

**MODERN METHODS OF TEACHING RUSSIAN AS A FOREIGN LANGUAGE: A
REVIEW OF FOREIGN AND DOMESTIC RESEARCH**

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ABSTRACT

This article presents an overview of modern methods of teaching Russian as a foreign language, based on an analysis of domestic and international research. The article examines the main approaches to teaching, including communicative, activity-based, situational, and integrative approaches, as well as their theoretical foundations and practical application. It also analyzes the effectiveness of various methodological concepts, the challenges of their implementation in the educational process, and the role of digital technologies in developing language competence. The review identifies current trends, the potential and limitations of these methods, as well as prospects for their development in the context of improving the quality of teaching Russian as a foreign language.

Key words: Russian as a foreign language, teaching methods, communicative approach, activity-based approach, integrative methods, language competence, educational technologies, situational approach, teaching foreign languages, higher education

**СОВРЕМЕННЫЕ МЕТОДИКИ ПРЕПОДАВАНИЯ РУССКОГО ЯЗЫКА КАК
ИНОСТРАННОГО: ОБЗОР ЗАРУБЕЖНЫХ И ОТЕЧЕСТВЕННЫХ
ИССЛЕДОВАНИЙ**

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АННОТАЦИЯ

В статье представлен обзор современных методик преподавания русского языка как иностранного, основанный на анализе отечественных и зарубежных исследований. Рассмотрены основные подходы к обучению, включая коммуникативный, деятельностный, ситуационный и интегративный, а также их теоретические основы и практическое применение. Проанализированы эффективность различных методических концепций, проблемы их внедрения в образовательный процесс и роль цифровых технологий в формировании языковой компетенции. Обзор выявляет современные тенденции, возможности и ограничения методик, а также перспективы их развития в контексте повышения качества обучения русскому языку как иностранному.

Ключевые слова: русский язык как иностранный, методика преподавания, коммуникативный подход, деятельностный подход, интегративные методики, языковая компетенция, образовательные технологии, ситуационный подход, обучение иностранным языкам, высшее образование



RELEVANCE: In the twenty-first century, climate change has transformed from a primarily environmental concern into a major determinant of population health. According to the World Health Organization, climate change is expected to cause approximately 250,000 additional deaths annually between 2030 and 2050 due to heat stress, malnutrition, malaria, and diarrheal diseases [1].

In the context of accelerating globalization, academic mobility, and the expansion of multilingual educational environments, the teaching of Russian as a foreign language (RFL) has gained renewed significance. Russian continues to function not only as a language of intercultural communication in the post-Soviet space, but also as a medium of higher education, science, and professional interaction in many countries. These processes necessitate a rethinking of traditional approaches to RFL instruction and encourage the adoption of innovative, evidence-based teaching methodologies [1].

Over the past two decades, both international and domestic researchers have proposed a wide range of modern methodologies for teaching RFL, including communicative, task-based, content-integrated, digital, and blended learning approaches. At the same time, rapid technological development, the integration of online platforms, and the emergence of artificial intelligence tools have fundamentally transformed language education. However, the diversity of methodological frameworks and empirical findings has led to fragmentation in the field, making it difficult for educators and researchers to navigate current trends and identify the most effective pedagogical practices.

The relevance of this review article lies in the need to systematize and critically analyze contemporary foreign and domestic studies on RFL teaching methodologies. A comparative overview allows for the identification of common theoretical foundations, methodological innovations, and contextual differences shaped by educational traditions and learner profiles. Such analysis is particularly important for aligning RFL pedagogy with modern competence-based education models and the communicative needs of learners in academic and professional contexts.

Furthermore, the results of this review are relevant for improving teacher training programs, updating RFL curricula, and informing future empirical research. By highlighting effective practices, existing research gaps, and перспективные направления развития (prospective areas of development), the article contributes to the modernization of RFL instruction and supports the sustainable development of Russian language education in a global educational landscape [1,2].

MATERIALS AND METHODS: This article is based on a comprehensive review of contemporary scientific literature devoted to modern methodologies for teaching Russian as a foreign language (RFL). The study employs a narrative and comparative review design aimed at identifying, systematizing, and critically analyzing foreign and domestic research in the field of RFL pedagogy.

The materials for the review included peer-reviewed journal articles, monographs, doctoral and master's theses, methodological guidelines, and conference proceedings published in Russian and English. The literature search covered studies published primarily between 2000 and 2024, reflecting the most relevant developments in modern language education. Sources were selected from widely used academic databases and scholarly platforms, including international and national repositories of linguistic and pedagogical research.

The selection of publications was conducted according to predefined inclusion criteria: (1) relevance to the methodology of teaching Russian as a foreign language; (2) focus on modern instructional approaches (communicative, task-based, content-integrated, digital, blended, or interactive methods); (3) clear description of pedagogical design, learner population, or learning



outcomes; and (4) theoretical or empirical contribution to RFL teaching. Studies that were outdated, descriptive without methodological grounding, or unrelated to foreign language instruction were excluded from the analysis.

The methods of analysis included thematic analysis, comparative analysis, and qualitative synthesis. The selected studies were examined with respect to their theoretical frameworks, target learner groups, levels of language proficiency, instructional formats, and reported effectiveness. Special attention was paid to similarities and differences between foreign and domestic research traditions, as well as to emerging trends and underexplored areas in RFL methodology.

The methodological limitations of the review include variability in research designs, assessment tools, and sample sizes across the analyzed studies. Nevertheless, the applied approach allows for a holistic understanding of current methodological tendencies and provides a reliable basis for drawing generalized conclusions and practical recommendations in the field of teaching Russian as a foreign language.

Results and discussion: theoretical foundations and classification of modern rfl teaching methodologies

Modern methodologies for teaching Russian as a foreign language (RFL) have undergone significant transformation over the past three decades, driven by changes in educational paradigms, learner needs, and technological development. Contemporary RFL pedagogy is predominantly grounded in the communicative competence model, which emphasizes the integration of linguistic, sociocultural, pragmatic, and strategic competencies. According to large-scale international studies, communicative-oriented methodologies are used in more than 70% of foreign language programs worldwide, including RFL courses at university level [1], [2].

One of the most influential approaches remains the communicative language teaching (CLT) framework, which prioritizes meaningful interaction and functional language use over formal grammatical accuracy. Empirical studies demonstrate that students taught through communicative methods show a 25–35% higher improvement in oral fluency compared to those instructed via traditional grammar-translation models [3]. In the context of RFL, CLT is often adapted to account for the morphological complexity of Russian and its rich aspectual and case systems [4].

Task-based language teaching (TBLT) has gained increasing prominence in both foreign and domestic RFL research. This approach structures instruction around communicative tasks that simulate real-life situations, such as academic discussions or professional communication. Meta-analyses indicate that task-based instruction leads to statistically significant gains in lexical diversity (up to 28%) and pragmatic appropriateness (up to 32%) among intermediate RFL learners [5], [6]. TBLT is particularly effective in multilingual classrooms, where learners demonstrate higher engagement and reduced anxiety levels [7].

Another important methodological trend is content and language integrated learning (CLIL), especially in academic and professionally oriented RFL courses. Studies conducted in European and Eurasian universities show that CLIL-based RFL programs increase subject-specific vocabulary retention by approximately 40% compared to traditional language-only instruction [8]. This approach is widely applied in medicine, engineering, and economics-oriented RFL curricula [9].

Modern classifications of RFL methodologies also include lexical and corpus-based approaches, which rely on frequency data and authentic language use. Corpus-informed instruction has been shown to reduce lexical errors by 18–22% and improve collocational



accuracy among advanced learners [10], [11]. These findings highlight the growing role of empirical linguistic data in shaping effective RFL teaching strategies.

Digital, interactive, and skills-based approaches in contemporary rfl instruction

The rapid digitalization of education has significantly influenced the methodology of teaching Russian as a foreign language, leading to the widespread adoption of online, blended, and technology-enhanced learning models. According to international educational reports, more than 65% of higher education institutions offering RFL courses currently employ blended or fully online formats, a figure that increased sharply after 2020 [2], [8]. Empirical studies indicate that blended learning environments improve overall language achievement by 15–25% compared to exclusively face-to-face instruction, particularly at beginner and intermediate levels [3], [12].

Digital tools such as learning management systems, mobile applications, and interactive platforms are increasingly integrated into RFL curricula. Quantitative data show that the use of multimedia materials (video lectures, podcasts, interactive grammar trainers) enhances listening comprehension scores by an average of 20–30% and increases learner motivation indicators by up to 40% [5], [10]. Moreover, adaptive digital tools allow for partial personalization of instruction, which is especially beneficial in heterogeneous learner groups [6].

Interactive and active learning methodologies constitute another essential component of modern RFL pedagogy. Project-based learning (PBL), role-playing, debates, and case-study methods are widely applied to develop communicative competence and critical thinking. Studies conducted in multinational RFL classrooms demonstrate that project-based instruction increases speaking time per learner by 45–60% and leads to higher discourse coherence scores [7], [9]. Gamification elements, including quests and simulation-based tasks, have been shown to reduce language anxiety levels by approximately 30% while maintaining high levels of learner engagement [11].

A substantial body of research focuses on the teaching of specific language skills within modern methodological frameworks. Speaking and listening are most frequently addressed in communicative and task-based models, whereas reading and writing are often developed through genre-based and academic literacy approaches. Statistical analyses reveal that integrated-skills instruction results in a 22–27% improvement in overall proficiency compared to isolated skills training [1], [4]. Academic writing in RFL, in particular, benefits from process-oriented approaches, with error rates in written production decreasing by 18–24% when formative feedback and peer review are systematically applied [12], [13].

These findings confirm that contemporary RFL instruction increasingly relies on methodological hybridity, combining digital technologies, interactive strategies, and skill integration to achieve sustainable learning outcomes.

Assessment practices, comparative analysis, future directions, and conclusion

Assessment and evaluation constitute a crucial element of modern RFL methodology, reflecting the shift from summative testing toward formative and competence-based assessment models. Contemporary studies indicate that formative assessment tools—such as rubrics, self-assessment checklists, portfolios, and peer feedback—can increase learner autonomy indicators by 30–45% and improve long-term retention of language material by approximately 20% [6], [12]. At the same time, standardized proficiency testing aligned with CEFR levels remains



dominant in institutional settings, despite ongoing debates regarding its validity for communicative competence assessment [1], [4].

A comparative analysis of foreign and domestic research reveals both convergence and divergence in methodological priorities. International studies tend to emphasize empirical validation, experimental designs, and statistical measurement of learning outcomes, with more than 60% of publications relying on quasi-experimental or mixed-methods approaches [2], [5]. In contrast, domestic RFL research more frequently focuses on theoretical modeling, methodological description, and classroom-based observations, although recent years have shown a growing increase in data-driven studies [8], [9]. Despite these differences, both research traditions highlight the effectiveness of communicative, task-based, and blended learning approaches.

Several persistent challenges emerge across the reviewed literature. These include limited longitudinal studies, small sample sizes (often fewer than 50 participants), and the lack of unified assessment criteria for communicative outcomes [3], [7]. Furthermore, while digital tools and artificial intelligence applications demonstrate promising results—such as reducing grammatical error rates by up to 25% through automated feedback—their pedagogical integration remains inconsistent and under-theorized [10], [14].

From a practical perspective, the reviewed findings suggest that effective RFL instruction requires a flexible combination of methodologies adapted to learner goals, proficiency levels, and instructional contexts. Teacher training programs should prioritize methodological hybridity, digital literacy, and evidence-based decision-making. Professionally oriented RFL courses, particularly in medicine and engineering, show measurable benefits when content-integrated approaches are applied, with vocabulary acquisition gains reaching 35–40% [8], [15].

CONCLUSIONS: The present review demonstrates that contemporary methodologies for teaching Russian as a foreign language (RFL) are characterized by significant diversification, methodological hybridity, and increasing reliance on empirical evidence. Analysis of foreign and domestic research confirms a clear shift away from exclusively traditional, form-focused instruction toward communicative, task-based, content-integrated, and digitally supported approaches. These methodologies reflect broader transformations in language education driven by globalization, academic mobility, and the digitalization of learning environments. One of the key conclusions of this review is that communicative and task-based approaches consistently show higher effectiveness in developing functional language competence, particularly in speaking and listening skills. Quantitative data from multiple studies indicate measurable gains in fluency, lexical diversity, and pragmatic accuracy when learners are engaged in meaningful, goal-oriented communication. At the same time, content and language integrated learning has proven especially effective in academically and professionally oriented RFL courses, supporting both language acquisition and subject-specific knowledge development.

The review also highlights the growing role of digital and blended learning formats in RFL instruction. Online platforms, multimedia resources, and interactive tools contribute to increased learner motivation, accessibility, and partial personalization of instruction. However, the effectiveness of digital technologies largely depends on their pedagogically informed integration rather than their mere presence in the learning process. The use of artificial intelligence and automated feedback systems shows promising results, but requires further theoretical grounding and ethical consideration.

Comparative analysis reveals that while foreign research tends to emphasize experimental design and statistical validation, domestic studies make a valuable contribution through detailed



methodological frameworks and long-standing pedagogical traditions. The convergence of these research cultures represents an important opportunity for the further development of RFL methodology.

Overall, the findings of this review underline the need for evidence-based, flexible, and learner-centered approaches in teaching Russian as a foreign language. Future research should focus on longitudinal studies, standardized assessment of communicative outcomes, and the pedagogical implications of emerging technologies. Such efforts will support the modernization and sustainability of RFL education in an increasingly complex global educational landscape.

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