THE INTEGRATION OF DIGITAL AND COMMUNICATIVE APPROACHES IN MODERN RUSSIAN LANGUAGE TEACHING

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Abstract: The modernization of Russian language teaching methodology has become a critical issue in contemporary linguodidactics due to rapid digitalization and changing educational paradigms. This article explores the integration of communicative and digital approaches in modern Russian language instruction. The study highlights the shift from teacher-centered and grammar-oriented models toward learner-centered, task-based, and technology-enhanced methodologies. Special attention is paid to the role of digital tools in developing communicative competence, learner autonomy, and intercultural awareness. The analysis demonstrates that the effective combination of communicative practices and digital technologies significantly enhances language acquisition outcomes and aligns Russian language education with global educational standards.

The rapid transformation of the global educational landscape has significantly influenced the methodology of teaching foreign languages, including Russian. In contemporary pedagogy, the focus has shifted from traditional grammar-translation methods to learner-centered, communicative, and digitally enhanced approaches. This shift is largely driven by the demands of the information society, the expansion of digital technologies, and the growing need for functional language competence rather than purely theoretical knowledge.

Modern Russian language teaching methodology emphasizes the development of communicative competence as a core objective. This competence includes linguistic, sociolinguistic, pragmatic, and intercultural components, enabling learners to use the Russian language effectively in real-life contexts. Unlike earlier approaches that prioritized memorization of grammatical rules and vocabulary lists, current methodologies encourage meaningful interaction, problem-solving, and contextualized language use. As a result, language learning becomes a dynamic process closely connected with authentic communication.

Digital technologies play a crucial role in enhancing the effectiveness of communicative language teaching. Online platforms, learning management systems, interactive applications, and multimedia resources provide learners with access to authentic materials such as videos, podcasts, news articles, and social media content in Russian. These resources not only increase learners' motivation but also expose them to contemporary linguistic norms, cultural references, and pragmatic usage. Moreover, digital tools allow teachers to diversify instructional strategies and adapt learning materials to different proficiency levels.
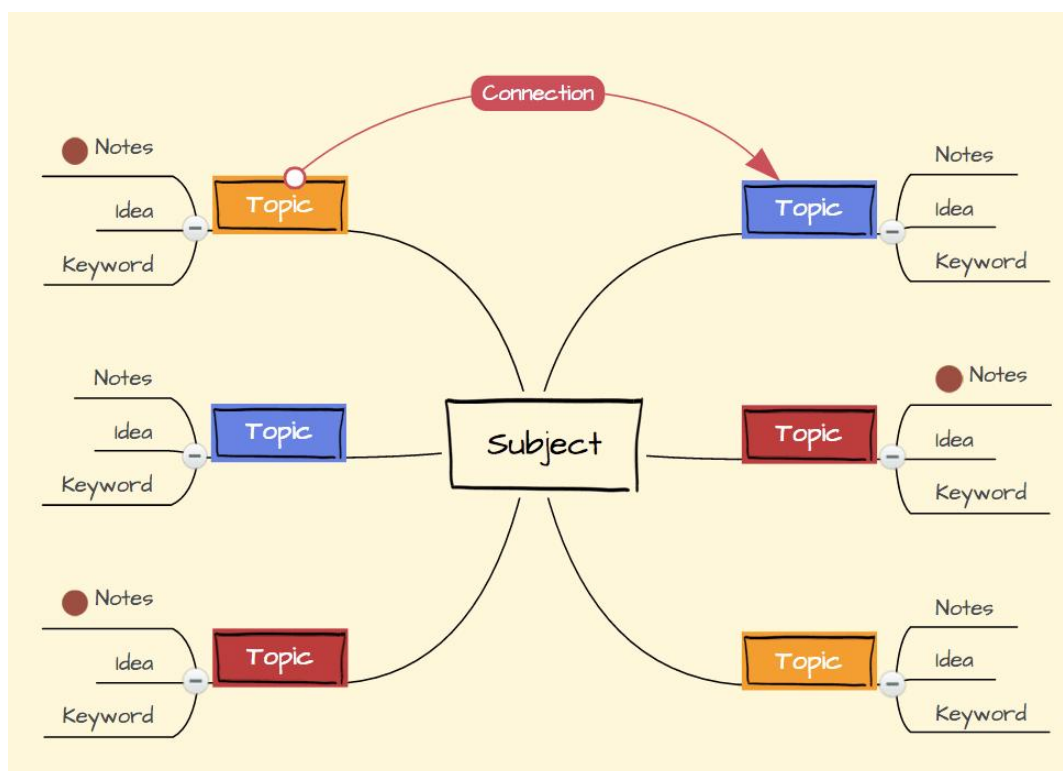
One of the most significant methodological innovations in modern Russian language teaching is the integration of blended and distance learning models. These models combine face-to-face instruction with online activities, enabling flexible learning trajectories and supporting independent study. In this context, students are encouraged to take responsibility for their own learning through self-assessment, reflective tasks, and autonomous practice. This aligns with the credit-module system, where independent learning constitutes a substantial portion of academic workload.

Task-based learning has also gained prominence in contemporary Russian language pedagogy. This approach involves the completion of communicative tasks that mirror real-world situations, such as conducting interviews, participating in discussions, writing professional emails, or analyzing media texts. Tasks are designed to activate learners' cognitive processes and promote meaningful language use, thereby fostering deeper linguistic competence. Within this framework, grammatical structures and vocabulary are acquired implicitly through use rather than explicit explanation alone.

Another important aspect of modern methodology is the incorporation of intercultural competence into Russian language teaching. Language is viewed not merely as a system of rules but as a cultural phenomenon that reflects social norms, values, and patterns of communication. Teaching materials increasingly include cultural texts, discourse analysis, and comparative tasks that help learners understand cultural differences and avoid pragmatic misunderstandings. This approach is particularly relevant in multilingual and multicultural educational environments.

The theoretical foundations of modern Russian language teaching methodology are rooted in contemporary linguistic, pedagogical, and psychological theories that emphasize communication, learner autonomy, and functional language use. Over recent decades, language education has undergone a paradigm shift from structural and form-focused instruction toward approaches that view language primarily as a means of communication and social interaction. This transformation has significantly influenced the principles and practices of teaching Russian as a foreign or second language.

One of the core theoretical pillars of modern Russian language pedagogy is the communicative theory of language learning, which conceptualizes language as a dynamic system used to convey meaning in specific social contexts. According to this view, successful language acquisition depends not only on grammatical accuracy but also on the ability to use linguistic forms appropriately in real communicative situations. Consequently, teaching objectives extend beyond the mastery of linguistic structures to include pragmatic competence, discourse skills, and sociocultural awareness. This theoretical orientation challenges traditional methodologies that prioritize rule memorization and translation, advocating instead for meaningful interaction and contextualized language use.

Cognitive learning theory also plays a significant role in shaping modern approaches to Russian language instruction. From a cognitive perspective, language learning is understood as an active mental process involving perception, memory, categorization, and problem-solving. Learners are viewed as active constructors of knowledge who internalize linguistic patterns through exposure, hypothesis testing, and reflection. In this framework, instructional strategies such as task-based learning, problem-oriented activities, and discovery learning are considered particularly effective, as they engage learners' cognitive processes and promote deeper understanding.

Another essential theoretical dimension is sociocultural theory, which emphasizes the social nature of language and learning. Language development is seen as a mediated process that occurs through interaction with others within a cultural and social environment. In Russian language teaching, this theory underlines the importance of collaborative learning, dialogic interaction, and exposure to authentic discourse. Classroom communication, peer interaction, and teacher scaffolding are regarded as key mechanisms through which learners develop linguistic competence and gradually achieve higher levels of proficiency.

The integration of digital pedagogy into language education is grounded in constructivist learning theory, which posits that knowledge is constructed through active engagement with learning materials and meaningful experiences. Digital environments provide opportunities for individualized learning paths, multimodal input, and immediate feedback, all of which support the constructivist view of learning. In the context of Russian language teaching, digital tools facilitate access to authentic materials, promote learner independence, and enable continuous interaction beyond the classroom setting. These theoretical assumptions justify the use of blended and distance learning models as effective components of modern methodology.

The concept of learner autonomy constitutes another important theoretical foundation of contemporary Russian language teaching. Autonomy-oriented theories argue that effective language learning requires learners to take responsibility for planning, monitoring, and evaluating their own learning process. This perspective aligns with modern educational systems that emphasize independent study and self-assessment. In methodological terms, this theory supports the inclusion of reflective tasks, portfolios, project-based learning, and formative assessment practices in Russian language instruction.

Finally, modern theoretical frameworks highlight the inseparable connection between language and culture. Linguocultural theory views language as a carrier of cultural meanings, values, and norms. Teaching Russian from this standpoint involves integrating cultural content into language instruction and developing learners' intercultural competence. This theoretical approach is particularly relevant in multilingual and multicultural educational contexts, where learners must navigate not only linguistic differences but also culturally specific patterns of communication.

Assessment methods in modern Russian language teaching have also evolved significantly. Traditional summative assessments are gradually being supplemented or replaced by formative assessment techniques, including portfolios, project work, peer assessment, and digital quizzes. These methods provide continuous feedback, support learner autonomy, and allow for more

objective evaluation of communicative competence. Digital assessment tools, in particular, enhance transparency and enable data-driven monitoring of learners' progress.

COMPARATIVE TABLE
Traditional vs Modern Russian Language Teaching Methodology

Aspect	Traditional Methodology	Modern Methodology
Teaching focus	Grammar and translation	Communication and meaning
Role of teacher	Central authority	Facilitator and guide
Role of learner	Passive recipient	Active participant
Learning materials	Textbooks, printed texts	Digital platforms, authentic resources
Teaching methods	Explanation and memorization	Task-based and interactive activities
Use of technology	Minimal or absent	Integrated digital tools
Assessment	Summative exams	Formative, continuous assessment
Cultural component	Limited	Intercultural competence emphasized
Learning format	Face-to-face only	Blended and distance learning

In conclusion, modern Russian language teaching methodology is characterized by the integration of communicative and digital approaches, learner-centered instruction, and an emphasis on functional language use. The effective combination of technology, innovative pedagogical strategies, and intercultural awareness contributes to the development of comprehensive communicative competence. These methodological trends not only respond to current educational challenges but also prepare learners for active participation in academic, professional, and social communication in Russian.

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