

MODERN APPROACHES TO TEACHING THE RUSSIAN LANGUAGE

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Abstract: This article examines the theoretical foundations and modern approaches to the methodology of teaching the Russian language. Particular attention is paid to communicative and competence-based approaches, interactive teaching methods, and the integration of digital technologies into the educational process. The article also analyzes the role of independent learning in developing students' language skills. The findings indicate that the application of innovative teaching methods significantly enhances the effectiveness of Russian language instruction.

Keywords: Russian language teaching methodology, communicative approach, competence-based approach, interactive methods, independent learning, digital technologies.

In the context of globalization, the Russian language continues to play an important role as a means of international communication, scientific exchange, and professional interaction. Consequently, the effective teaching of Russian has become a key objective of modern education. The methodology of teaching the Russian language is an interdisciplinary field that integrates linguistics, pedagogy, and psychology, aiming to organize the learning process on a scientific and systematic basis.

The methodology of teaching the Russian language is grounded in a complex interaction of linguistic, pedagogical, and psychological theories that together determine the objectives, content, and organization of the educational process. As an applied discipline, it relies on general linguistics for understanding the structure and functioning of language, pedagogy for instructional principles, and educational psychology for insights into learners' cognitive and affective development. The integration of these theoretical foundations allows Russian language teaching to move beyond the mechanical transmission of grammatical rules toward the formation of communicative competence.

From a linguistic perspective, the theoretical basis of Russian language teaching methodology is derived from the systemic nature of language. Russian is viewed as an interconnected system of phonetic, lexical, grammatical, and stylistic levels, each of which contributes to meaning construction and communication. This systemic view necessitates a structured and sequential presentation of language material, ensuring that learners gradually acquire linguistic units and understand their functional use in speech. The functional approach to language, which emphasizes the role of linguistic forms in expressing communicative intentions, further underpins modern methodological principles and supports the transition from form-focused instruction to meaning-oriented language use.

Pedagogical theory plays a crucial role in defining the goals and principles of Russian language instruction. Contemporary education emphasizes learner-centeredness, activity-based learning, and the integration of teaching and assessment. Within this framework, language learning is understood as an active process in which students construct knowledge through interaction, practice, and reflection. The principles of accessibility, consistency, continuity, and individualization guide the selection of teaching materials and methods, ensuring that instruction corresponds to learners' age, proficiency level, and educational needs. These principles are especially significant in multilingual and multicultural learning contexts, where Russian is often taught as a second or foreign language.



Psychological theories of learning provide additional support for the methodology of teaching Russian by explaining how learners perceive, process, and retain linguistic information. Cognitive psychology highlights the importance of attention, memory, and thinking in language acquisition, suggesting that effective instruction should involve meaningful repetition, contextualized input, and opportunities for active use of language. The theory of speech activity emphasizes the interrelated development of listening, speaking, reading, and writing skills, which must be formed in an integrated manner rather than in isolation. Motivation and emotional factors are also considered essential, as positive learning experiences contribute to sustained engagement and higher achievement in language learning.

An important theoretical foundation of Russian language teaching methodology is the communicative theory of language learning, which views language primarily as a tool for social interaction. According to this theory, the ultimate aim of instruction is the ability to communicate effectively in authentic situations. This perspective has led to a reorientation of teaching objectives toward the development of communicative competence, encompassing not only grammatical accuracy but also sociolinguistic appropriateness and pragmatic effectiveness. Closely related to this is the competence-based approach, which conceptualizes learning outcomes in terms of measurable competences that integrate knowledge, skills, and attitudes.

In recent years, the theoretical background of Russian language teaching has been enriched by constructivist and socio-cultural theories of learning. These approaches emphasize the role of social interaction, collaboration, and cultural context in the acquisition of language. Learning is seen as a process of meaning-making that occurs through dialogue and participation in communicative activities. From this standpoint, the teacher assumes the role of a facilitator who creates conditions for meaningful communication and supports learners in their zone of proximal development.

Comparative Table: Theoretical Approaches in Russian Language Teaching Methodology

Theoretical Approach	Core Principle	Methodological Application	Example in Russian Language Teaching	Expected Learning Outcome
Structural Linguistics	Language is a system of interrelated elements	Sequential teaching of phonetics, vocabulary, and grammar	Teaching noun cases step by step (nominative → accusative → genitive)	Accurate use of grammatical forms
Functional Approach	Language forms serve communicative functions	Teaching grammar through meaning and usage	Instrumental case in “Я пишу ручкой” to express means of action	Understanding form–meaning relationship
Communicative Approach	Language is a tool for real communication	Use of role-plays, dialogues, situational tasks	Giving directions: “Поверните налево, перейдите дорогу”	Improved spoken interaction skills
Competence-Based Approach	Learning outcomes are	Integration of linguistic,	Choosing between “ТЫ”	Appropriate and context-sensitive



	expressed as competences	sociocultural, and pragmatic skills	and “бы” in different social contexts	communication
Activity-Based Learning	Language is acquired through active use	Task-based and project-based learning	Describing daily routines using verbs of motion	Development of practical language skills
Psychological (Cognitive) Approach	Learning depends on memory, attention, and motivation	Repetition in varied contexts	Vocabulary practice through listening, reading, and speaking	Long-term retention of language material
Speech Activity Theory	Language skills are interdependent	Integrated development of four skills	Listening to a dialogue → discussion → reading → writing summary	Balanced communicative competence
Sociocultural Approach	Language learning involves cultural context	Teaching language through cultural topics	Discussing Russian holidays and traditions	Increased cultural awareness and pragmatic competence
Constructivist Approach	Knowledge is constructed through interaction	Collaborative and learner-centered tasks	Group discussions and pair work	Autonomous and reflective learners

The theoretical background of teaching the Russian language reflects a shift from traditional, teacher-centered models toward flexible, learner-oriented and practice-focused approaches. The synthesis of linguistic, pedagogical, and psychological theories provides a solid foundation for the development of effective teaching strategies and ensures that Russian language instruction meets contemporary educational requirements and societal needs.

The methodology of teaching the Russian language is based on an understanding of the language system and the development of various types of speech activity, including listening, speaking, reading, and writing. The primary objective of this methodology is to form students' communicative competence through the balanced integration of linguistic knowledge and practical language use. Linguistic principles are applied alongside didactic and psychological considerations to ensure effective learning outcomes.

The communicative approach occupies a central position in modern Russian language teaching. According to this approach, the main goal of language learning is the ability to communicate effectively in real-life situations. The competence-based approach focuses on developing linguistic, communicative, sociocultural, and strategic competences. Together, these approaches ensure that language instruction is oriented toward practical application and learner-centered outcomes.

The use of interactive teaching methods increases students' motivation and active participation in the learning process. Methods such as role-playing, discussions, brainstorming, project-based



learning, and problem-solving tasks contribute to deeper language acquisition. In addition, digital technologies, online platforms, and multimedia resources provide new opportunities for organizing Russian language classes in accordance with modern educational standards.



Independent learning plays a significant role in the methodology of teaching the Russian language. It promotes learner autonomy and encourages students to take responsibility for their own progress. The effective organization of independent learning involves the use of electronic resources, online dictionaries, interactive exercises, and self-assessment tools, which support continuous language development beyond the classroom.

In conclusion, the methodology of teaching the Russian language is a dynamic and evolving system that must respond to contemporary educational demands. The integration of communicative and competence-based approaches, interactive teaching methods, and independent learning strategies contributes to improving the quality and effectiveness of Russian language education. The implementation of innovative technologies further enhances students' motivation and learning outcomes.

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