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Research article

“Singing artificial intelligence” Suno in teaching Russian to Vietnamese students

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Abstract. In the era of digital transformation, the integration of artificial intelligence (AI) technologies into the educational process, including foreign language teaching, is particularly relevant. Modern AI tools open new opportunities for creating adapted learning materials, that promote individualized learning and increase its effectiveness. The aim of this study is to identify the methodological potential of the AI platform Suno in developing Russian listening skills among Vietnamese students at the beginner level. As empirical materials, the authors used songs generated with the help of the “singing AI” Suno. The main research methods include pedagogical observation at a series of practical Russian language classes where AI-generated songs (AI-songs) were used, a survey, subsequent analysis, and synthesis of the collected data. The study shows that AI-songs stimulate learners’ motivation to study Russian, improve the perception of spoken language, and enhances interest in the culture of the target language country. The survey results confirmed the methodological potential of the Suno AI platform in Russian language teaching. The authors conclude that “singing” AI technologies such as Suno can become an effective tool to support the development of learners’ listening skills provided that these technologies are applied purposefully, not chaotically, and are pedagogically grounded. Suno’s “singing AI” creates an interactive, emotionally rich language environment where listening skills are developed with increased motivation, learner autonomy, and creative engagement in learning Russian.

Keywords: teaching Russian as a foreign language, non-linguistic environment, listening comprehension, generated educational music, motivation, Suno platform, singing AI, teaching methodology

Authors’ Contributions: Khuong T.T.T. — review of foreign literature on the topic; development of the experiment concept; conducting the experiment with first-year Vietnamese students learning Russian; administering questionnaires; data collection and processing; analysis and synthesis; summarizing the results of the practical research; writing the manuscript; V.V. Boguslavskaya — justification of the research concept and methodological framework; review of relevant scientific sources; writing sections of the manuscript; analysis and synthesis;

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summarizing the results of the experiment; scientific editing. The authors contributed equally to the preparation of the publication.

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Introduction

In the context of the digital transformation of education and the rapid development of artificial intelligence (AI), teaching foreign languages is undergoing significant methodological changes related to the urgent need to modernize traditional methods. Intellectual tools are no longer experimental developments; they are gradually becoming additional pedagogical tools for forming different competencies; they automate everyday methodological tasks, individualize learning, expand foreign language speech perception, and create new forms of interaction with educational material. AI based on natural language processing (NLP), text generation, speech synthesis, and automated data analysis is widely used in teaching foreign languages.

International scientists increasingly focus on intellectual educational tools. Summarizing current trends, M. Chassignol consider AI a “new pedagogical partner” capable of reducing the burden on teachers, automating assessment, forming adaptive learning materials, and providing timely individual feedback (Chassignol et al., 2018). Developing this approach, E. Alhusaiyan emphasizes that AI technologies are being increasingly used in teaching English, Spanish, and Chinese, have a positive impact on the development of listening and speaking skills and in independent work (Alhusaiyan, 2025). At the same time, S. Pokrivčáková draws attention to the fact that the effectiveness of AI depends not only on the technologies themselves, but also on the digital competence of teachers, who must be able to apply new tools in educational environment (Pokrivcakova, 2019).

Thus, the researchers agree that the success of AI in teaching is determined not only by the technological, but also by the methodological aspect, the teacher’s willingness to adapt innovations to educational goals.

The attention of researchers and teachers is shifting from general theoretical assessments of AI in education to the analysis of specific tools. Modern authors (Kim, Cha, Kim, 2021; Mageira et al., 2022; Haristiani, Rifai, 2023) are studying the pedagogical potential of chatbots, recommendation systems, voice assistants, and generative neural networks for the development

of foreign language communication. Their works show that AI can improve the perception of spoken speech, develop interaction skills in a foreign language, and support adaptive learning.

Teaching Russian as a foreign language has an independent research area dedicated to the use of artificial intelligence technologies. V.V. Boguslavskaya & M.V. Ereshchenko consider AI as a virtual interlocutor capable of simulating speech interaction and creating conditions for safe language practice (Boguslavskaya, Ereshchenko, 2024). A.G. Chafonova & M.O. Ratnikov analyze the use of the Alice voice assistant in the development of pronunciation and communication skills and emphasize its accessibility, flexibility, and motivational effect (Chafonova, Ratnikov, 2019). P.V. Sysoev & E.M. Filatov show that chatbots, generative neural networks and corpus technologies contribute to the development of educational autonomy, expansion of extracurricular practice, and the formation of communicative competence (Sysoev, Filatov, 2023; 2024). According to their observations, students positively perceive the possibility of speech training with digital interlocutors since such forms of interaction activate speech activity and reduce anxiety and fear of mistakes. AI technologies and tools in teaching Russian as a foreign language are being actively studied by teachers, methodologists, and scientists (Zhironkina, 2024; He, 2025; Chao, 2025).

Among the practical solutions, automated systems for identifying the level of Russian as a foreign language proficiency and constructing individual adjustment courses are developed (Elnikova, 2020; Bogacheva, 2020). M.N. Kozhevnikova (2022) demonstrates the potential of AI programs for the formation of lexical and grammatical skills and automated checking of test tasks. Lyu Thi Nam Kha (Lyu, 2023) and N.A. Kozlovitseva (Kozlovitseva, 2023) analyze the use of chatbots and the ChatGPT neural network in universities and record positive results in the development of speech skills, removing psychological barriers, and expanding active vocabulary. I.V. Nefedov & E.V. Ogryzko show that voice assistants are a promising tool in teaching speaking and listening of foreign language speech (Nefedov, Ogryzko, 2023).

Thus, methodological research in the use of AI technologies in Russian as a foreign language teaching is rapidly expanding. At the same time, scientists and methodologists mainly focus on text and speech AI technologies, while musical learning format remains an almost unexplored field.

In the methodology of teaching foreign languages, music is recognized as an effective pedagogical tool. Rhythm, melody and repetition of songs facilitate the assimilation of language structures and stimulate long-term memory and natural perception of speech. Russian authors focus not only on cognitive effects, but also on the cultural and emotional potential of music. A.D. Antonov (Antonov et al., 2023) show that songs enhance motivation, promote the formation of communication skills and introduce students to the cultural realities of the country of the language

being studied. However, they mainly study ready-made musical texts and do not address the issue of creating educational songs adapted to a specific level of language proficiency, subject of classes, and educational goals.

In the sphere of teaching Russian, researchers have repeatedly turned to the use of songs as a means of developing language skills. E.V. Zhitkova & N.A. Kachalov (Zhitkova, N.A. Kachalov, 2007), S.F. Gebel (Gebel, 2009) show that music promotes the natural development of Russian intonation and rhythm and improves pronunciation skills. E.A. Rovba (Rovba, 2014) and Yu.V. Bolotova (Bolotova, 2017) confirm that popular songs make it easier to memorize vocabulary and grammatical models due to melody and rhythm and help to assimilate structures in a natural context. T.A. Potapenko (Potapenko, 2010) and A.V. Bogacheva (Bogacheva, 2020) emphasize the motivational effect of songs because songs remove the language barrier, create a comfortable learning environment, and stimulate the active use of language. At the same time, A.V. Bogacheva considers songs as a means of forming an artificial language environment. E.N. Strelchuk (Strelchuk, 2011) notes the role of songs in developing speech culture of foreign students. All these studies show the positive impact of music on listening skills, pronunciation, vocabulary and communication skills.

The emergence of next-generation music AI platforms such as Suno opens the prospect of overcoming this methodological limitation. Unlike traditional music applications, Suno generates songs based on prompts (a text query or instructions that the user sets to a neural network or other AI-based program to perform a particular task) and creates a melody, singing, rhythm, and text simultaneously. This gives the teacher the opportunity to independently design educational audio materials, choose the subject, vocabulary, grammatical constructions and tempo in accordance with the students' level. "Singing AI" combines linguistic accuracy and emotional attractiveness of the musical format, which is especially important at the initial stage of learning Russian as a foreign language (levels A1–A2 according to the scales of testing in Russian as a foreign language).

Despite the obvious potential of this technology, there are no studies examining the use of Suno "singing AI" in teaching Russian as a foreign language. Similar gaps are observed in Vietnamese teaching practice. Nguyen T.L. (Nguyen, 2024) and Phuong A. (Phuong, 2024) consider the possibilities of AI in teaching foreign languages in Vietnam; however, their works are theoretical and do not contain practical experiments on the use of AI music in listening (Nguyen, 2024; Phuong, 2024). Thus, **the relevance** of our research is related to the lack of empirical data on the influence of musical AI instruments on motivation and perception of spoken speech in teaching Russian as a foreign language to Vietnamese students.

The aim of study is to determine the methodological potential of the Suno AI platform for developing Russian listening skills among Vietnamese students at the initial stage of their studies.

Methods and materials

Taking into account the identified theoretical and practical gaps, this study is aimed at testing the capabilities of Suno “singing AI” in teaching Russian listening to Vietnamese students. The main research method is pedagogical observation during a series of lessons in the Russian language, where songs created with the help of AI were used. The forms of educational interaction, the degree of students’ involvement, the nature of their emotional reactions, and the manifestation of cognitive activity were recorded during the observation. In addition, conversations with teachers and students were organized to identify the positive and negative influence of singing AI technology on the educational process.

The students were not divided into experimental and control groups in accordance with the principle of pedagogical equality; each student had the opportunity to participate in an innovative form of learning and gain experience in creative interaction with the material. The study was aimed not at a quantitative comparison of the results, but at identifying trends in learning motivation and listening comprehension due to the integration of artificial intelligence into the educational process.

The pedagogical observation was focused on formation and development of educational motivation and self-educational competence among first-year students of the specialty “Russian language” at the Institute of Foreign Languages at Hanoi State University. The observation was conducted in the context of teaching listening skills with the help of AI technologies.

The participants of the experiment were 53 first-year Vietnamese students with A1–A2 level of language proficiency according to the Russian as a foreign language Test scale, who had been studying Russian for 15 weeks, i.e. 270 hours.

The research is based on two key theoretical approaches:

1. Social constructivism, which emphasizes the active role of the student in the process of building knowledge through personal experience.
2. Deci & Ryan’s theory of self-determination (Deci, Ryan, 1985), which identifies three key factors for the formation of sustained learning motivation, interest, self-expression, and a sense of success.

From this point of view, Suno is not only a technological tool, but also as a tool that stimulates aesthetic experience, creativity, and the joy of learning, which contributes to positive changes in students’ minds and learning activities.

The experiment took 8 weeks (24 listening lessons) with the gradual inclusion of Suno activities.

Each audio material was developed based on themes from the basic textbook (“Acquaintance”, “My family”, “My day”, “At University”, etc.), and the songs

were generated by Suno according to the specific requirements of the teacher: duration—2–3 minutes, slow tempo, clear pronunciation, vocabulary corresponding to the A1–A2 level.

A single algorithm for generating music files was used to create standardized audio materials that meet the methodological objectives of the course. There is more information about creating music content using Suno’s singing AI on the website Suno.com or in the Suno – AI Music & Songs app.

Music tracks created by the teachers with the help of Suno “singing AI” were used in the classroom according to a three-stage model of working with audio text.

1. Before listening: introducing the topic, activating vocabulary, predicting the content of the song.

2. During listening: listening to a song created by Suno, inserting missing words, connecting parts of sentences, defining grammatical structures, and highlighting the main idea.

3. After listening: discussing the content, repeating the song, creating new lyrics, or expressing impressions in order to consolidate listening, pronunciation, and emotional expression skills in Russian.

Results

The results of the study show that the use of the Suno AI platform, designated by the authors as “singing AI”, has a complex impact on developing Russian listening skills among Vietnamese students-beginners.

First, there is a significant improvement in the ability to listen to Russian speech. Working with songs created with the help of Suno contributes to the development of phonemic perception, rhythmic and intonation skills and auditory memory. Thanks to the controlled tempo and clear sound of AI songs, students can more easily recognize sounds and words, which helps to reduce the gap between learning and natural speech.

Secondly, positive changes in the emotional and motivational sphere are recorded. Musical and creative activity increases interest in the subject, reduces anxiety when listening, forms internal motivation and a sense of success. During the survey, students noted that exercises with AI songs make learning more exciting and personally meaningful, and singing in Russian helps to “feel the language.”

Thirdly, there is an increase in learning activity and independence; students take the initiative to create their own texts, discuss musical materials, and share their results after classes. This indicates the formation of elements of self-learning and the transition from external motivation (assessment, control) to internal motivation (interest, pleasure, and creativity).

The study also revealed limitations related to the quality of AI songs, such as unnatural pronunciation and a limited vocabulary. These shortcomings can be eliminated through pedagogical adaptation and improving the technological competence of teachers.

In general, the experiment confirmed that Suno's singing AI creates an interactive, emotionally rich language environment where the development of listening skills is combined with increased motivation, independence, and creativity.

Discussion

Creating educational content using Suno "singing AI"

Creating a prompt, parameters that are set by a teacher-methodologist, in generative musical and linguistic systems is not a technical, but a methodologically significant procedure which determines the quality, pedagogical relevance and didactic value of the created audio material. In the absence of a fixed source text, it is prompt that performs the function of a meaningful and structural task, setting thematic framework, lexical and grammatical restrictions, genre characteristics, and requirements for the intonation and phonetic design of the future song. The accuracy and scientific validity of task define whether the generated text will meet the learning objectives and the level of students' language proficiency; it reflects the principles of accessibility, communicative orientation, and gradual complexity of the learning material. A well-designed software package minimizes the typical risks of using AI, such as excessive imagery, illogical constructions, and linguistic and cultural distortions. Thus, it ensures the methodically controlled usage of musical AI content in the educational process. In fact, prompt is a tool of pedagogical design, ensuring the targeted use of the capabilities of the "singing AI" for developing listening skills and motivation of learners of Russian as a foreign language.

Here is a system of exercises with the generated song "Lisa" in Russian language classes with Vietnamese students, a part of the pedagogical study.

To generate the song "Lisa" in Suno singing AI, a special software was developed that takes into account the lexical and grammatical features of the A2 level. Firstly, the lexical minimum necessary for mastering the topic of "Human description" was determined: *beautiful, eyes, smile, voice*. Then the style parameters (latin-pop) were set since rhythmically smooth and melodic compositions of this style contribute to the formation of phonemic perception and facilitate the recognition of Russian intonation. It was also important to use simple syntax ("without complex grammatical structures") to control the complexity of the text and avoid overloading students at the initial stage. Notes on tempo, duration, and clarity of pronunciation were included in the prompt to make the audio material suitable for listening and repetition exercises. The final prompt was purposefully formulated in Russian to

ensure that the methodological requirements were followed closely and to obtain a text that best meets the educational goals.

Here is a prompt used to generate educational audio on the Suno platform (the song “Lisa”): “*Create a simple Russian Latin-pop song for students (A2 level). The song describes a girl named Lisa, her appearance and character, and warm emotions. Use a clear vocabulary: beautiful, eyes, smile, voice, happiness, family, morning, evening, being close. Make the text bright but accessible, without complex grammatical constructions. Song length is 3-4 minutes. Tempo is medium. Pronunciation is as clear as possible. The song should be melodic, rhythmic, and suitable for exercise*”.

The song was generated by Suno “singing AI” on the basis of a specially compiled prompt, which included a limited lexical minimum and set genre-emotional parameters. As a result, the system created a text corresponding to the topic of Lisa’s description and the A2 level requirements.

The lyrics of the song “Lisa” created by the “singing AI” Suno

Куплет 1	Verse 1
Красивая Лиза, ты словно заря, В глазах твоих небо, улыбка твоя. Как легкий бриз летний, ты в сердце вошла, И мир мой обычный вдруг сказкой вдруг стала.	Beautiful Lisa, you’re like the dawn, The sky is in your eyes, your smile. Like a light summer breeze, you entered my heart, And my ordinary world suddenly became a fairy tale.
Припев	Chorus
Лиза, Лиза, как я очарован тобой, Твой образ прекрасный всегда предо мной. Твой голос, как песня, в душе моей звучит, И сердце от счастья, как птица летит.	Lisa, Lisa, I am charmed by you, Your beautiful image is always before me. Your voice sounds like a song in my soul, And my heart is filled with happiness, like a bird flying.
Куплет 2	Verse 2
Твои нежные руки, как крылья у фей, И взгляд твой волшебный, что солнца светлей. В тебе сочетание загадки и тайны, Красивая Лиза, ты — дар не случайный.	Your gentle hands are like fairy wings, And your look is magical; it is brighter than the sun. You’re a combination of riddle and mystery, Beautiful Lisa, you are not an accidental gift.
Припев	Chorus
Куплет 3	Verse 3
Иду за тобой, словно путник в ночи, Лишь свет от любви твоей греет лучи. Хочу я навеки с тобою быть рядом, И большего счастья мне в жизни не надо.	I’m following you like a traveler in the night, Only the light from your love warms the rays. I want to be with you forever, And I don’t need more happiness in my life.
Припев	Chorus
Красивая Лиза, ты — муза моя, И в каждой строке лишь о тебе слова.	Beautiful Lisa, you are my muse, And every line tells only about you.

The AI-generated composition is not static; the song is improved as the parameters of the prompt are refined, genre settings are selected, and the lexical and grammatical content is adapted to the needs of students. Each revision considers the objectives of the lesson, the level of language proficiency and the results of student feedback. This allows to gradually increase the pedagogical value of the audio material.

The improved version of the song has a clearer structure, a well-balanced vocabulary and emotional expressiveness, which makes it convenient for use in

classroom and independent work. To ensure accessibility and using in the educational process, the song was posted in digital format, and listeners had the opportunity to listen to it at any time.

The system of work with an AI-generated song

The work with the text of an AI-generated song is a step-by-step methodology focused on the development of auditory, lexical and semantic, and interpretative skills. At the pre-text stage, the meaning of key words is revealed, potential difficulties are identified, and students predict the content of the text, which helps to activate background knowledge and reduce cognitive difficulties during subsequent listening.

Task 1. Read the meanings of the words and phrases from the song, combine them with the images and translate them into Vietnamese: dawn, breeze, fairy, traveler, happiness, look, mystery.

***Dawn** is the early morning when the sun just appears in the sky.*

***A breeze** is a light wind.*

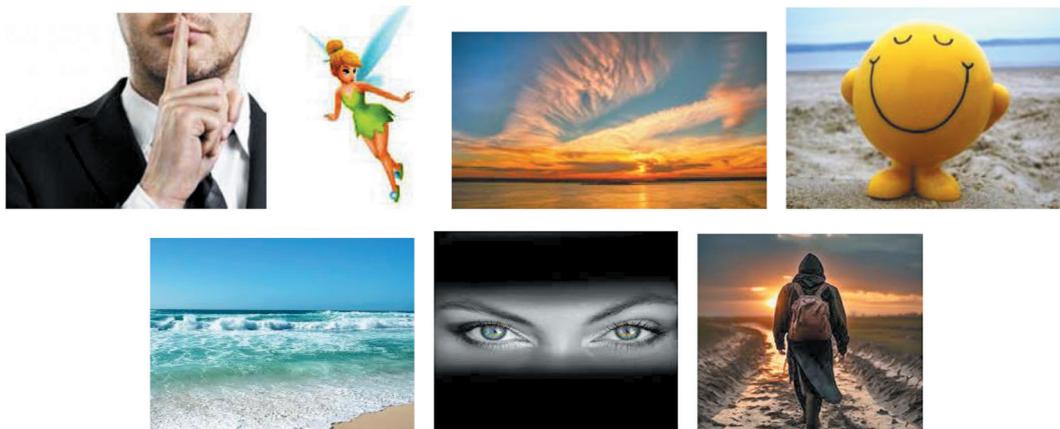
***Fairy** is a magical girl from fairy tales.*

***A traveler** is a person who goes somewhere on foot, a traveler.*

***Happiness** is a feeling of joy.*

***The look** is the way a person looks, the expression of the eyes.*

***A secret** is something hidden that others don't know about.*



Source: visual materials created by T.T.T. Khuong in Chat GPT using the query “drawings about dawn, breeze, fairy, traveler, happiness, glance and mystery”.

Task 2. Insert the appropriate word from the list: dawn, breeze, mystery, happiness, traveler, look, wings, like fairies.

1. There was a pink _____ in the sky this morning.

2. There was a light _____ blowing on the beach.

3. He walked along the road alone, like a lonely _____.

4. *Everyone liked her kind _____ immediately.*
5. *She had a small note in her hands, and in it was some kind of _____.*
6. *The girl in the fairy tale got magical _____.*
7. *Being with your loved ones is a real _____.*

At the text stage, students complete tasks for a more detailed understanding: identifying keywords, filling in the missed words, establishing a logical sequence of lines, analyzing rhythmic and intonational characteristics.

Task 3. Listen to the song, put ✓ next to the words that you hear in the song: dawn, happiness, night, sun, breeze, wings, love, path, muse, mystery, wind, house.

Task 4. Listen and insert the missing words.

Beautiful Lisa, you're like _____.

- In your eyes _____, your smile.
- As a light _____ summer, you entered my heart.
- And the heart of _____, like a bird, flies.
- Your gentle hands are like _____ fairies.
- You combine riddle and _____.

Task 5. Listen to the song again, put the lines in the correct order:

- A. *Your voice sounds like a song in my soul.*
- B. *Lisa, Lisa, I am enchanted by you.*
- C. *Your beautiful image is always before me.*
- D. *And my heart flies with happiness like a bird.*

Task 6. Determine the emotional tone of each part

Verse 1: Admiration / sadness / surprise

Verse 2: Happiness / fear / calmness

Verse 3: Romance / anxiety / loneliness

The post-text stage includes in-depth work with content and structure: interpretation of figurative means, discussion of pragmatic aspects of the text, creative transformation of the source material (creating your own lines or variations). This organization provides not mechanical listening, but a multi-level processing of the AI text, which increases its pedagogical significance and promotes the development of sustainable listening skills among students of Russian as a foreign language.

Task 7. Explain in your own words the meanings of the following images: You're like the dawn; your voice is like a song; the wings of fairies; your heart is like a bird.

Task 8. Based on the sample of the song, write 2–4 lines about the person you respect or love, using the words: beautiful, eyes, light, voice, happiness, nearby.

Example: Name, Name, ... (your emotion), What you value in this person.

After working with the song “Lisa”, the students completed independent tasks aimed at developing auditory skills and consolidating the perception of the sounding

text. Some of them created their own short verses based on the rhythmic and intonational structure of the composition, which required them to replay the sounding material and correlate its intonation and lexical models.

For example, an A2-level student wrote the lines: “Your smile is as bright as a spring morning, / When I hear your voice, I want to follow you”, where he used the images (voice, bright smile) and comparative constructions. Other students paraphrased the lines they heard, preserving the general meaning, but replacing individual elements with simpler words: “You’re like the dawn” → “You’re as beautiful as the morning.” Such exercises contribute to the in-depth processing of audio text, as they require students to identify key meanings, intonation, and repetitive phrases. In addition, some students created short oral descriptions of the song’s content (3–4 sentences), which also involves internal repetition of the text based on the elements they heard. Thus, students’ independent work showed that they understood the content of the song; it also contributed to the formation of a stable listening skill through active reproduction and transformation of the material.

Results of working with AI-generated content

After 8 weeks of learning using the “singing AI”, the students’ attitude to learning has changed significantly. 84.9% of the participants reported that they felt more interested and comfortable when practicing listening in Russian. The students told that the process of “writing lyrics in Russian” gave them a sense of “real life in the language.” At the same time, 7.5% of students believe that this method has not brought tangible benefits or has not led to a noticeable improvement in their results. After an in-depth survey of these students, we identified specific reasons why they consider their studies to be insufficiently effective:

- lack of interest or academic motivation;
- the level of Russian language proficiency does not yet allow them to fully perceive the content of songs;
- maintaining the habit of passive learning;
- lack of skills in using songs as a tool for developing listening skills;
- a short period of work with this method.

Observation showed that the learning atmosphere became more dynamic, natural, and characterized by spontaneous communication in a friendly environment: students laughed and talked, sang along, actively exchanged opinions, and helped each other. Learning ceased to be passive and turned into a process of emotional and linguistic interaction, where music acted as a link between the learner and the language material. Thus, the musical component contributed not only to the development of auditory skills, but also to the formation of internal motivation.

One of the students told, “I realized that when I sing in Russian, I’m not just learning the language; I feel the melody and emotions of the speaker. It makes the

Russian language closer” (*Em nhận thấy rằng, khi hát bằng tiếng Nga, em không chỉ học ngôn ngữ, mà còn cảm nhận được giai điệu và cảm xúc của người nói. Điều đó khiến tiếng Nga gần gũi với em hơn*).

Many students began to practice listening and singing at home on their own: they recorded their performances and shared them with their classmates. This indicates the formation of internal motivation.

Teachers believe that “singing AI” makes lessons more exciting, enhances group interaction and awakens a positive attitude to learning. Arguably, the combination of AI and music, interacting with Suno “singing AI”, creates a multimodal learning environment where linguistic information is processed through the auditory canal and reinforced by melody, rhythm, emotions, and visual images.

For Vietnamese students studying Russian, which is far from their native language both in writing and pronunciation, the music created by the “singing AI” becomes a “connecting link”. It helps to overcome the psychological barrier and the feeling of alienation from a new language. When the sounds of the Russian language are woven into the melody, students stop perceiving it as a “learning assignment” and begin to see it as an “artistic experience.” Students are not passive listeners, but co-authors of content; they discuss topics with the teacher, choose vocabulary, offer lyrics for AI, and evaluate the result. This process blurs the boundaries between teacher and student and turns the classroom into a collaborative learning space where knowledge is created through actions, feedback, and shared experiences.

The effect of positive emotions is very important. According to Sn. Krashen (Krashen, 1982), the “emotional filter” plays a crucial role in language acquisition: when a student experiences anxiety, fear of making mistakes, or pressure, the ability to learn a language decreases. “Singing AI” Suno significantly reduces this ‘filter’: students say “not frightened of being wrong” (*không sợ sai*), “did not hesitate to utter the words” (*ngại không phát âm từ*), feel “the joy of when you hear Russian language” (*cảm thấy vui khi nghe tiếng Nga*). It is this positive emotional state that triggers the process of emotional learning, where music not only conveys information, but also carries energy and pleasure from the learning process.

From a methodological point of view, the Suno model is the combination of three fields, applied linguistics, educational technologies, and art pedagogy. This “hybrid” form of education contributes to the transition from the traditional model of knowledge transfer to a more holistic formation of a linguistic personality; it develops not only knowledge of grammar and vocabulary, but also cultural awareness, emotional responsiveness, and creativity. Students understand the “meaning of words” and feel the “meaning of language”, i.e. they develop cultural competence, which is key for intercultural communication.

In addition, the study showed a significant increase in the involvement of the educational community, stimulating subsequent independent work. Groups using Suno have created small communities to share songs, their own lyrics, and audio recordings on internal social networks. This activity was not part of the official requirements of the course but demonstrated the voluntary internal motivation of students, the emergence of self-motivation. When students independently continue their learning activities outside the classroom, learning goes beyond the official curriculum and becomes part of their personal language life.

Finally, the most important change is the transformed attitude to learning Russian, from a “difficult subject” to a “subject that can be enjoyed.” Students start seeing the Russian language not as a system of rules to be memorized, but a way of expressing emotions, the art of communication. That is why we use the emotionally colored term “singing artificial intelligence” in this scientific article.

The change in the attitude to listening in Russian among Vietnamese students reflects the deep essence of humanistic learning in the digital age, where technology does not replace a person, but expands his abilities to perceive and create.

Conclusion

The conducted research has confirmed the effectiveness of using the artificial intelligence platform Suno (“singing AI”) for developing listening skills of Russian speech among Vietnamese students at the initial stage of their studies. The integration of the musical and technological component into the educational process contributes not only to improving listening skills, but also to the transformation of students’ learning behavior.

The testing revealed that the use of AI songs creates a favorable emotional environment, increases learning motivation and stimulates the active participation of students in language interaction. The musical format helps to overcome the psychological barriers in the perception of foreign speech and forms a positive attitude towards the language being studied.

The results obtained confirm that Suno’s “singing AI” is not just a technological, but also a pedagogical tool which combines cognitive, emotional and creative aspects of learning. This approach corresponds to modern trends in humanistic and personality-oriented linguistic education, where learning is seen as a process of self-discovery and self-expression through language.

The prospects for further work are related to:

– deepening interdisciplinary research in applied linguistics, audio technology, and educational psychology to improve the “AI – language – music” model in teaching;

– developing a system of AI songs on the topics of the curriculum for levels A1-C1, so that teachers can easily select and integrate them into the course;

– studying the long-term impact of this method and the use of “singing AI” technology on language competencies and its ability to support students’ learning motivation, which will eventually create a theoretical and practical basis for the sustainable and regular use of AI in teaching Russian in Vietnam.

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Научная статья

«Поющий искусственный интеллект» Suno в обучении вьетнамских студентов русскому языку

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Аннотация. В эпоху цифровой трансформации особую актуальность приобретает внедрение технологий искусственного интеллекта (ИИ) в образовательный процесс, в т.ч. при обучении иностранным языкам. Современные ИИ-инструменты открывают новые возможности для создания адаптированных учебных материалов, способствующих индивидуализации обучения и повышению его эффективности. Цель исследования — определить методический потенциал применения платформы ИИ Suno для развития навыков аудирования на русском языке у вьетнамских студентов начального этапа обучения. В качестве эмпирических материалов использовали песни, сгенерированные авторами исследования с помощью «поющего ИИ» Suno. Основные методы исследования: педагогическое наблюдение, проводившееся в ходе цикла практических занятий по русскому языку, на которых использовались песни, созданные ИИ (ИИ-песни); опрос, анализ и синтез полученных результатов. Исследование показало, что использование ИИ-песен стимулирует мотивацию обучающихся к изучению русского языка, улучшает восприятие звучащей речи и активизирует интерес к культуре страны изучаемого иностранного языка. Результаты опроса обучаемых подтвердили наличие методического потенциала применения платформы ИИ Suno на занятиях по русскому языку. Доказано, что использование «поющих» ИИ-технологий, таких как Suno, в обучении русскому языку как иностранному может стать эффективным инструментом поддержки развития аудитивных навыков обучаемых при условии целенаправленного (не хаотичного), педагогически обоснованного применения данных технологий. С помощью «поющего ИИ» Suno создается интерактивная, эмоционально насыщенная языковая среда, в которой развитие навыков аудирования сочетается с ростом мотивации, самостоятельности и творческого отношения к изучению русского языка.

Ключевые слова: обучение русскому языку как иностранному, неязыковая среда, аудирование, сгенерированная обучающая музыка, мотивация, платформа Suno, поющий ИИ, методика преподавания

Вклад авторов: Хуонг Т.Т.Ч. — обзор иностранной литературы по теме, концепция экспериментальной части исследования, проведение эксперимента в группах вьетнамских студентов 1-го курса, изучающих русский язык; анкетирование студентов, сбор и обработка материалов, анализ и синтез, обобщение результатов практического исследования, написание текста; В.В. Богуславская — обоснование концепции и методологической базы исследования, обзор актуальных научных источников по теме, написание разделов текста, анализ и синтез, обобщение результатов практического исследования, научное редактирование. Авторы сделали эквивалентный вклад в подготовку публикации.

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