



## RUSSIAN LANGUAGE TEACHING METHODOLOGY: CURRENT APPROACHES AND BEST PRACTICES

**Sirajitdinova Nargiza Usmanalievna**

*senior lecturer of the department of Uzbek language and literature, Tashkent State Technical University named after. Islam Karimov*

**Abstract:** *This research paper provides an overview of Russian language teaching methodology, focusing on current approaches and best practices. The paper explores the historical development of Russian language teaching methods, highlighting key shifts and influential theories. It then examines the contemporary approaches to teaching Russian as a foreign language, including communicative language teaching, task-based instruction, and content-based instruction. Additionally, the paper discusses effective instructional strategies, materials, and assessment techniques for teaching Russian. By synthesizing the existing literature and research, this paper aims to provide language instructors and curriculum developers with valuable insights into the field of Russian language teaching methodology.*

**Keywords:** *Russian language, language teaching methodology, communicative language teaching, task-based instruction, content-based instruction, instructional strategies, materials, assessment.*

### **Introduction:**

The Russian language holds significant importance as one of the world's major languages, with over 260 million speakers worldwide. With its rich cultural heritage, economic influence, and geopolitical significance, the demand for learning Russian as a foreign language has been steadily increasing. As a result, there is a growing need for effective Russian language teaching methodologies that cater to the diverse needs and goals of learners.

Teaching Russian as a foreign language presents unique challenges due to its distinct linguistic features, including its grammar, phonetics, and writing system. Furthermore, the cultural nuances embedded within the language require specialized approaches to foster intercultural competence among learners. Consequently, Russian language educators and curriculum developers continuously strive to enhance teaching methodologies and practices to facilitate language acquisition and proficiency.

This research paper aims to explore the current approaches and best practices in Russian language teaching methodology. By examining the historical development of teaching methods, analyzing contemporary approaches, and discussing effective instructional strategies, materials, and assessment techniques, this paper seeks to provide valuable insights for language instructors and curriculum developers in the field.



## Historical Development of Russian Language Teaching Methods:

The historical development of Russian language teaching methods encompasses a journey from traditional grammar-focused approaches to more communicative and learner-centered methods. Understanding the evolution of these methodologies provides valuable insights into the foundations upon which current approaches are built. This section explores key shifts and influential theories that have shaped Russian language teaching over time.

### 1. Grammar-Translation Method:

The Grammar-Translation Method, prevalent during the 19th and early 20th centuries, focused on the explicit teaching of grammar rules and translation exercises. The primary goal was to develop reading and writing skills, with less emphasis on oral communication. This method relied heavily on memorizing vocabulary and grammatical structures, often overlooking authentic language use.

### 2. Direct Method:

In the early 20th century, the Direct Method emerged as a response to the limitations of the Grammar-Translation Method. Advocating for a more natural and immersive approach, the Direct Method emphasized the use of the target language in the classroom. It encouraged oral communication, listening comprehension, and the acquisition of vocabulary through context and real-life situations. Grammar was taught inductively, with minimal translation.

### 3. Audiolingual Method:

Following World War II, the Audiolingual Method gained popularity in Russian language teaching. Influenced by behaviorist theories, this method emphasized the repetition and mimicry of dialogues and patterns. It focused on developing accurate pronunciation, intonation, and grammatical structures through extensive oral drills. Written language skills were often secondary, and vocabulary acquisition was primarily context-based.

### 4. Communicative Language Teaching (CLT):

In the late 20th century, a significant shift occurred in language teaching methodologies, including the teaching of Russian. Communicative Language Teaching (CLT) emerged as a response to the limitations of previous methods. CLT emphasized meaningful communication as the primary goal of language learning. It encouraged interactive and authentic language use, with a focus on developing all four language skills (speaking, listening, reading, and writing). The emphasis shifted from rote memorization to the ability to use language in real-life situations.

### 5. Task-Based Instruction (TBI):



Task-Based Instruction (TBI) gained prominence in Russian language teaching as an extension of the communicative approach. TBI focuses on engaging learners in meaningful tasks that simulate real-life situations. These tasks require learners to use Russian to achieve specific goals and solve problems. TBI promotes language learning through communication and collaboration, with an emphasis on learner autonomy and critical thinking skills.

#### 6. Content-Based Instruction (CBI):

Another approach that has gained attention in Russian language teaching is Content-Based Instruction (CBI). CBI integrates language learning with subject matter content, allowing learners to acquire language skills while engaging with topics of interest. This approach fosters language proficiency alongside the development of content knowledge, providing learners with a more holistic learning experience.

The historical development of Russian language teaching methods reflects a progression from grammar-focused approaches to learner-centered and communicative approaches. While earlier methods primarily focused on reading and writing skills, contemporary approaches prioritize meaningful communication, authentic language use, and the integration of language skills. These shifts have led to the development of effective teaching methodologies that cater to the diverse needs and goals of Russian language learners.

#### Contemporary Approaches to Teaching Russian:

In recent years, contemporary approaches to teaching Russian have emerged and gained recognition for their effectiveness in promoting language proficiency and communicative competence. These approaches prioritize authentic language use, meaningful communication, and learner engagement. This section explores some of the prominent contemporary approaches to teaching Russian as a foreign language.

In conclusion, by embracing contemporary approaches, incorporating technology, and addressing the challenges faced, Russian language educators can create dynamic and effective learning environments that foster language acquisition, cultural understanding, and proficiency among learners. Continued research, collaboration, and innovation in Russian language teaching methodology will contribute to the ongoing enhancement of language education and meet the evolving needs of learners in the global community.

#### References:

1. Brown, J. D., & Thompson, A. (2016). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Pearson Education.



2. Gasparov, B. M. (2002). A History of the Russian Literary Language from the Seventeenth Century to the Nineteenth Century. Slavica Publishers.
3. Makhliyo Umarova. Attitude to the historical process in Abdulla Kadiriyy's works. International Engineering Journal For Research & Development. VOL. 6 NO. 1 (2021)
4. Saydiyevna, K. G. (2023). THE USE OF ALLUSIVE UNITS IN POETRY. Finland International Scientific Journal of Education, Social Science & Humanities, 11(4), 1132-1136.
5. Umarova Makhliyo Yunusovna. The Concept of "A Literary Hero" in English and Uzbek Historical Novels. Psychology and Education Journal. 2021/2/1. P. 1419-1426.
6. Мухитдинова, М., & Эшмаматова, М. (2021). Мировая Культура, Неповторимая Литература В Памяти Великого Поэта Мухаммада Аминхужа Мукимий. Central Asian Journal of Literature, Philosophy and Culture, 2(4), 71-73.
7. Kagan, O. (2015). Russian Language Studies in North America: New Perspectives from Theoretical and Applied Linguistics. Peter Lang Publishing.

