

MODERN APPROACHES TO TEACHING RUSSIAN AS A FOREIGN LANGUAGE: DIGITAL TRANSFORMATION AND COMMUNICATIVE FOCUS

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Abstract

This article examines modern approaches to teaching Russian as a foreign language (RFL), which have evolved in the context of the digital transformation of education and a changing student population. Key trends in the development of RFL teaching methods are analyzed: adaptive learning using digital platforms, a multimodal approach, case studies, group interaction technologies, and the strengthening of the axiological component. Particular attention is paid to the cognitive characteristics of Generation Z, which is characterized by clip-based thinking and a need for visualization and interactivity. The need to integrate traditional and innovative methods to develop sustainable communicative competence in international students is substantiated.

Keywords: Russian as a foreign language, modern approaches to teaching, digital linguodidactics, adaptive learning, multimodal approach, Generation Z, communicative competence, case method.

Introduction

The current stage of development in Russian as a Foreign Language (RFL) teaching methods is characterized by profound transformations caused by both the global digitalization of education and the changing generations of learners. Traditional approaches, which emphasized the acquisition of grammatical and lexical systems, are giving way to integrative models focused on developing communicative competence in the context of real-world intercultural interaction.

The urgency of rethinking modern approaches to teaching Russian as a foreign language is driven by several factors. First, the number of international students choosing Russian education is growing: according to strategic objectives, at least 500,000 foreign citizens should be studying at Russian universities by 2030. Second, the profile of the student themselves—representatives of Generation Z—is changing, with their cognitive and behavioral



characteristics requiring a revision of traditional methods. Third, the development of digital technologies is opening up fundamentally new opportunities for personalizing learning and creating an authentic language environment.

The purpose of this article is to systematize modern approaches to teaching Russian as a foreign language and to identify their didactic potential in the context of current educational tasks.

1. Considering Generational Peculiarities as a Methodological Basis

A significant factor determining the transformation of approaches to teaching Russian as a foreign language is the cognitive and behavioral characteristics of Generation Z—students born after 1995 and raised in a digital environment. Researchers note that this generation is characterized by clip-based thinking, a need for rapid information processing, visualization of perception, and a focus on interactivity and the practical applicability of knowledge.

As A.V. Babenko and D.Yu. Semenova rightly note, "the methodological need to integrate the latest technologies into traditional forms of teaching facilitates the comprehensive teaching of Russian as a foreign language, which not only improves language proficiency but also develops confidence in Generation Z students in using the language in real-life situations."

Taking into account generational differences requires reconsidering the balance between different types of learning activities. Generation Z prefers:

- brief, structured presentation formats;
- information visualization (infographics, mind maps);
- gamification of the learning process;
- instant feedback;
- the ability to choose an individual learning pace.

2. Digital transformation and adaptive learning

One of the most significant modern approaches is adaptive learning, implemented through specialized digital platforms. The fundamental innovation of this approach lies in its shift from a linear learning model to a personalized educational trajectory.

A prime example of this approach is the "In Russian" platform, developed at Tomsk State University, which offers an adaptive educational model. As project curator Yulia Mishenina explains, "After completing a test, the system creates an individualized educational trajectory for the student. If the user completes the tasks successfully, the system advances them. If errors occur, it backs them up, offering them the opportunity to review the theoretical material and practice the topics."

The adaptive approach has significant didactic potential:

- allows for consideration of the initial level of language proficiency;
- ensures individualization of the learning pace;
- creates conditions for removing psychological barriers;
- provides the opportunity to repeatedly return to complex topics.

The digital transformation of Russian as a foreign language teaching also includes the use of mobile apps, corpus technologies, and virtual and augmented reality, which allows for the



creation of an immersive experience in the language environment even without direct contact with native speakers.

3. Multimodal approach to developing communicative competence

In modern language instruction, a multimodal approach based on the integration of various channels of information perception is increasingly gaining recognition. As S. Chen and A.A. Belozeroва note, "A multimodal approach, integrating visual, auditory, and kinesthetic channels, creates an interactive language environment, enhancing the practical application of knowledge. Its essence is the activation of cognitive processes through multisensory stimulation."

Multimodality in teaching Russian as a foreign language is realized through:

- use of authentic video materials;
- work with infographics and mind maps;
- incorporation of kinesthetic elements (role-playing, gestures);
- use of augmented reality technologies.

A multimodal approach plays a special role in professionally oriented learning. T.V. Kalugina and M.G. Romanenkov, using the example of teaching meteorology students, demonstrate how "visual aids enhance the cognitive abilities of foreign students when learning Russian as a foreign language," while the use of photographs, maps, weather diagrams, and forecasts helps develop all types of competencies, starting from the basic level.

4. Interactive technologies and methods of group interaction

The modern paradigm of teaching Russian as a foreign language is characterized by a shift in emphasis from individual work to group interaction as the basis for developing communication skills. M.G. Sergeeva and F. Si emphasize that "while in previous eras the emphasis was usually placed on improving students' lexical and grammatical competencies, today people study language as a communication tool."

Within the interactive approach, the following are particularly important:

- Pair work, which allows for the modeling of dialogic communication;
- Group work, which creates conditions for natural communication;
- Project activities, which develop collective problem-solving skills.

Researchers have identified a system of principles for organizing group interaction in Russian as a foreign language classes: The principle of communicative focus, the principle of appropriateness and level of difficulty, the principle of clear instructions, the principle of guided autonomy, the principle of psychological comfort, the principle of reflection and language support. Implementing these principles allows us to overcome typical problems of group work: language barriers, uneven student participation, and lack of communication in individual pairs.

5. Case method in professionally oriented training

The case study method, considered a modern technology for professionally oriented learning, has significant potential in teaching Russian as a foreign language. I.A. Zubkova defines the



case study method as "an innovative and productive approach to teaching Russian as a foreign language, which helps increase student motivation, develop real-world problem-solving skills, and foster foreign language communicative competence." The case study method involves analyzing real or simulated situations that require the application of language skills in the context of future professional activities. The didactic value of this method lies in:

- integrating theoretical knowledge and practical skills;
- developing critical thinking;
- developing decision-making skills in non-standard situations;
- activating all types of speech activity.

Particularly effective are interactive, multimedia case study formats, which "require systematization in the context of digitalization of education," but at the same time combine well with other modern educational technologies, complementing and enriching them.

6. Axiological aspect and intercultural communication

Modern approaches to teaching Russian as a foreign language go beyond developing language skills and include an axiological component—the transmission of value orientations and cultural codes. In their study, T.A. Bokova and V.A. Morozova emphasize the importance of the "axiological aspect in teaching Russian as a foreign language: from language skills to understanding Russian culture."

The sociocultural adaptation of international students involves creating a comfortable educational environment that promotes not only language acquisition but also an understanding of the mental characteristics, traditions, and behavioral norms of native Russian speakers. As researchers note, "the introduction of modern technologies and methods for integrating international students into the educational process contributes to the increased competitiveness of Russian higher education in the international arena."

The axiological approach is implemented through:

- inclusion of cultural texts in educational materials;
- discussion of Russian cultural values;
- modeling intercultural interaction situations;
- familiarization with Russian traditions and holidays.

Conclusion

Modern approaches to teaching Russian as a foreign language represent a complex synthesis of traditional methodological principles and innovative technologies adapted to the cognitive characteristics of the new generation of learners. Key trends in the development of Russian as a foreign language teaching methods include digitalization and adaptability of learning, multimodality in the presentation of educational material, interactivity and group-oriented communication, professional orientation, and a stronger axiological component.

A promising area for further research is the development of methods for integrating various approaches into a unified learning system that takes into account both the individual characteristics of students and the requirements of the modern educational context. A key objective remains the creation of next-generation teaching and learning systems that combine



digital and traditional components and ensure the development of sustainable communicative competence in international students.

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