

# CURRENT ISSUES IN RUSSIAN LANGUAGE TEACHING METHODS

Sharipova Natalia Ivanovna

Lecturer of the Department of Russian Language and Methods of  
Teaching Jizzakh State Pedagogical University

## Abstract

Linguistic theories keep pace with the modern world, which is why they now require significant changes in the theory of foreign language teaching, including the methodology of "Russian as a Foreign Language." RFL is currently a relevant course and stands as an independent science. It is aimed at improving the qualifications and training of future teachers and foreign students.

**Keywords:** Russian as a Foreign Language (RFL), difficulties, teacher, motives, disciplines, competence, students, adaptation, learning effect.

## Introduction

The organization of the educational process for additional general educational programs in "Russian as a Foreign Language" at all levels (A1, A2, B1, B2) is based on Individual Educational Plans and incorporates a system for developing all language skills, from listening comprehension to writing. Sufficient speech comprehension is ensured by:

A high level of voluntary control (arbitrary organization of attention and behavior according to auditory input; arbitrary organization of one's own speech response; interest in the communication situation);

An adequate vocabulary (vocabulary must be up-to-date – this is a mandatory condition);

Skills in correct grammatical sentence construction.

The main tasks of the Russian Language Institute (RKI) include:

1. Language Acquisition: Studying Russian according to established standards in listening, speaking, reading, writing, vocabulary, and grammar. The primary goal is to achieve fluent communication in Russian, encompassing both spoken and written comprehension at varying levels of difficulty (A1 to C2).

2. Cultural Orientation: Developing skills in navigating a cultural environment. Cultural understanding is crucial for facilitating free participation in communication and navigating future prospects in Russia, enhancing comprehension of Russian mentality and societal behavior. As F.I. Tyutchev stated: "How can another understand you? Will he understand what you live by?"

3. Test Preparation: Preparing students for certified proficiency tests, which determine their Russian language level and open pathways for further education and employment.

4. Teacher Training (if applicable): Training students in teaching methodologies, including teaching methods, general psychology, lesson planning, etc.

Methods of Teaching RKI and Associated Challenges:



Teaching Russian as a foreign language, like any discipline, requires a strong foundation in linguistic, extralinguistic, cognitive, and psychological theories. A lack of theoretical understanding and knowledge of learning psychology can lead to significant difficulties in teaching this complex language. Difficulties in learning Russian as a foreign language are inevitable and often signal underdeveloped intellectual mechanisms. These difficulties can stem from factors such as complex material, teacher inadequacy, or student disinterest. The learning format also plays a role; online learning has demonstrably more negative than positive factors. These difficulties can negatively impact student engagement, efficiency, and motivation. Learning psychology offers key insights into motivational factors. Student motivation is the driving force in the educational process; understanding these motives is crucial for teachers to maintain and expand student interest. The modern goal of linguodidactics is to improve the teaching and learning of Russian, addressing difficulties and focusing on personal abilities, teacher engagement, and curriculum development.

**Objective and Subjective Difficulties in Teaching Russian as a Foreign Language:**

Novosibirsk teacher N.S. Brem (2020, p. 151) identified several categories of difficulties that foreign students may encounter when learning Russian:

**Linguistic difficulties:** inherent challenges within the Russian language itself.

**Insufficient student competence:** Low language proficiency, weak learning strategies, unpreparedness for various tasks, and limited experience with foreign language learning.

**Psychological difficulties:** Emotional, motivational, volitional, and intellectual challenges, including low self-esteem, motivation levels, academic anxiety, fear, self-doubt, difficulty adapting to the learning group, and misunderstanding the curriculum. Ethno-national factors must also be considered to create a comfortable learning environment.

**Socio-adaptive difficulties:** Challenges in intercultural communication and adaptation to a new environment, including food, climate, religion, etc.

**Didactic difficulties:** Low teacher competence (linguo-didactic, communicative, and intercultural). Differences between educational systems in the student's home country and Russia, as well as inefficient educational processes, also contribute.

**Psychophysiological difficulties:** Individual psychological and physiological characteristics such as language aptitude, health, intelligence, predisposition to dyslexia/dysgraphia, speed of thought processes, memory, and age.

Sufficient speech comprehension is ensured by:

A high level of voluntary control (the ability to consciously direct attention and behavior based on auditory input; the ability to formulate a conscious verbal response; interest in the communicative context).

An adequate vocabulary (the vocabulary must be current – this is a critical requirement).

Skills in correct grammatical sentence construction.

**Strategies for Mitigating Difficulties:**

1. Initial stages: Avoid overly personalized approaches initially to allow students to adapt and reduce stress. Group activities like shared reading, video viewing, testing, and written assignments are recommended.
2. Feedback: Avoid publicly announcing student grades or assignment results.



3. Humor: Incorporate humor into the learning process. Motivation is closely linked to emotions; positive emotions enhance motivation and help overcome psychological barriers.
4. Modern methods: Utilize more engaging and interactive methods to address competence issues. Interactive exercises and shared online resources can increase interest.
5. Memory enhancement: Develop associative memory through visual aids (drawings and symbols) to improve memorization of vocabulary, grammar, and texts. Utilize audio-visual methods with video materials, rhythmic phrases, songs, poems, proverbs, tongue twisters, and varied intonation and volume to enhance auditory memory. Incorporate kinesthetic learning through movement, gestures, and facial expressions.
6. Holistic approach: Effective learning is a system that considers human memory and psychology. Integrating students into university social life and interaction with native Russian speakers is essential. Modern online applications and websites should also be employed.

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