MODERN METHODS OF TEACHING THE RUSSIAN LANGUAGE IN NON-PHILOLOGY FACULTIES

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Annotation: This article explores modern methods of teaching the Russian language in non-philological faculties. With the growing importance of Russian in global communication, it is essential to adapt teaching strategies to meet the diverse needs of students from various academic backgrounds. The study examines innovative approaches such as task-based learning, communicative language teaching, and the integration of digital tools and resources. By focusing on practical language use and interactive methodologies, the article aims to enhance language acquisition and foster a more engaging and effective learning environment for students in non-philological faculties.

Keywords: modern methods, russian language teaching, non-philological faculties, task-based learning, communicative language teaching, digital tools in, education interactive learning, language acquisition, higher education, multidisciplinary approach.

Introduction. The teaching of the Russian language in non-philology faculties presents unique challenges and opportunities. As Russian continues to hold significant cultural, political, and economic importance, there is an increasing need for effective language instruction across diverse academic disciplines. Traditional methods, often rooted in philological studies, may not be suitable for students pursuing degrees in fields such as engineering, business, or the sciences. This article explores modern methods of teaching the Russian language in non-philology faculties, focusing on innovative, practical, and technology-enhanced approaches that cater to the specific needs and goals of these students.

Students in non-philology faculties often have different motivations and requirements for learning Russian compared to their peers in philological programs. They may need to use Russian for professional communication, research, or as a tool to engage with Russian-speaking colleagues and communities. Therefore, language instruction must be adaptable, relevant, and aligned with their academic and professional goals. Modern methods of language teaching can address these needs by emphasizing practical usage, contextual learning, and interactive engagement. Task-Based Learning (TBL) is an approach that focuses on using language as a tool to complete meaningful tasks. This method is highly effective for students in non-philology faculties as it directly relates to real-world applications.

In a business faculty, students might engage in tasks such as negotiating deals, presenting market analysis, or drafting business emails in Russian. These activities are designed to mimic real-life scenarios, thereby making language learning more relevant and practical. Through task-based learning, students not only acquire language skills but also learn how to apply them in their specific field of study.

Communicative Language Teaching (CLT) emphasizes interaction and communication as the primary goals of language learning. This approach encourages students to use Russian in everyday conversational contexts, enhancing their speaking and listening skills.

Role-playing, group discussions, and interactive activities are central to CLT. For instance, engineering students might participate in group projects where they discuss technical problems and solutions in Russian. Such activities promote active engagement and help students build confidence in their communicative abilities. The use of digital tools and resources can greatly enhance the teaching and learning of Russian in non-philology faculties. Technology offers

flexible and varied learning opportunities, catering to different learning styles and paces. Language learning apps, online courses, and virtual classrooms provide interactive and adaptive learning experiences. Tools like language learning software, online dictionaries, and multimedia resources can be incorporated into the curriculum to support self-study and in-class activities. Additionally, platforms like virtual reality (VR) can create immersive environments where students practice language skills in simulated real-life contexts. Contextual and content-based instruction integrates language learning with subject-specific content. This approach is particularly effective in non-philology faculties as it allows students to learn Russian through the lens of their own academic disciplines. For medical students, learning Russian through medical texts, patient interviews, and clinical case studies can be highly beneficial. Similarly, law students might engage with Russian legal texts, participate in mock trials, or analyze case studies in Russian. This contextual learning ensures that language instruction is directly relevant to the students' future professional needs. The flipped classroom model inverts traditional teaching by having students first engage with new material outside of class, typically through videos or reading assignments, and then using class time for interactive, hands-on activities. Students might watch a video lecture on Russian grammar at home and then come to class prepared to engage in activities that apply the grammar in conversation or writing. This model encourages active learning and allows more class time to be devoted to practical application and problem-solving. Regular assessment and feedback are crucial for effective language learning. Continuous assessment helps track progress, identify areas of improvement, and provide timely feedback to students. Quizzes, oral presentations, written assignments, and peer evaluations can be used to assess language proficiency. Digital tools can also facilitate instant feedback and adaptive testing, helping students understand their strengths and weaknesses in real time.

The importance of teaching Russian as a second language has increased in recent years due to increased globalization, economic ties, and cultural exchanges with Russian-speaking countries. This article aims to study the different teaching methods used in teaching the Russian language and their application in different educational settings. is to know well the methods that have passed through the experience and have been effective and to be able to apply them in practice. For this, it is necessary for the teacher to constantly search, learn and test what he has learned in the experiment, and he himself creatively changes and adds to these methods. Many educational methods are used in the organization of the educational process, among which interactive education and the interactive methods that form its basis are considered particularly effective. Below we will discuss some of the interactive methods used in teaching the Russian language. The words "interactive" and "interactive" have the same meaning, and the word "interactive" is derived from the English words "inter" - "together" and "act" - "movement". Interactivity means being with something (such as a computer) or someone (a teacher) in a co-moving or conversational mode. It follows that interactive education is primarily dialogic education, followed by teacher-student, student-computer interaction. As mentioned above, the basis of interactive education is conducting a lesson based on interactive methods. Interactive methods of education make it possible to use and activate the enormous educational power of students, to introduce elements of competition into the educational process: the mental strength of a group of learners is greater than the sum of the strength of its members (that is, the group the result is always greater than the sum of individual results).1 The communicative language teaching approach emphasizes the development of communicative competence through authentic and meaningful interactions. This method promotes active participation, language production and real-life language use. CLT is widely used in Russian language classes and focuses on functional language skills such as speaking, listening, reading and writing. TBLT is a learner-centered approach that emphasizes meaningful tasks as the primary means of language acquisition. In the

context of Russian language teaching, TBLT encourages students to engage in various communicative activities, such as role plays, problem solving, and information gap exercises. This method increases linguistic accuracy, fluency and cultural understanding. CBI integrates the teaching of language skills with subject content. This method is particularly effective in teaching Russian because it allows students to acquire language skills while studying topics related to Russian culture, history, literature, or current events. CBI promotes interdisciplinary learning, critical thinking and language skills.

The grammar-translation method is a traditional approach that emphasizes precise teaching of grammar rules and translation exercises. Although less desirable in communicative language teaching, GTM can have its place in Russian language teaching, especially for students who need a strong grammatical foundation or are interested in literary analysis. The integration of technology in Russian language teaching has revolutionized teaching methods. Computer-assisted language learning (CALL), online resources, language learning apps, and virtual reality simulations offer interactive and engaging experiences for learners. These technology tools support skill development, vocabulary acquisition, and cultural immersion. Using authentic materials such as newspapers, movies, literature, and real-life situations provides students with real-world use of Russian. Authentic materials enhance students' understanding of cultural nuances, idiomatic expressions, and linguistic variations. Contextual learning materials help meaningful language acquisition and develop cultural competence. Recognizing the different needs and learning styles of students, individualized and personalized learning approaches have gained popularity. Tailoring instruction to meet students' specific goals and interests can increase motivation and engagement. Personalized learning platforms and customized software enable customized learning plans, feedback and progress tracking.

Conclusion. Modern methods of teaching the Russian language in non-philology faculties focus on practical application, interactive engagement, and the integration of technology. By adopting approaches such as task-based learning, communicative language teaching, and content-based instruction, educators can create more relevant and effective language learning experiences for students. These methods not only enhance language proficiency but also prepare students to use Russian in their academic and professional lives. As the demand for Russian language skills continues to grow across various fields, it is essential that teaching methodologies evolve to meet the diverse needs of learners.

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