DEVELOPING LEARNER AUTONOMY IN MODERN RUSSIAN LANGUAGE TEACHING WITHIN THE CREDIT-MODULE SYSTEM

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The contemporary transformation of higher education has significantly reshaped approaches to foreign language teaching, including Russian language instruction. One of the most influential methodological trends is the growing emphasis on learner autonomy, particularly within the framework of the credit-module system. This system prioritizes independent learning, continuous assessment, and flexible educational trajectories, making autonomy a central component of effective language education.

Learner autonomy in Russian language teaching is understood as the ability of students to take responsibility for planning, organizing, monitoring, and evaluating their own learning process. Unlike traditional teacher-centered models, modern methodology views learners as active agents who consciously construct linguistic knowledge through purposeful engagement with language tasks. This shift reflects broader pedagogical changes driven by constructivist and learner-centered educational paradigms.

The theoretical foundation of autonomy-oriented Russian language teaching is closely connected with cognitive and metacognitive learning theories. From this perspective, language acquisition is not a passive process of knowledge transmission but an active cognitive activity involving goal setting, strategy selection, and self-reflection. In Russian language classrooms, this theoretical approach encourages the use of learning strategies such as self-assessment, reflective journals, learning portfolios, and individualized learning plans. These tools help learners become aware of their strengths and weaknesses and develop effective strategies for language improvement.

Within the credit-module system, independent learning constitutes a substantial portion of the academic workload. This creates favorable conditions for fostering learner autonomy in Russian language education. Students are expected to engage in self-directed activities such as reading authentic texts, completing online exercises, participating in discussion forums, and conducting small-scale research tasks in Russian. These activities promote sustained language exposure and support the development of functional communicative competence beyond classroom boundaries.

Digital technologies play a crucial role in supporting autonomous learning in modern Russian language teaching. Learning management systems, online dictionaries, corpora, educational platforms, and multimedia resources enable learners to access language input independently and practice at their own pace. Digital environments also provide immediate feedback, which is essential for self-regulation and continuous improvement. As a result, technology-enhanced learning contributes significantly to the effectiveness of autonomy-based methodology.

Task-based and project-based learning approaches are particularly effective in developing learner autonomy. By engaging students in meaningful tasks that simulate real-life communicative situations, these approaches encourage independent decision-making and problem-solving. In Russian language instruction, tasks such as preparing presentations, analyzing media texts, conducting interviews, or creating digital content in Russian foster both linguistic competence and learner responsibility. The teacher's role in this process shifts from knowledge transmitter to facilitator and consultant.

Assessment practices in autonomy-oriented Russian language teaching also differ from traditional models. Formative assessment methods, including self-assessment, peer assessment, and portfolio evaluation, are widely used to support autonomous learning. These methods emphasize learning progress rather than final results and help students develop critical reflection skills. Within the credit-module system, such assessment practices ensure transparency, objectivity, and alignment with learning outcomes.

In conclusion, the development of learner autonomy represents a key methodological priority in modern Russian language teaching within the credit-module system. By integrating cognitive learning principles, digital technologies, task-based instruction, and formative assessment, autonomy-oriented methodology enhances the effectiveness of language learning and prepares students for lifelong learning. This approach not only responds to contemporary educational demands but also contributes to the formation of independent, motivated, and competent users of the Russian language.