

**METHODS OF TEACHING THE RUSSIAN LANGUAGE AS
FOREIGN AND ITS CONNECTION WITH OTHER SCIENCES**

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Abstract: *At present, the technique is a special subject, an independent science. Based on this, Soviet and advanced scientists of foreign countries formulate specific concepts of the methodology of teaching a foreign language, its categories, laws, terms, tasks. The methodology of teaching Russian as a foreign language took shape an independent educational discipline. There is a fairly extensive literature on the teaching of Russian as a foreign language.*

Keywords: *methods of teaching a foreign language, its categories, laws, terms, tasks.*

The methodology of teaching Russian to foreigners, like any other teaching methodology, is grounded in the findings and generalizations of several scientific disciplines, primarily linguistics, didactics, and psychology. The conclusions of linguistics, psychology, and didactics form the scientific basis for methods of teaching Russian as a foreign language.

The methodology of teaching depends on various objectives and learning conditions, that is, on non-linguistic factors.

The subject of methodology—teaching Russian as a means of communication—determines the ultimate goal, which is language proficiency.

Teaching Russian as a foreign language (as well as any other subject) is a collaborative activity involving both the instructor and the learners.

In order for students to acquire the language, the instructor must perform specific instructional actions: explaining new material, assigning tasks, asking questions, and monitoring the accuracy of responses, among others.



Learners, in turn, must also be active participants by carrying out a series of actions during the learning process, such as reading texts, memorizing vocabulary, completing exercises, responding to the instructor's questions, and so on.

In traditional forms of instruction (face-to-face learning), students' actions are always determined and directed by the teacher. It is the teacher who decides what the students need to do, at which moment, in what sequence, and for what purpose. Furthermore, the teacher also determines what and how to conduct in class (and even beyond the classroom) for themselves. The teacher not only directly teaches, but also guides students in learning how to learn. However, every instructor knows that the teacher's instructional actions do not always yield the desired results.

Therefore, it is necessary to clarify which methods, techniques, and strategies the teacher should use, how to combine them, and how to conduct themselves in the classroom in order to achieve the intended objectives.

In other words, teachers must be taught to consciously manage the educational process, including the organization of their own instructional activities, so that the process of instruction yields better outcomes.

Thus, the subject of the methodology of teaching Russian as a foreign language is the system of managing the educational process—that is, a system aimed at enabling students to master the Russian language in the most effective way.

Even in the absence of a language environment, teaching Russian is understood as teaching speech, communication, and the expression of thought in Russian. Thus, the methodology possesses its own subject of study—one that is not replicated in any other science—that is, teaching another language as a means of communication. This category determines the content of the entire educational process, the types of speech activities to be mastered, and the levels of language proficiency to be achieved in each of these activities.

Linguistics serves as the foundational science for methodology. Teaching practice demonstrates that not every method of describing the Russian language is equally effective when it comes to instructing foreigners. At the same time, it is impossible to ensure effective teaching without the involvement of linguistics.



Pedagogical factors must also be taken into account in the educational process. Among these are phenomena and principles studied by general pedagogy—for example, the relationship between instruction and upbringing.

This is especially important when teaching Russian in a country where more than 120 nationalities reside.

Didactics is a branch of pedagogy that outlines the general methods of teaching. "Didactic" refers to instructional or educational approaches.

Teaching is a collaborative activity between the teacher and the students. This can be further specified: teaching is a joint, active, cognitive activity organized, motivated, and supervised by the instructor. Let us examine this definition in detail and at the same time formulate the most important didactic principles.

1. What is meant by "collaborative" activity? As already noted, both the teacher and the students strive toward a common goal. In order to achieve it, both the teacher and students must perform specific actions. The teacher is responsible for ensuring that students do everything required, in the correct sequence, and with the necessary effect. Therefore, one of the fundamental didactic principles is the **principle of collectivity**.

2. The second is the **principle of activity**. For instruction to be effective, it is essential that students demonstrate initiative, are able to approach the subject independently and creatively, and are capable of working on their own both during and outside class. Ensuring and organizing student activity is one of the instructor's most important responsibilities.

3. Didactics provides guidance on how to foster such activity. Learners should be presented with problems, the solution of which requires the knowledge, skills, and competencies outlined in the curriculum. The entire educational process should be structured as the resolution of a series of problems that become progressively more complex. This is known as the didactic **principle** of problem-based learning.

When teaching Russian as a foreign language, communicative problems naturally arise: how to communicate in various situations, on different topics, and so



on. When a student feels the need to solve such a problem, they will readily use the words and grammatical structures that have been introduced in class.

4. What does it mean to "feel a necessity"? This means that simply presenting a problem to the student does not automatically ensure their active engagement. There must be a genuine need to solve the problem—that is, appropriate motivation must be established. The motivating role of the instructor is of paramount importance. The **principle of motivation** is therefore considered a distinct didactic principle. People study a foreign language not only for the purpose of communication, but because the process of mastering a language is, from a psychological perspective, a typical form of cognitive activity: as a result, students enrich themselves—their consciousness, their personality, and their skills.

5. Another important didactic principle is the **principle of developmental instruction**. In foreign language teaching, this means that learners should be presented, in a certain sequence, with increasingly complex communicative and cognitive tasks. It is important to note that not every problem has didactic value or provokes a motivated response from the student.

All of the aforementioned principles of any type of teaching must be implemented in the methodology of a specific subject—in our case, in the methodology of teaching Russian as a foreign language. All these principles are interrelated and together guide us toward a well-defined model of the educational process.

Communication is a type of activity. Activity can be not only communicative, but also labor-related, cognitive (educational), or playful. However, every type of activity has a fundamentally unified psychological structure, which means that the regularities of its development are also unified. Therefore, both communication and the instruction aimed at developing communication skills **should be governed by general psychological laws**.

When a person engages in any activity, they have a conscious goal (they know what they want to achieve) and a motive (that is, a need to achieve this goal). For example, you want to master the Russian language—this is your goal. The motives



for this can vary greatly: they may be professional (such as a high salary or a position in a company), socio-cultural (interest in Russian literature, Russian history, etc.), or cognitive (reading literature in Russian in one's field of expertise), and so on. The act of activity begins with the emergence of a goal and the desire to achieve it (the motive), and it is completed when this motive is satisfied—that is, when the goal is achieved.

Orientation is crucial in communication. When an instructor enters a classroom for the first time, it is essential to gather as much information as possible about the students. After orientation, the second phase of activity begins—planning, which is followed by the implementation of the plan—the action itself. Finally, the last phase is monitoring the effectiveness of the activity.

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