

FERRAMENTAS DE ENSINO AUDIOVISUAL NA CRIAÇÃO DE UM AMBIENTE DE FALA EM DESENVOLVIMENTO NAS LÍNGUAS NATIVAS DOS POVOS INDÍGENAS DO NORTE, SIBÉRIA E EXTREMO ORIENTE DA FEDERAÇÃO RUSSA

HERRAMIENTAS DE ENSEÑANZA AUDIOVISUAL PARA CREAR UN ENTORNO DE HABLA EN DESARROLLO EN LAS LENGUAS NATIVAS DE LOS PUEBLOS INDÍGENAS DEL NORTE, SIBERIA Y EL LEJANO ORIENTE DE LA FEDERACIÓN DE RUSIA

AUDIOVISUAL TEACHING TOOLS IN CREATING A DEVELOPING SPEECH ENVIRONMENT IN THE NATIVE LANGUAGES OF THE INDIGENOUS PEOPLES OF THE NORTH, SIBERIA, AND THE FAR EAST OF THE RUSSIAN FEDERATION

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RESUMO: O artigo descreve o uso de ferramentas audiovisuais de ensino no estudo de línguas nativas ameaçadas de extinção. Ele substancia a importância de usar essas ferramentas para criar um ambiente de fala em desenvolvimento em organizações educacionais que operam nos locais de residência de minorias indígenas do Norte, Sibéria e Extremo Oriente da Federação Russa. Apresenta os requisitos para o desenvolvimento de um projeto de recurso educacional digital como condição básica para a criação de um ambiente de desenvolvimento da fala para a aprendizagem da língua nativa no sistema de ensino geral.

PALAVRAS-CHAVE: Revitalização da linguagem. Ambiente da linguagem. Ambiente da fala. Ambiente de desenvolvimento da fala. Ambiente educacional. Ambiente digital. Ambiente artificial. Ferramentas de aprendizagem audiovisual.

RESUMEN: El artículo describe el uso de herramientas didácticas audiovisuales en el estudio de lenguas nativas en peligro de extinción. Se fundamenta la importancia de utilizar estas herramientas para crear un entorno de habla en desarrollo en las organizaciones educativas que operan en los lugares de residencia de las minorías indígenas del norte, Siberia y el Lejano Oriente de la Federación de Rusia. Presenta los requisitos para el desarrollo de un proyecto de recursos educativos digitales como condición básica para crear un entorno de habla en desarrollo para el aprendizaje de la lengua materna en el sistema educativo general.

PALABRAS CLAVE: Revitalización del lenguaje. Entorno del lenguaje. Entorno del habla. Entorno del habla en desarrollo. Entorno educativo. Entorno digital. Entorno artificial. Herramientas de aprendizaje audiovisual.

ABSTRACT: The paper describes the use of audiovisual teaching tools in the study of native languages under threat of extinction. It substantiates the importance of using these tools to create a developing speech environment in educational organizations operating in the places of residence of indigenous minorities of the North, Siberia, and

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the Far East of the Russian Federation. It presents the requirements for the development of a digital educational resource project as a basic condition for creating a developing speech environment for learning the native language in the general education system.

KEYWORDS: *Language revitalization. Language environment. Speech environment. Developing speech environment. Educational environment. Digital environment. Artificial environment. Audiovisual learning tools.*

Introduction

In recent decades, there has been a steady increase in the interest of the world community in the situation of indigenous peoples. There are 40 indigenous peoples of the North, Siberia, and the Far East living in the Russian Federation. According to the 2010 census, their number reaches 257,895 people. The situation with the languages of these peoples is characterized as critical: all 40 languages of the indigenous peoples of the North, Siberia, and the Far East are listed in the Atlas of World Languages in Danger. Unfortunately, despite the measures taken to preserve the traditional way of life of indigenous peoples, the material and spiritual foundations of their national culture, and the peoples themselves as special ethnic communities, their native languages remain in a very vulnerable state.

At the international level, based on many recent scientific studies, it has been concluded that it is necessary to take a whole range of measures aimed at preserving, developing, and spreading the unique linguistic culture of the indigenous peoples of the world. The threat of the disappearance of the above-mentioned languages was also discussed a lot at the International Forum on the Preservation of World's Languages and Development of Linguistic Diversity in Cyberspace held in 2019 within the framework of the UNESCO "Information for All" Intergovernmental Program. Following the results of the forum, proposals were developed stating that "it is necessary to develop strategies that will help people use language technologies and develop self-confidence so that as many representatives of various language communities as possible participate more actively in communication and the dissemination of content in their languages. This applies to both digital and media literacy since a citizen with digital literacy skills is the 'first line of defense' and a key figure of the digital economy and digital society" (KUZMIN; PARSHAKOVA, 2019, p. 45).

Currently, in the general education organizations, the native languages of the indigenous peoples of the North, Siberia, and the Far East of the Russian Federation are studied within the subjects "Native languages: literary reading in the native language" at

the level of primary general education and "Native language and native literature" at the level of basic general and secondary general education. Much attention is paid to the study of native languages in extracurricular activities (clubs, additional courses, elective courses). The knowledge and skills formed in class and at the lessons of the native language do not receive support in the external environment, which creates serious difficulties for achieving the goals and objectives of language education. One of the main reasons for this problem is the lack of a speech environment in the native language.

In recent years, educational institutions in the North, Siberia, and the Far East have been expanding the use of new information educational technologies in teaching their native language. The use of new audiovisual means makes it possible to transform the traditional educational environment into a qualitatively new one, informational and educational, creating favorable conditions for building a developing speech environment.

The purpose of the study is to determine the state of the use of audiovisual teaching tools in the study of endangered native languages and the possibility of using the potential of these teaching tools to create a developing speech environment in educational organizations operating in the places of residence of indigenous minorities of the North, Siberia, and the Far East.

We set the following objectives of the study: to describe the range of existing audiovisual teaching tools; to determine whether audiovisual teaching tools are used by teachers in the field of teaching native languages actively and widely; to determine the reasons for the insufficient use of audiovisual tools in the school practice of teaching native languages; to differentiate the concepts of language environment, speech environment, and developing speech environment; to develop a digital educational resource project as a basic condition for creating a developing speech environment in the native languages of the indigenous peoples of the North, Siberia, and the Far East.

Methods

To reach the objectives, theoretical and empirical study methods were used, namely, content analysis of scientific literature; observation of the use of audiovisual means in the educational process when teaching the native language, talking to and surveying the participants of the educational process; analysis, classification, interpretation of study results; model design.

Theoretical basis

A significant contribution to the development of audiovisual teaching aids was made by well-known researchers in this field, such as A.A. Bragina (1989), G.G. Gorodilova (1975), I.A. Zimnyaya (1986), T.I. Kapitonova (2009), A.N. Shchukin (2003), and others.

Concept and types of audiovisual learning tools

Today, information and communication technologies are becoming one of the main priorities in the development of the general education system. An integral and important part of these technologies is the computerization of the educational process. This process is accompanied by significant changes in pedagogical theory and practice, associated with the introduction of adjustments to the content of learning technologies, which should be adequate to modern technical capabilities and contribute to the harmonious entry of the child into the information society (FARGIEVA et al., 2016, p. 32). The objective needs of the development of modern society have led to the creation and use of various digital learning tools in the education system, among which audiovisual tools are considered the most promising ones in terms of the possibility of improving the quality of learning due to the brightness, expressiveness, and informative value of visual-auditory images recreating communication situations and the surrounding reality (VAIMER, 2017).

According to T.P. Voronina (2015), audiovisual teaching aids are a special group of technical teaching aids that have received the most widespread use in the educational process today, including screen and sound aids designed to present visual and auditory information.

I.L. Drizhun (1989) believes that the concept of audiovisual learning tools is much broader than the concept of screen and sound learning tools. It includes all learning tools perceived by sight and hearing, and not just screen and sound learning tools. These are images, tables, graphs, diagrams, models, instruments, etc.

In the Dictionary of Methodological terms and concepts (theory and practice of language teaching) edited by A.N. Shchukin and E.G. Azimov (2009) audiovisual learning tools are considered as technical devices (tools) designed to present sound and visual information.

In the broadest sense, audiovisual teaching aids are teaching aids designed for visual, auditory, or visual and auditory perception. They can be educational, that is, contain material specially prepared for language classes (for example, educational films) and non-educational (feature films, documentaries, popular science films, and animated films) (DERBA, 2011, pp. 256-257).

In our study, by audiovisual teaching tools, we understand specially selected, as well as methodically processed educational materials designed for visual, auditory, or visual and auditory perception.

From this point of view, the audiovisual means of teaching at the present stage of education include:

- visual learning tools, such as pictures, photos, diagrams, maps, and other visual aids;
- audio products, i. e. all kinds of audio exercises, audio tests, audio recordings of texts, audio stories, songs, audio tutorials, and audio lectures;
- video products, such as video clips, video tutorials, video films, video lectures, thematic slides, and posters.

The use of visual aids makes the learning process more effective since the perception and memorization of complex educational information are greatly facilitated. Studies show that 83% of the knowledge about the world around us is obtained with the help of vision (GOLAMI; SAIDI, 2016, p. 19). In other words, most people learn with their eyes. "The visual aspect of objects is obvious and with its help, more precise concepts are created" (LOTFIPUR; ZUFAN, 1997, pp. 106-108).

The use of visual aids in the lesson is accompanied by the activation of four types of speech activity (speaking, listening, reading, writing). For example, the teacher shows students an image of an object, designates it with a word or phrase, repeats the name of the object in question several times, and then creates short "picture sentences" in the form of a series of images and describes them aloud, thus developing students' listening skills. The use of illustrative material allows organizing work on practicing speaking skills more effectively and interestingly. Plot-based pictures and picture series, short video materials can create the necessary motivation, serve as a basis for building a coherent statement, and encourage students' participation in discussion and dialogue.

The use of audio materials is indispensable when training listening skills. It is impossible to learn to speak without listening. The term "audio" comes from the Latin word *audire* (to hear). Listening is a complex mental process of perception, recognition,

and understanding of speech, accompanied by active processing of the received information (DOMBROVSKAYA, 2016, p. 145).

There are three main types of audio materials: song materials; audiobooks (fragments of plays, fairy tales, short stories); audio materials for textbooks (training exercises for such activities as listening) (GUSTYAKHINA; TURNAEVA, 2019).

Audio materials used in lessons in the native language must be relevant in content, reliable, have an educational and instructive character, and correspond to the level of linguistic and communicative competence of students. The use of audio materials in the lessons of the native language allows for expanding the listening and speaking skills of students.

Video materials occupy a special place among digital learning tools. Video materials allow overcoming such difficulties in teaching the native language as the limited ability to communicate with native speakers, as well as the infrequent use of conversational skills in the native language during the extracurricular time. For example, when watching a video, a student is immersed in the language environment, while they not only hear live speech but also observe nonverbal means of communication. However, when using video materials, the teacher faces the problem of searching for and selecting materials that have the necessary teaching potential and meet all the requirements that apply to educational materials, which also requires a large and time-consuming preliminary work that has to be done the teacher.

In connection with this problem, it is necessary to identify and consider the methodological principles of the correct selection of video materials to apply them in the native language lesson. Thus, in the methods of teaching a foreign language, the following principles are distinguished: 1) communicative value; 2) informative value; 3) socio-cultural value; 4) compliance with the students' age and language proficiency; 5) compliance with the curriculum and the studied topic of the lesson (DANILOVA; SEMENOVA, 2016, p. 28).

Videos that can convey an idea about the peculiarities of communication and communicative behavior of native speakers have a special communicative value. Due to such videos, students learn a model of communicative behavior in the simplest communication situations (an invitation to a conversation, a message, a reminder, an explanation of any information, an expression of their opinion).

The informative content of the video material is understood as the correspondence of the information presented in them to the students' interests, age, and

level of language proficiency. It is also necessary to pay attention to the reliability of the information, the absence of distortions, incorrect, inaccurate, and outdated information in educational videos.

The socio-cultural value of the video material lies in the presence of ideas about the cultural and linguistic community in which the language in question functions naturally.

Besides, an important aspect in the selection of video materials is their compliance with the curriculum, in particular, the topic of the lesson. It can be very difficult to find materials that exactly match the objectives of the lesson. In the case of learning the native language, this is complicated by a very limited range of available video tools.

The expediency of using audiovisual means in the study of the native language is obvious. Visual aids effectively develop all types of speech activity, allow practicing the correct pronunciation, facilitate the assimilation of a lexical material, contribute to a significant expansion of the active and passive vocabulary of students and the formation of coherent speech skills, allow learning the correct speech behavior, and increase motivation to learn one's native language.

Concepts of language environment, speech environment, and developing speech environment

In Russian literature, the concepts of language environment, speech environment, and developing speech environment are explored in the works of many scholars (such as I. A. Orekhova, E. A. Khamraev, L. P. Fedorenko, etc.). For further research, we need to distinguish between these concepts.

I.A. Orekhova in her monograph "Language environment: an attempt at typology" interprets the concept of language environment as "a natural, historically specific linguistic and cultural society, which represents the sphere of functioning of the Russian language in all its forms and a variety of styles and means of expression" (OREKHOVA, 2003, p. 54). The researcher identifies six teaching attributes of the language environment: "This is a natural authentic video sequence, a natural authentic audio sequence, a natural speech situational series, a rich series of background knowledge, the teaching element of language". It follows from this that the term "language environment", in the interpretation of this scholar, incorporates several concepts. It is, first of all, a natural language territory within which the language of

society is spoken. There are also concepts of "artificial language environment", which many researchers understand as the artificial creation of conditions for communication in the studied language in a certain community, for example, at school.

Today, it is difficult for a student to achieve a good level of proficiency in their native language. The development of a student's speech in the absence of a language environment is still an unsolvable problem for many teachers. The insignificant number of hours dedicated to the study of the native language does not allow students to properly organize their language practice. The solution to the problem can be the use of methods for creating educational speech situations in the classroom, for which a speech environment is necessary.

Agreeing with the opinion of the famous Russian scientist N.A. Zhuravleva, we note that in the process of communication, the language environment acquires the status of speech. The researcher notes that the speech environment is created with "monolingual speech interaction of communicative partners in a direct interaction" (ZHURAVLEVA, 1981, p. 23). However, when it comes to systematic language learning, the processes of generating an oral or written statement, we are talking about creating a language environment (KHAMRAEVA; GUSEV, 2020, p. 108).

According to E.A. Khamraeva, "the speech environment is speech that a person perceives in natural conditions, for example, in a family, on radio, television. These are acts of speech, i. e. texts read by the child or heard by them" (KHAMRAEVA; GUSEV, 2020, p. 107).

In general pedagogical literature, the concept of a developing speech environment is used. This concept was introduced in the 1970-80s by L.P. Fedorenko. The scholar interprets the concept of developing speech environment as "an environment that stimulates speech communication, in which the developing potential does not develop spontaneously, but has a planned and consistent character, directs communicative activity". The author of many studies considers the speech environment as a condition for the full-fledged formation of children's thinking and the formation of their personality (FEDORENKO, 1984a, p. 11). L.P. Fedorenko identifies two components of the speech environment: the natural communication environment, which arises without the efforts of the teacher, by itself, but at the same time it has an impact on the formation of speech abilities; the artificial environment is an environment that is organized by the teacher to achieve specific tasks and using certain techniques and methodological tools (FEDORENKO, 1984b).

Thus, we consider the concept of developing speech environment as an integral part of the educational environment aimed at effectively stimulating speech communication, and having a planned and consistent character.

Use of audiovisual teaching tools in the educational process when teaching a native language

To determine the state of the use of audiovisual teaching tools by teachers in the educational process in the lessons of their native language, including the process of creating a developing speech environment in the languages of the indigenous peoples of the North, Siberia, and the Far East, we surveyed teachers in 2020.

The online survey was attended by 50 teachers from 34 secondary schools of 16 subjects of the Russian Federation (Murmansk, Amur, Irkutsk, Tomsk, Sakhalin, Leningrad, Vologda regions; Primorsky, Khabarovsk, Kamchatka, Trans-Baikal territories; Republic of Sakha (Yakutia), the Republic of Buryatia, the Republic of Karelia, Khanty-Mansi Autonomous Region, Nenets Autonomous Region). Among the respondents, there were a significant number of teachers who taught the languages of the indigenous peoples of the North, Siberia, and the Far East, namely, Nivkh, Nanai, Udege, Ulchi, Sami, Evenki, Even, Yukaghir, Dolgan, Itelmen, Soit, Tofalar, Khanty, Mansi, Nenets, and Selkup.

Due to technical difficulties, only 82% of the questionnaires were processed as a result of the study.

The first question of the questionnaire concerned the availability of such necessary technical means in the native language classroom as a computer.

Most of the schools that took part in the survey (47%) had a computer with Internet access. 32% of schools had only a computer without Internet access. 23% of respondents indicated the absence of a computer in their native language classroom.

To the question "How often do you use the Internet in your native language and literature lessons?" the following answers were received: 35% of teachers used Internet resources in their native language lessons several times a week. Almost a third of respondents (27%) did not use the Internet because there were no technical capabilities for this; 15% of teachers used a computer in the teaching process daily, and 12% used it 2-3 times a month. At the same time, 7% of respondents did not use a computer because there was no suitable educational content for native language lessons, and 5% did not

use the capabilities of the IT environment because they lacked the skills to use those technologies.

To the question "Do you use information and communication computer technologies at other times?" the answers were distributed as follows. In most cases, teachers (90.2%) used computer technology in preparation for lessons of their native language and literature, and 87.8% of respondents used it for self-education.

The next question of the questionnaire sounded like this: "What electronic learning tools do you use in class?" The answers to it showed that:

- 80.5% of teachers used electronic presentations in their native language lessons;
- 73.2% used audio recordings in their native language;
- 51.2% used videos in native languages;
- 29.3% used electronic phrasebooks in their native languages.

Only 17.1% of respondents answered that they used electronic textbooks and electronic educational programs to teach their native language: 14.6% used electronic library collections during lessons, and only 2.4% used electronic manuals themselves.

To the question "Do you use distance learning in teaching your native language and literature?" the respondents' answers were divided into two unequal groups: 68% of respondents actively used distance learning in their teaching practice, 32% of survey participants did not use that form of training.

In continuation of this question, teachers were asked to indicate the forms of remote interaction with students that they used.

56.1% of respondents used remote technologies in teaching their native language and literature through the use of an instant text messaging system for mobile platforms with voice and video support, such as WhatsApp.

Zoom was used by 24.4% of the surveyed teachers, Viber by 14.6% of respondents, Skype by 9.4%, and Wire by 4.9%. The social network *Vkontakte* was used by 2.4% of the survey participants.

Interesting answers were received to the question "Have you taken advanced training courses related to the use of ICT in teaching your native language?". Slightly more than half of the participants gave an affirmative answer to this question. More than a third of teachers indicated that they did not take advanced training courses of this kind.

To the question "Are you satisfied with the quality of the Internet available to you in an educational organization?" the participants' responses were distributed as follows:

61% of teachers pointed to the constant difficulties associated with the instability of communication, low Internet speed. Only slightly less than a quarter of respondents (24%) noted that they were satisfied with the speed of transmission and the quality of Internet provision at school. Several people (10%) reported that Internet access was limited by transmission traffic. 5% of teachers indicated that the educational institution had no Internet access at all.

The results of the study allow us to draw the following conclusions regarding the reasons for the insufficient use of audiovisual means in the school practice of teaching native languages:

- low internet speed in rural areas;
- in some cases, participants in the educational process lack technical equipment (interactive whiteboards, tablets, laptops, etc.);
- lack of ICT competencies of teachers;
- lack of electronic textbooks;
- lack of electronic resources, platforms, etc.;
- lack of educational audiovisual materials;
- lack of electronic testing kits, training computer programs; lack of letters and symbols of the native languages of the indigenous peoples of the North, Siberia, and the Far East in the layout of keyboards in their native languages (for computers, smartphones, and tablets).

The creation of a developing speech environment with the use of audiovisual teaching tools in the native languages of the indigenous peoples of the North, Siberia, and the Far East in the presence of such a range of obvious difficulties is hard since it requires minimum basic technical conditions. Let us look at these conditions in more detail.

Creation of a digital resource in the languages of the indigenous peoples of the North, Siberia, and the Far East as a basic condition for creating a developing speech environment in the native languages of the indigenous peoples

One of the conditions for creating a developing speech environment in the native languages of the indigenous peoples of the North, Siberia, and the Far East in educational organizations is the availability of educational audiovisual materials. In this regard, on the eve of the International Decade of Indigenous Languages, we are developing an electronic resource (repository) dedicated to the languages of the indigenous peoples of the North, Siberia, and the Far East. As the study has shown, the availability of a high-quality information resource in which the necessary audiovisual materials will be accumulated will be extremely in demand in schools teaching native languages, including the creation of a developing speech environment in the native languages of the indigenous peoples of the North, Siberia, and the Far East.

The repository of digital resources in native languages should be developed on a culturological, multilingual basis and aimed at the implementation of the following key goals:

- education on the foundations of civil, regional, and ethnocultural self-awareness, building a sense of patriotism in children of the Indigenous Minorities of the North, Siberia, and the Far East;
- providing teachers and parents with access to comprehensive information and educational resources in the field of ethnocultural and multicultural education;
- increasing students' cognitive culture, motivation to study and the need to preserve and develop their native languages and the original culture of their people;
- support of linguistic diversity in cyberspace in a multicultural environment;
- creation of an effective communication channel for parents, teachers, and other people who want to communicate in the native languages of the indigenous peoples of the North, Siberia, and the Far East and live in Russia.
- integration of the main content of general education with the information and educational environment in the context of digital development, the implementation of the Federal State Educational Standard (FESS), considering regional and ethnocultural characteristics;
- support for linguistic and cultural diversity in cyberspace.

The following ideas should be attributed to the conceptual foundations of the digital resource repository:

- compliance of the educational component of the resource with the requirements of the FESS of General Education;
- compliance of content, structure, design, and technical parameters with the psychological characteristics of children;
- integration of content into the educational and methodological complexes for schools with a native (non-Russian) language of instruction;
- considering regional and ethnic characteristics, focusing on the formation of tolerance, ethnic, regional, and civic identity among students.

The repository development is based on the basic principles of didactics: the principle of visibility, the principle of activity and independence of trainees, the principle of science, the principle of individualization of learning, the principle of systematicity, etc.

As practice shows, one of the leading principles in teaching languages is the principle of clarity. Consequently, it is necessary to introduce audiovisual materials (visual aids, audio materials, video materials, e-books) of regional and ethnocultural subjects in the native languages of the indigenous peoples of the North for in-classroom, out-of-classroom, extracurricular activities into the repository structure. All materials placed in the repository must be accompanied by methodological recommendations that will describe the scope and features of the use of materials in the educational process.

When selecting visual materials for each level of general education, it is necessary to take into account the age characteristics of children of each group, choosing the arsenal of audiovisual tools that best meets the peculiarities of perception and thinking of children. Thus, for preschool children, images of everyday objects that differ in frequency, realism, and artistic expressiveness will prevail among the content. For the primary school level, images will be presented, arranged by topic by the modules of the educational program ("Native Land", "Family", etc.).

When selecting audio materials (song materials, audiobooks, audio for textbooks), attention should be paid to the communicative value of materials: the compliance of these materials with the conditions of real communication, the quality of sound and speech, the frequency of communicative situations, etc.

When selecting video materials (video clips, video tutorials, video films, video lectures, thematic slides, and posters), the following principles and criteria should be followed:

- compliance of language complexity with the learning stage within the framework of program requirements, which involves the selection of educational material considering the degree of its complexity for perception, reproductive, and further productive educational work;
- compliance of the content with current educational goals;
- the informational value of the material, the relevance of the topic;
- language saturation, variety of use of lexical units and language constructions;
- the ratio of sound and visual series;
- the quality of sound and artistic design (SIDORENKO, 2012).

To ensure a full cycle of support and the creation of a developing speech environment in the native languages of the indigenous peoples of the North, Siberia, and the Far East of the Russian Federation, the repository should include the electronic books section. Within the framework of this section, it is planned to digitize the published educational, special, and fiction literature (textbooks, dictionaries, books on pedagogy, linguistics, phrasebooks, fiction, folklore, books on ethnography, etc.).

The process of language learning requires access to a dictionary. In this regard, it is planned to include a separate electronic dictionary section in the repository, where electronic dictionaries of the languages of the indigenous peoples of the North will be placed. When using an electronic dictionary, students will spend significantly less time searching for the right word. This will positively affect the volume of the material being studied, facilitate the translation of exercises and texts, both in classroom classes and when working independently (PISARUK, 2017).

Conclusion

The potential of audiovisual teaching aids makes it necessary to use them to create a developing speech environment when learning native languages. Audiovisual materials significantly enrich the teacher's pedagogical tools, allow using a greater variety of high-quality educational tools and materials in the classroom, create favorable conditions for the formation of socio-cultural and communicative competence of students.

The results of the study made it possible to establish that one of the main obstacles in the use of audiovisual means in the study of the languages of the indigenous

peoples of the North, Siberia, and the Far East was the lack of high-quality educational materials. In this regard, the creation of the digital educational resource (repository) described in the paper, where all the necessary audiovisual materials will be accumulated, is an extremely urgent and desirable objective.

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