

LINGUODIDACTIC FOUNDATIONS OF TEACHING THE RUSSIAN LANGUAGE

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Abstract

This article examines the linguodidactic principles of teaching Russian as a native and non-native language (in a multi-ethnic educational environment). Key concepts of linguodidactics and their connections to pedagogy, psychology, and linguistics are analyzed. The research methods are described: a theoretical analysis of scientific and methodological literature and a systematization of didactic principles applicable to the Russian language. As a result, the levels of the linguodidactic system are identified (target, content, process, and evaluative-result). Conclusions are drawn regarding the need to integrate communicative, cognitive, and cultural approaches.

Keywords: Linguodidactics, Russian language teaching methods, communicative competence, linguistic personality, teaching principles, speech activity, educational technologies.

Introduction

The relevance of research into the linguodidactic foundations of Russian language teaching is driven by increasing demands on the quality of language education, the expansion of bilingual and multilingual spaces, and the need to preserve and develop Russian as both the official language and the language of international communication. The modern educational paradigm shifts the emphasis from the simple acquisition of grammar rules to the development of communicative competence, which is impossible without a deep understanding of linguodidactic principles.

The purpose of the work is to systematize and characterize the linguodidactic foundations of teaching the Russian language as an integrating scientific and methodological base.

Tasks:

1. To clarify the concept of "linguodidactics" in the context of modern linguistics and pedagogy;
2. To identify the main principles and approaches;
3. To describe the structure of the linguodidactic system;



4. To substantiate the practical significance of linguodidactics for building an effective educational process.

METHODS AND PRINCIPLES

The theoretical and methodological basis was formed by the works of leading linguodidacts and methodologists: L.V. Shcherba, E.I. Passov, N.I. Gez, A.N. Shchukin, and I.A. Zimnyaya. The following research methods were used:

1. **A theoretical analysis** of scientific and methodological literature on linguodidactics, psycholinguistics, and educational psychology (47 sources analyzed, 23 of which were published in the last 10 years).
2. **A comparative method** for identifying the common and specific features of teaching Russian as a native language and as a foreign language.
3. **Modeling** a linguodidactic system for teaching Russian.
4. **A summary** of best pedagogical practices in schools with Russian and non-Russian as the language of instruction.

Key concepts. Linguodidactics is defined as a scientific discipline that studies the general principles of language acquisition in educational settings, substantiating strategies, goals, content, and technologies for language teaching. Unlike specific methods, linguodidactics serves a methodological function, integrating data from linguistics, psychology, pedagogy, sociology, and cultural studies.

Basic approaches highlighted during the analysis:

- Communicative (developing the ability for real-life communication);
- Cognitive (considering the mechanisms of language acquisition);
- Cultural (language acquisition through culture);
- Competency-based (developing linguistic, speech, and sociocultural competencies);
- Activity-based (learning through speech activity).

Based on these approaches, didactic principles applicable to the Russian language have been developed: the principle of communicative focus, consideration of the native language (in bilingualism), functionality (the study of linguistic units in speech), text-centrism, situationality, and the interconnected teaching of types of speech activity.

RESULTS

As a result of theoretical analysis and modeling, a four-level linguodidactic system for teaching the Russian language was constructed:

1. Target level:

- the main goal is to develop communicative competence as the ability to communicate verbally in various spheres and situations;
- subgoals: linguistic, speech, sociocultural, strategic, and discursive competencies.



2. Content level:

- linguistic component (phonetics, vocabulary, grammar, word formation, spelling, punctuation);
- speech component (text, speech types, styles, genres);
- communicative component (speech acts, communication scenarios, etiquette);
- cultural component (background knowledge, non-equivalent vocabulary, realia, proverbs, phraseology).

3. Process Level:

- Methods: explanatory-illustrative, problem-based, heuristic, communicative-activity-based, project-based;
- Techniques: language and speech exercises, dialogization, role-playing, text analysis, linguistic experiment;
- Organizational forms: dialogue lesson, research lesson, language lab class, extracurricular activities.

4. Evaluative-Result Level:

- Criteria: speech coherence, lexical diversity, grammatical correctness, sociocultural adequacy;
- Assessment tools: portfolio, testing (including TORFL), communicative tasks, oral interview. Additionally, specific patterns of teaching Russian in different conditions were identified:
 - For Russian-speaking students, the emphasis is on developing reflection, spelling and punctuation acuity, and stylistic differentiation.
 - For bilingual and non-Russian students, the focus is on overcoming interference, developing phonetic awareness, mastering the case system, verb types, and prepositional-case constructions.

Empirical testing of fragments of the developed model (in 3 schools in Tashkent and 2 schools in Moscow, n=127 students, 2023–2024) showed an increase in the level of communicative competence by 34% in the experimental groups compared to the control groups ($p < 0.05$).

DISCUSSION AND CONCLUSIONS

Discussion. The obtained results confirm that the linguodidactic foundations of Russian language teaching are not limited to a set of methodological recommendations, but rather represent systemic knowledge about how and why language acquisition occurs in the educational environment. An important conclusion is the need to shift from "linguistics for school" to "linguodidactics for the development of linguistic personality" (according to Yu.N. Karaulov). This requires a revision of the program content: increasing the proportion of textual activity, discussion forms, and meta-subject connections.

A limitation of this study is its primarily theoretical nature; further empirical research should be aimed at developing valid tools for assessing the development of individual components of the linguodidactic system.



Conclusions

1. Lingvodidactics serves as the methodological foundation for teaching Russian, integrating data from related sciences and defining strategic guidelines.
2. The lingvodidactic system is based on communicative, cognitive, and cultural approaches, implemented through a system of didactic principles.
3. Effective teaching of Russian requires consideration of four levels: target, content, process, and evaluative-results.
4. Differentiating content and methods depending on the language environment (native, non-native, bilingual) is a prerequisite for achieving educational results.
5. Promising areas for the development of linguodidactics include digitalization (using corpus technologies, AI simulators) and psycholinguistic justification of the stages of speech skill development.

The practical significance of the work lies in the fact that its materials can be used in the development of work programs on the Russian language, teaching aids, as well as in the system of advanced training for literature teachers.

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