

**CURRENT CHALLENGES IN TEACHING RUSSIAN GRAMMAR TO FOREIGN LEARNERS****Imamkulova M. N.**

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**Abstract**

The article examines modern challenges in teaching Russian grammar to foreign students, identifies the main difficulties learners face, and proposes effective methods for overcoming them. Special attention is paid to the integration of communicative and activity-based approaches, the use of digital technologies, and intercultural aspects of learning. The work is based on the analysis of domestic and international research, as well as practical experience in teaching Russian as a foreign language.

**Keywords**

Russian as a foreign language, grammar, linguistic competence, communicative approach, language learning difficulties.

**Introduction**

Teaching Russian as a foreign language (RFL) is a complex pedagogical task that includes both the formation of language skills and the development of communicative competence. Grammar occupies a special place in the learning process as a fundamental component of language that ensures accuracy and clarity of communication and forms the structure of speech activity. At the same time, the grammatical system of the Russian language is highly complex: the presence of six cases, systems of declension and conjugation, the use of verb aspects, and rich syntax create significant difficulties for foreign learners. Over recent decades, the methodology of teaching Russian grammar as a foreign language has undergone substantial changes. Traditional approaches based on mechanical memorization of rules and written exercises are gradually being replaced by communicative and activity-based methods that emphasize the practical application of knowledge.

In the context of globalization and active intercultural interaction, teachers must consider not only linguistic but also psychological, pedagogical, cognitive, and sociocultural aspects of learning.

One of the key problems remains the morphological complexity of the Russian language. Many foreign students experience difficulties mastering the case system, especially when using cases with prepositions, which often leads to typical errors in both written and spoken speech.

In addition, correct agreement of nouns, adjectives, and verbs requires constant control of grammatical features such as gender, number, and case. These difficulties are particularly pronounced for speakers of languages that do not have cases or similar morphological systems. Syntactic structures characteristic of the Russian language are no less challenging. Flexible word order, complex sentences with subordinate clauses, participial constructions, and introductory



structures cause significant difficulties for foreign learners. For example, students often misuse participial constructions or incorrectly combine multiple subordinate clauses, which reduces clarity and stylistic correctness. Another important aspect is the influence of the learner's native language on grammar acquisition. Studies show that the structure of the native language directly affects learning strategies: students tend to transfer grammatical models from their native language, resulting in calques and errors in case usage, verb aspects, agreement, and syntax. For example, native speakers of English, which lacks a case system, often misuse accusative or dative cases in Russian.

In recent years, the use of modern educational technologies has become increasingly relevant. Digital platforms, interactive exercises, video materials, and online testing make learning more individualized and motivating.

Digital resources help learners track errors independently, receive immediate feedback, and practice complex grammatical constructions in various contexts.

Thus, modern teaching of Russian grammar to foreign learners requires a comprehensive approach that combines theoretical knowledge of language structure, psychological and pedagogical principles, modern teaching technologies, and sociocultural characteristics of learners.

The purpose of this article is to systematize the problems faced by foreign students when learning Russian grammar and to analyze modern methods of overcoming them.

## **2. Main Difficulties in Learning Russian Grammar by Foreigners**

### **1. Morphological Complexity**

Russian morphology includes numerous forms of declension and conjugation, requiring learners to correlate words with their grammatical features: gender, number, case, tense, aspect, and mood.

According to research by I. I. Smirnova, one of the main problems is the correct use of cases after prepositions, especially in constructions absent in students' native languages.

### **2. Syntactic Features**

Word order in Russian sentences is more flexible than in many other languages, which creates difficulties in constructing complex syntactic structures, especially for learners whose native languages have fixed word order.

Complex sentences with subordinate clauses, participial constructions, and introductory elements are difficult both to understand and to use productively.

As noted by E. M. Ivanova, students often misuse subordinate clauses and participial constructions, leading to semantic and stylistic inaccuracies.

### **3. Influence of the Native Language**



Psycholinguistic studies show that the structure of the native language significantly influences the strategy of learning Russian grammar.

Learners often directly transfer grammatical rules from their native language, resulting in calque-type errors. These errors are especially evident in the use of cases, gender, verb aspects, and agreement.

### **3. Modern Approaches to Overcoming Difficulties**

#### **1. Communicative Approach**

The communicative approach shifts the focus from isolated rule learning to their application in natural speech.

Exercises are organized around real communicative tasks such as information exchange, discussion of situations, and role-playing.

According to A. A. Ivanchenko, this approach promotes the automatization of grammatical structures and improves students' ability to express their thoughts.

#### **2. Activity-Based Approach**

The activity-based approach involves active student participation in practical tasks: writing essays, preparing projects, and discussing texts.

This allows the use of grammatical knowledge in context and develops strategic thinking.

Practice shows that project-based activities increase student motivation and help overcome fear of making mistakes, positively affecting overall language competence.

#### **3. Digital and Multimedia Technologies**

The use of online platforms, interactive exercises, and video materials facilitates grammar acquisition through visual support and interactive feedback.

Digital exercises with automatic checking help students independently monitor progress and correct mistakes, significantly accelerating the learning process.

#### **4. Practical Recommendations**

To improve the effectiveness of teaching grammar, it is recommended to:

1. Adapt educational materials to the level and needs of learners;
2. Integrate communicative and activity-based tasks with grammatical exercises;
3. Use digital resources for independent practice;
4. Conduct regular error diagnostics with individualized feedback.

These methods contribute not only to mastering grammatical rules but also to developing overall



language competence, as confirmed by experimental teaching results in language centers.

### Conclusion

The analysis of modern methodological and psychological-pedagogical literature, as well as experience in teaching Russian as a foreign language, shows that teaching grammar to foreigners is a complex and multifaceted task requiring special attention to language structure, learners' cognitive abilities, and cultural characteristics of their native languages. The main difficulties include morphological, syntactic, and phonetic aspects of the language, as well as intercultural influence, making the learning process both challenging and перспективным (promising) for further development of pedagogical strategies. Morphological difficulties related to cases, agreement, and verb aspects require the use of dynamic, practice-oriented teaching methods.

This is confirmed by works of researchers such as L. S. Vygotsky (pp. 25–30), A. A. Leontiev (pp. 48–55), and modern RFL methodologists (E. M. Ivanova, pp. 112–118), who emphasize that successful grammar acquisition is possible only when rules are integrated into real communicative and cognitive tasks. Syntactic complexities require the integration of an activity-based approach, allowing learners to practice language rules through active work with texts, projects, and dialogues.

Experience shows that students better master complex constructions when they are connected to real communicative situations, improving both accuracy and fluency.

Equally important is considering the influence of learners' native languages, as many errors arise from transferring grammatical models.

Teachers should use intercultural comparisons and special exercises to prevent calques and encourage strategic thinking and self-correction.

Modern digital and multimedia technologies open new opportunities for teaching grammar. Interactive platforms, video materials, and applications enable adaptive learning, allowing students to work at their own pace and receive immediate feedback.

This is particularly important for consolidating grammatical skills and building confidence in communication.

Thus, successful teaching of Russian grammar to foreign learners requires a comprehensive approach combining theoretical foundations, modern methodologies, psychological and pedagogical aspects, and digital technologies. Such an approach not only helps overcome learning difficulties but also develops linguistic and communicative competence, cognitive skills, creative thinking, and the ability to interact effectively in a Russian-speaking environment. In conclusion, Russian grammar for foreign learners is no longer just a “set of rules” but becomes a tool for developing full-fledged language competence. Its mastery requires a well-organized educational process that includes communicative exercises, project-based activities, digital resources, and individualized teaching methods. The application of these approaches ensures successful language acquisition, increases learner motivation, and contributes to their professional and intercultural development.



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