and logical formulas and expressions, as well as specialized techniques like computer animation, background creation, combining data from an instructor's off-screen commentary, volumetric virtual models, and multi-screen information presentation. Presenting instructive stuff shouldn't be a tedious task. There should be a variety of demonstration materials in the video presentation (with the obligatory observance of copyright).

3.3 Analyzing of Data

Use video resources from AP Chekhov's works as an example in the online learning process for Chinese students during the COVID-19 epidemic.

Russian short story author, essayist, dramatist, publicist, physician, and well-known personality in the nonprofit sector is Anton Pavlovich Chekhov. He was one of the pioneers of modern theatre around the world in the 20th century and the final critical realist author to

write in Russia at the end of the 19th. He is said to as one of "the world's top three short story authors," together with the French author Maupassant and the American author O. Henry.

In addition to being a writer, Anton Pavlovich Chekhov was also a physician. In his lifetime, he produced more than 300 pieces of art. His plays are being staged and filmed internationally as well as in Russia. Chekhov wrote about various topics, although he disliked writing about himself. I have an illness called autobiographical phobia, he once declared. But one of the critics, publisher Alexei Suvorin, allowed Chekhov to showcase his skills. Around this period, he wrote some of his best works, including "The Man in a Case," "Gooseberries," "About Love," "Requiem Service," "Nightmare," and others; Chekhov's story also became a new literary movement in Russia.

The Little Trilogy is a term that has been used to relate to "The Man in a Case," "Gooseberries," and "About Love."

In Table 1, a quick summary of Chekov's works is provided.

Table 1

A brief introduction to Chekov's works

Works	Years	Protagonist	Summary
The Man in the Case (Человек в футляре)	In 1898	Belikov-a teacher of Greek	a short story by Anton Pavlovich Chekhov, the first part of the "small trilogy." A gymnasium teacher, afraid of everything in the world and living according to the orders of his superiors, decides to get married. A long courtship takes the teacher out of his "case," and he dies, frightened of real life.
Gooseberries (Крыжовник)	In 1898	Nikolai Ivanovich Chimsha -An official at the Exchequer Court	The satirical story "Thick and Thin" - was created in 1883. The humor magazine Shards was first published on October 1, 1883. The plot of the story "Thick and Thin" in its original version was based on an anecdotal incident. The conflict between the characters arose by chance due to the involuntary oversight of the "thin."
About love (О любви)	In 1898	Nikanor and servant (beautiful women) Pelageya	The story "About Love" - was written in 1898. The story "About Love" completes Chekhov's "Little Trilogy." This story prompted the guests to start talking about love. Alekhin believed that no one knows how love is born. He did not understand why this beautiful woman fell in love with such an unpleasant person and thought that the Russians complicate love with "fatal questions" - is it good or bad, honest or dishonest, and where will everything lead? Such questions interfere with love and put insurmountable obstacles in the way of the strongest feeling.

A summary of a few of Chekov's works can be found in Table 1. Mr. Chekhov's works are still notable in the field of young adult literature. Even though they fall short of the most excellent standards of literary critique, Mr. Chekhov's stories are still a remarkable development in contemporary fiction. The writings of Lu Xun are pretty close in style to the works of Chekhov, and they can be referred to as twin brothers, according to Guo Moruo, who wrote a memorial article on the occasion of the 40th anniversary of Chekhov's passing. At the very least, the works of Lu Xun can be referred to as the quiet and sad music of China if the results of Anton Chekhov are the quiet and sad music of people.

4. Findings

To promote higher education, distant learning is currently mostly offered in institutions. Additionally, this approach is being actively developed in institutions and schools.

Distance education costs vary based on several criteria, the main one being the training's direction. However, there is a tiny portion that is free.

A video lecture is currently one of the most popular and commonly used types of distant learning. In the distance learning system, video lectures are the primary source of theoretical and practical information. A typical student video lesson lasts an hour, and for kids, it lasts roughly 30 minutes. A video lecture serving supplemental education may last up to 15 minutes. Direct production of video lectures is being done by both private businesses and educational institutions themselves. Nowadays, self-education is given particular attention.

A Chinese student's consideration of the characteristics of teaching Russian in higher education institutions revealed that the language's distance form is primarily carried out within the framework of a blended learning model, which includes classes in both the "offline" mode of classroom lectures and the "online" mode (Azimov & Shchukin, 2009).

As a result, the distance learning system is given a special place in the modern world. In general, it can be said that teaching Russian online broadens the scope of international university collaboration and provides chances for students from the most distant nations to learn the language. However, the ways that education is organized, how teachers and students interact, how knowledge is controlled, and how the information is presented are all evolving. The standards for teachers and students who use distant learning technologies are also evolving.

5. Discussion

As part of the objective, a study was carried out in which the methodological practices of creating video lectures as a remote resource for teaching Chinese students Russian during COVID-19 were theoretically analyzed.

Video lectures on A.P. Chekhov's works created for Chinese students to learn remotely served as the study's source material for the example.

During the theoretical investigation, we discovered:

1) A video lecture is one of the most well-known and often utilized kind of distance learning today. In the distance learning system, video lectures are the primary source of theoretical and practical information.

2) Most Chinese students have studied Russian for more than three years, either for personal reasons or because it is a requirement of their higher education institution. The systematic accumulation of knowledge and skills is the aim of students' self-education. Learning Russian alone is more common among Chinese girls than Chinese boys.

3) As the primary trend in the advancement of contemporary education, most students conventionally study the Russian language with the aid of books or mobile applications (electronic textbooks). At the same time, tutoring and online courses are less common types of training nowadays.

4) The teacher-level lecturer's expertise is the main factor in determining the effectiveness of online lectures. When selecting an online lecture course, this is an important consideration.

6. Conclusion

So, utilizing the writings of A.P. Chekhov, a theoretical study was carried out to investigate distant resources for teaching Chinese students Russian during the COVID-19 pandemic.

The fundamentals of distance learning are theoretically examined. The history and present situation of distance learning are covered in particular. It was discovered that the beginning of the 20th century through the end of the 1940s marked the birth and development of remote learning. However, according to the new history, the conditions for developing a distance learning format did not previously exist at the end of the 19th and the start of the 20th centuries.

The logical layout of the Chinese students' video lectures is examined. Video lectures have become increasingly popular with the advancement of information, Internet, and communication technologies. One of the primary sources of academic and practical information on students in distance learning is video lectures.

In essence, all video lectures fall into one of two categories. A real-time, "online" lecture falls under the first category. The second category consists of video lectures that the instructor has previously prepared and recorded.

Training, applicability, and interaction are the key factors used to gauge the effectiveness of video lectures in the context of distant learning.

According to contemporary specialists, it is essential to concentrate on several characteristics when creating a network course, including individualization, coordination, multimedia, dynamism, interactivity, and public access.

The critical components of a website with video lectures are the information zone, training zone, interactive zone with a conversation platform, resource zone, support zone, and demonstration zone.

7. Recommendations

It is possible to think about testing the hypotheses proposed for the topic of the subsequent studies, such as the analysis of the content of open educational sites, the "Motive for Distance Self-Education" questionnaire, methods of statistical analysis of distance education, and analyses of recent scientific articles and studies.

8. Limitations

We wish to aid Russian teachers, especially the students from China. It will contribute to the professional growth of instructors. Through new media, Chinese and Russian writers will be compared, self-efficacy will be strengthened, and scientific practice will be recognized appropriately to produce better results.

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