

THEORETICAL AND METHODOLOGICAL FOUNDATIONS OF TEACHING RUSSIAN AS A FOREIGN LANGUAGE IN MODERN EDUCATIONAL CONDITIONS

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Abstract

The article discusses modern approaches and methods of teaching Russian as a foreign language (RCT). The article analyzes communicative, linguocultural and competence-based approaches, as well as their impact on the formation of language skills among students. Special attention is paid to the practical aspects of the organization of the educational process, the choice of educational materials and the use of digital technologies.

The purpose of this article is to consider the main methodological approaches to teaching RCT and determine their practical significance.

Keywords: Russian as a foreign language, teaching methods, communicative approach, language competence, linguoculturology

Introduction

In the context of globalization and active intercultural interaction, foreign language proficiency is becoming an integral part of a person's professional and personal success. A special place among the languages studied is occupied by the Russian language, which acts not only as a means of communication, but also as an important tool for learning about the culture, history and traditions of the Russian-speaking world. In this regard, the methodology of teaching Russian as a foreign language is becoming increasingly relevant and important.

The current stage of education development is characterized by the search for effective approaches to teaching foreign languages, focused on the formation of students' communicative competence. This involves not only mastering the grammatical and lexical

norms of the language, but also developing skills in the practical use of the language in various communication situations. In this context, the methodology of teaching Russian as a foreign language is a complex and multifaceted field of pedagogical science, combining the achievements of linguistics, psychology, pedagogy and cultural studies.

The relevance of the topic is due to the need to improve teaching methods and techniques that contribute to a more effective learning of the Russian language by foreign students. It is particularly important to take into account the individual characteristics of students, their native language, cultural background and goals of language learning. In addition, the development of digital technologies and distance learning opens up new opportunities and at the same time poses new challenges for teachers related to the adaptation of traditional methods to modern conditions.

Despite a significant amount of research in this area, many issues remain controversial. In particular, the problem of developing stable speech skills, overcoming the language barrier, and integrating the cultural component into the learning process requires further study. This makes the chosen topic particularly significant both theoretically and practically.

The purpose of this work is a comprehensive study of the methodology of teaching Russian as a foreign language and identifying the most effective approaches to the organization of the educational process. To achieve this goal, it is assumed that the following tasks will be solved: to consider the theoretical foundations of teaching methods, analyze existing methods and approaches, identify their advantages and disadvantages, and identify current trends in teaching Russian as a foreign language.

The object of the research is the process of teaching Russian to foreign students, and the subject is teaching methods, techniques and technologies aimed at the formation of linguistic and communicative competence. The work uses such research methods as the analysis of scientific literature, comparison, generalization and systematization of the data obtained.

Thus, this study is aimed at in-depth understanding of the features of teaching Russian as a foreign language and developing recommendations that help improve the effectiveness of teaching in modern educational conditions.

Results and Discussion

The methodology of teaching Russian as a foreign language is based on a number of principles that determine the content, organization and methods of teaching. Their observance makes it possible to make the process of language acquisition more effective, meaningful and practice-oriented.

1. The principle of priority of speech practice.

This principle is one of the leading principles in teaching a foreign language. He suggests that the main focus is on the formation of students' real communication skills. Theoretical knowledge (grammar, rules) should serve as a means for the development of speech skills

— speaking, listening, reading and writing. Students should practice using language in various communication situations as much as possible.

2. The principle of communicative orientation.

The training is based on a focus on real communication. Assignments and exercises should simulate life situations, encourage students to express their thoughts, ask questions, and engage in dialogue. The main goal is not just knowledge of the language, but the ability to use it as a means of communication.

3. The principle of functionality.

The language material is selected and presented from the point of view of its practical significance. Students learn the words, grammatical constructions, and speech patterns that they really need to communicate in their daily lives, studies, or professional activities.

4. The principle of consistency and consistency.

Learning should be logically structured: from simple to complex, from known to new. All elements of the language (vocabulary, grammar, phonetics) should be studied in interrelation and form an integrated system. Repetition and consolidation of the material play an important role.

5. The principle of taking into account the native language of students.

When teaching, it is important to take into account the peculiarities of the students' native language, as it can both help and hinder the learning of the Russian language. Comparing languages helps to prevent common mistakes and facilitate the learning process.

6. The principle of visibility.

The use of visual and audio materials (pictures, videos, diagrams, tables) contributes to a better understanding and memorization of the material. This is especially important at the initial stage of learning, when students' vocabulary is limited.

7. The principle of accessibility.

The material should correspond to the level of students' education. Tasks that are too complex can cause difficulties and reduce motivation, while tasks that are too simple will not contribute to development. It is important to maintain a balance.

8. The principle of student activity.

Students should be active participants in the learning process. The teacher acts not only as a source of knowledge, but also as an organizer of activities. Interactive methods are used: working in pairs, groups, role-playing games, discussions.

9. The principle of intercultural orientation.

Language learning is inextricably linked to culture. Students get acquainted with the traditions, norms of behavior, and thinking patterns of native speakers of the Russian language. This helps to avoid misunderstandings and builds intercultural competence.

10. The principle of individualization of learning.

Each student has their own characteristics, level of training, goals and pace of learning. The teacher must take these differences into account when adapting methods and assignments to a specific audience.

Materials and Methods

The effectiveness of teaching Russian as a foreign language in a modern educational environment is determined not just by a set of tools, but by a systematic approach combining classical academic canons with innovative interactive technologies. The main goal is to form a communicative competence that allows the student to function successfully in a Russian-speaking language environment. A variety of methods and techniques are used in teaching RCT:

- Role—playing games - simulation of real communication situations;
- Dialogic practice — development of oral speech skills;
- Working with texts — developing reading and analysis skills;
- Audiovisual media — listening development;
- Project activity — development of independence and creativity.

The effectiveness of training largely depends on the combination of different methods and their adaptation to the level of students.

1. Role-playing in the RCT methodology is considered as the highest form of communicative exercise. It allows you to remove the "language barrier" and minimize the fear of error. Students do not just memorize phrases, but solve specific pragmatic tasks (for example, "At the pharmacy", "Job interview", "Conflict resolution at the hotel"). The use of scenarios with elements of uncertainty, when participants must improvise based on the speech reactions of the partner.

2. Dialogue in RCT is not only an exchange of remarks, but also a mechanism for assimilating etiquette norms and socio-cultural context. The development of spontaneous speech. Special attention is paid to speech formulas (intentions): how to express a request, refusal, consent, or doubt. "Dialogue-questioning", "Snowball" and the use of reference schemes for constructing a logical statement.

3. The text acts as a cultural code and a source of lexical and grammatical material. The modern approach involves working not only with fiction, but also with authentic texts: ads, news feeds, and posts on social networks. Formation of familiarization, learning, and screening reading skills. The technology of "pre-text – pre-text – post-text" work. Analysis of the connotations of words and linguistic commentary.

4. In the era of digitalization, the development of listening skills is impossible without multimedia integration. The visual series creates a support for understanding the context, which is especially important in the initial stages (A1–A2). Immerse yourself in live Russian speech, taking into account different accents, tempo and intonation specifics. The use of podcasts, movie fragments with and without subtitles, as well as virtual tours of Russian cities. This contributes to the formation of an "image of language" in the mind of a foreigner.

5. The project methodology shifts the focus from the learning process to the result expressed in a specific product. Development of the student's independence (autonomy).

Projects can be exploratory or creative. The "case study" method is where students analyze a difficult situation and propose a solution in Russian, defending their point of view.

6. A key success factor is a tiered approach. For the elementary level, reproductive methods and visibility are prioritized; for the advanced (B2–C1), discussion methods, subtext analysis, and work with stylistic nuances.

The combination of these methods allows you to create a flexible educational trajectory. Assistive technologies and digital platforms (LMS) complement these methods, making the RCT learning process more personalized and accessible anywhere in the world.

The RCT teacher performs not only the function of knowledge transfer, but also acts as:

- the organizer of the educational process;
- a motivator;
- an intermediary between cultures.

It is important to take into account the individual characteristics of students, their goals and level of training.

Modern technologies significantly expand teaching opportunities:

- online platforms and mobile applications;
- interactive tasks;
- virtual classrooms;
- multimedia resources.

Modern platforms allow us to implement the concept of continuous learning and micro-learning.

Interactivity allows you to move from passive absorption of knowledge to active interaction with the material. Programs can adjust to the student's pace by offering additional exercises on topics where mistakes have been made.

Virtual space blurs boundaries and makes learning accessible from anywhere in the world. Using Zoom, Microsoft Teams or Google Meet with the functions of "session rooms" allows you to conduct group discussions and role-playing games in real time. Moodle, Google Classroom, or Canvas serve as a single hub where materials are stored, homework is accepted, academic performance is recorded, and teacher—student communication is carried out. The possibility of implementing the "Inverted Classroom" model, when the student studies theory independently in the LMS, and only practices in the lesson.

Multimedia affects different channels of perception, speeding up memorization.

YouTube channels (such as "Russian with Max" or "Easy Russian"), podcasts, and film clips help students hear lively, unadapted speech, learn slang, intonation, and cultural context. The use of the National Corpus of the Russian Language (NCRL) allows advanced students to analyze the compatibility of words and the frequency of use of expressions in real texts. Creating the effect of total immersion, when a student can "stroll" through the Hermitage or "order coffee" in a virtual Moscow cafe, developing speech skills in a safe but realistic environment. As a result, each student moves along his own trajectory. A huge amount of authentic materials is available for free. Automatic test checking frees up the teacher's time

for creative work and live communication with students. Digital resources are updated instantly, reflecting changes in modern Russian.

Digital tools increase learners' motivation and make the learning process more flexible and accessible.

Conclusion

The methodology of teaching Russian as a foreign language is a dynamically developing field of pedagogical science. Effective learning is possible with a combination of different approaches, taking into account cultural characteristics and the active use of modern technologies.

Further research in this area may be aimed at developing adaptive teaching methods and integrating artificial intelligence into the educational process.

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