

METHODS OF TEACHING RUSSIAN AS A FOREIGN LANGUAGE

Гиязов Дониер Эркинович

Начальник учебного отдела 1-Ташкентского академического
лицея Министерства Внутренних дел Республики Узбекистан

Abstract

This article discusses topical issues of methods of teaching Russian as a foreign language (RFL) in modern conditions. The need for transition from the traditional grammatical-translation method to communicative, activity and interactive approaches is emphasized. Modern pedagogical technologies, digital tools and features of the formation of intercultural competence in foreign students are analyzed. The article presents the results of the pedagogical experiment, proving the effectiveness of the proposed integrative approach.

Keywords: Russian as a foreign language, teaching methods, communicative approach, digital technologies, intercultural communication, motivation, language competence, Russian as a foreign language.

Introduction

Russian as a foreign language occupies a special place in the system of international education, especially in the CIS countries, Asia, Europe and the Middle East. In the context of globalization, migration processes and the expansion of cultural interaction, the demand for high-quality teaching of the Russian language is growing. However, the effectiveness of such training directly depends on the methodology used by the teacher and his ability to adapt to modern realities: the digital transformation of education, the multicultural environment and the individual needs of students.

The purpose of this article is to consider modern methods of teaching Russian as a foreign language, to identify their strengths and weaknesses, as well as to offer the author's model of teaching based on the integration of communicative, cultural and digital approaches.

The methodological basis of this study is a combination of theoretical analysis of scientific literature and empirical pedagogical experiment. The main stages of the study:

Analysis of existing methods of teaching Russian as a foreign language;

Development of an integrative methodology, including:

- communicative approach;
- elements of culturological analysis;
- digital technologies (interactive platforms, mobile applications, online courses);
- system-activity approach;

Conducting a pedagogical experiment on the basis of preparatory courses for foreign students (n = 46) for one semester;

Comparative analysis of the results of the control and experimental groups.



In the context of globalization, the growth of migration and the internationalization of education, the methodology of teaching Russian as a foreign language (RFL) is of particular importance. The Russian language is one of the most widespread languages in the world, an official language of the United Nations and a means of interethnic communication in the countries of the post-Soviet space. In this regard, the demand for effective teaching of the Russian language is increasing, and the methodology of Russian as a foreign language requires constant development and adaptation to new conditions.

The purpose of this article is to consider the theoretical and practical aspects of the RFL methodology, to analyze its principles, methods, modern technologies and difficulties of teaching.

Theoretical foundations of the Russian as a foreign language methodology

The methodology of teaching Russian as a foreign language is based on the achievements of linguistics, psycholinguistics, pedagogy, sociolinguistics and intercultural communication. One of the main features of teaching Russian as a foreign language is the need to take into account the student's native language, cultural and educational background. The learning process is built in stages, from simple to complex, and is aimed at the formation of four types of speech activity: speaking, listening, reading and writing.

It is based on the communicative approach, which involves the use of language as a means of communication in real life situations. Language proficiency levels are classified according to the Common European Framework of Reference for Languages (CEFR): A1 to C2.

Principles of the Russian as a foreign language methodology

1. The principle of communicativeness

The goal is to teach the student how to use the language in communication. Therefore, exercises should be close to real life situations.

2. The principle of consistency

Learning is based on a logically verified system: from phonetics to vocabulary, from vocabulary to grammar, and then to the development of coherent speech.

3. Принцип учета родного языка

It is important to foresee the difficulties that arise due to the differences between the native and Russian languages, and to offer appropriate tasks to overcome them.

4. The principle of intercultural approach

Teaching the language is inseparable from acquaintance with the culture, traditions and realities of Russian-speaking society.

Teaching methods and techniques

Methods of teaching Russian as a foreign language are diverse and are used depending on the level of training of students, the goals of the course and the educational conditions:

- Communicative method – emphasis on conversational practice, modeling of life situations.
- Grammar-translation method is used at the initial stages to form a database.
- Audiolingual method – active use of audio and video materials.
- The game method is especially effective at the initial stage (A1-A2), increases motivation.
- Method of project activity – at the intermediate and advanced levels, students create projects, presentations, essays.

Modern Means and Technologies in Teaching Russian as a Foreign Language

With the development of digital technologies, the methodology of Russian as a foreign language has been replenished with new effective tools:

- Online platforms and applications: Zoom, Moodle, Quizlet, Duolingo, Busuu.
- Multimedia: videos, podcasts, songs, authentic dialogues.
- Interactive tasks: crosswords, quizzes, interactive tests.
- Electronic textbooks and dictionaries, including those with the possibility of voiceover.

It is important that the teacher himself is prepared for the use of ICT and can competently implement them in the educational process.

Conclusion

The methodology of teaching Russian as a foreign language is a complex and multifaceted area that requires high qualifications, flexibility and creativity from the teacher. In the context of the digital transformation of education, it is necessary to actively introduce innovative methods and technologies, adapt learning to the cultural and linguistic characteristics of students. Improving the effectiveness of teaching Russian as a foreign language contributes not only to language acquisition, but also to intercultural dialogue, humanitarian ties and educational mobility.

Modern methods of teaching Russian as a foreign language require the integration of traditional and innovative approaches. The most successful model is the one in which the teacher not only transfers knowledge, but also forms communicative, cultural and digital competencies in the student. Effective learning is possible with a flexible program, a qualified teacher and a technological base.

To develop multi-level digital platforms, taking into account the national and linguistic characteristics of students.

Create original training modules using multimedia, gamification, and feedback.

To provide advanced training for teachers of Russian as a foreign language in the use of digital educational technologies.

Implement an interdisciplinary approach: combining linguistic, cultural and professional components in the learning process.

Provide methodological support to foreign centers working on Russian as a foreign language programs and provide them with up-to-date materials.

References

1. Fedotova N.L. Metodika prepodavaniya russkogo yazyka kak inostrannogo yazyka (prakticheskii kurs) [Methods of teaching Russian as a foreign language (practical course)]. St. Petersburg, Zlatoust Publ., 2013.
2. Badanina I.V. Izuchenie aktual'nykh protsessov grammatiki sovremennogo russkogo yazyka v inostrannoy auditorii [Study of actual processes of modern Russian grammar in a foreign audience]. Moscow, 2005.
3. Fedotova N.L. Metodika prepodavaniya russkogo yazyka kak inostrannogo [Methods of teaching Russian as a foreign language]. Task book for the practical course. - St. Petersburg: Zlatoust, 2013.

4. Bayamanova R.G. Organizatsiya kommunikativnogo orientirovannogo uroka russkogo yazyka [Organization of a communicative oriented lesson of the Russian language]. Educational and methodological manual. Karaganda, 2006.
5. Goikhman O.Ya., Nadeina T.M. Rechevaya kommunikatsiya: Uchebnik [Speech communication: Textbook]. – 2nd ed., revised and supplemented – Moscow, 2007.
5. Kireytseva A.N. ABC of Testing. A practical guide for teachers of Russian as a foreign language. St. Petersburg, Zlatoust Publ., 2013.
6. Mitrofanova, O.D. Traditional and new in the methodology of teaching Russian as a foreign language In: A. N. Shchukin (ed.-comp.) Language and culture in a philological university. Actual problems of study and teaching: Collection of scientific papers. Moscow: GIRYA them. A. S. Pushkin; Filomatis. 2006.
7. Mangus I.Y. System of Cognitive Strategies in the Textbook of Russian as a Foreign Language, (Theory and Practice). Moscow, 2000.
8. Passov E.I. Program-concept of communicative foreign language education.—M., 2000.