

MODERN APPROACHES IN THE METHODOLOGY OF TEACHING RUSSIAN AS A FOREIGN LANGUAGE

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Abstract: In a rapidly globalizing world, the significance of foreign language acquisition, including Russian, continues to grow. Traditional teaching methodologies, often focused on grammar-translation and rote memorization, are increasingly inadequate for meeting contemporary learning demands. This article explores modern approaches in the methodology of teaching Russian as a Foreign Language (RFL), highlighting how the field is evolving through pedagogical innovations and scientific advancements. Key strategies discussed include the enhanced communicative approach, emphasizing real-life interaction; the pervasive digitalization of the learning process through online platforms, AI, and multimedia tools; and the crucial intercultural approach, which integrates cultural context with linguistic study. Furthermore, the article delves into project-based and task-based learning, fostering practical skills and motivation; individualization and learner autonomy, tailoring education to unique student needs; and the benefits of gamification for increased engagement. These contemporary approaches collectively aim to create an effective, engaging, and relevant RFL learning environment, equipping students not just with linguistic knowledge, but with comprehensive communicative and intercultural competence for the 21st century.

Keywords: Russian as a Foreign Language (RFL), modern teaching methodologies, communicative approach, digitalization, educational technologies, intercultural approach, project-based learning, task-based learning, learner autonomy, gamification, language acquisition, pedagogical innovations, communicative competence.

In a constantly changing world where borders are blurring and intercultural communication is becoming the norm, the role of foreign languages takes on special significance. Russian, being one of the major world languages and a language of rich culture, continues to attract learners worldwide. However, traditional teaching methodologies, primarily focused on the grammar-translation method and mechanical memorization, no longer meet modern requirements for effective language acquisition. Today, the methodology of teaching Russian as a Foreign Language (RFL) is actively developing, integrating the latest scientific achievements and pedagogical innovations.

Let us consider the key modern approaches that define the direction of RFL development.

1. *The Communicative Approach.*

Although not entirely new, the communicative approach remains the cornerstone of modern RFL methodology and is continuously being refined. Its central idea is to teach students to use the language for real communication in various life situations. This means shifting from learning the language for its own sake to learning the language for communication.

Key features of the communicative approach include:

- focusing on the development of all types of speech activities: speaking, listening, reading, writing;
- using authentic materials: texts, audio and video recordings, dialogues from real life; modeling real communicative situations: role-playing games, discussions, debates, projects;
- prioritizing meaning over form: at the initial stage, conveying the message is more important than speaking without any errors.

2. *Technologization and Digitalization of the Educational Process.*

The development of information technologies has fundamentally changed approaches to learning. A modern RFL lesson is inconceivable without the use of digital tools:

- online platforms and mobile applications such as Duolingo, Memrise, Russian for busy people, etc., allow for automated practice of vocabulary and grammar, as well as providing instant feedback.
- Interactive whiteboards and multimedia materials make lessons visual and dynamic.
- Social networks and blogs enable students to communicate with native speakers, read current texts, and immerse themselves in the culture.
- Virtual reality and augmented reality create immersive environments for language practice, such as virtual tours of Russian cities or communication simulations in a store/restaurant.
- Artificial intelligence, including chatbots, new-generation translators, and systems for pronunciation and grammar correction, become powerful assistants for both students and teachers.

3. *The Intercultural Approach.*

Language learning is inseparable from immersion in the culture of its speakers. The intercultural approach aims to form not only linguistic but also socio-cultural competence. This allows students to understand not only what is being said, but also how it is being said, why it is being said that way, what the cultural connotations are, and what non-verbal cues mean.

Areas of work include:

- studying Russian traditions, customs, and etiquette; analyzing works of Russian literature, cinema, music, and painting;
- comparing cultural realities of Russia and the student's native country; developing the ability to respond appropriately in intercultural communication situations.

4. *Project-Based and Task-Based Learning.*

These approaches are actively used to enhance motivation and develop practical skills. In task-based learning, students perform specific communicative tasks that simulate real-life situations (e.g., booking a hotel, planning a trip, buying a ticket). The focus is on achieving the task's outcome rather than on error-free speech at every stage.

5. *Individualization and Learner Autonomy.*

Modern RFL methodology recognizes the uniqueness of each student, their goals, motivation, learning pace, and preferred styles. The teacher should organize individual educational paths where they, as the teacher, act as a facilitator, helping students define their goals and choose

optimal ways to achieve them. To develop autonomy, students should be taught to independently plan their learning, seek additional materials, evaluate their progress, and reflect on their mistakes. Providing tasks of varying difficulty levels and focuses ensures that each student can work at their own pace and according to their interests.

6. *Gamification.*

Incorporating game elements into the learning process significantly increases student engagement and motivation, especially for younger ages and adolescents.

Board games and online games can be used for practicing vocabulary, grammar, and developing conversational skills. Systems of rewards and competitions (points, badges, leaderboards) yield good results. Additionally, quests and role-playing games allow for learning in a dynamic and engaging way, reducing stress from mistakes.

7. *Blended Learning and Flipped Classroom.*

These approaches involve combining traditional in-person classroom work with online learning. Blended learning allows students to master part of the material independently at a convenient time and at their own pace using digital resources, while classroom time is dedicated to active practice, discussions, and projects. The «flipped classroom» model implies that students study theoretical material at home (video lectures, texts), and during class, under the guidance of the teacher, they complete practical assignments, consolidate knowledge, and analyze complex points. This optimizes the learning process and makes it more interactive.

8. *Content and Language Integrated Learning (CLIL).*

This approach involves studying the content of non-linguistic subjects (e.g., history, geography, literature, or even basic scientific concepts) through the Russian language. Thus, language becomes not an end in itself, but a means for acquiring new knowledge. This creates natural motivation for using Russian, develops cognitive skills, and allows for deeper immersion into the cultural context associated with the subject area.

9. *Neuro- and Cognitively-Oriented Approaches (Neurodidactics).*

Integrating data from cognitive psychology and neurobiology allows for instruction that considers the peculiarities of the human brain's functioning. This includes using the principles of spaced repetition for better vocabulary and grammar retention, creating conditions for maximum attention engagement, multimodal presentation of information (through sight, hearing, movement) to activate different brain areas, and accounting for students' emotional states, which significantly affects the material assimilation process.

The departure from an exclusively grammatical paradigm towards a communicative orientation, the active integration of technologies, a deep understanding of the cultural context, and a focus on the individual needs of the learner – all these elements allow for the development in students of not just a set of knowledge, but a full-fledged communicative and intercultural competence. Today's RFL (Russian as a Foreign Language) teacher is not merely a dispenser of knowledge, but a guide into the world of the Russian language and culture, skillfully employing the full array of modern methodologies to create an inspiring and productive educational environment.

Thus, modern approaches in RFL methodology represent a dynamic system that strives to make the process of learning Russian as effective, engaging, and relevant as possible to the demands of the 21st century. The shift from an exclusively grammatical paradigm towards a communicative orientation, the active implementation of technologies, a deep understanding of the cultural context, and a focus on the individual needs of the learner – all these factors allow for the

formation in students not just a set of knowledge, but comprehensive communicative and intercultural competence. Today's RFL teacher is not merely a bearer of knowledge, but a guide to the world of the Russian language and culture, skillfully using the entire arsenal of modern methodologies to create an inspiring and productive educational environment.

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