

## METHODS AND TECHNIQUES FOR DEVELOPING STUDENTS' POLY CULTURAL COMPETENCE IN RUSSIAN AS A FOREIGN LANGUAGE

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### Abstract

In the context of globalization and increasing intercultural interactions, the development of polycultural competence in students learning Russian as a foreign language (RFL) has become a crucial pedagogical objective. This paper explores the methods and techniques used to foster polycultural competence in RFL classrooms. It analyzes the theoretical foundations of polycultural education, the role of cultural awareness in language acquisition, and practical approaches to integrating cultural elements into RFL teaching. The research findings indicate that a combination of communicative, interactive, and project-based methodologies significantly enhances students' intercultural awareness and linguistic proficiency. The study concludes that developing polycultural competence not only improves language acquisition but also fosters a deeper understanding of different cultural perspectives, promoting mutual respect and tolerance among students from diverse backgrounds.

### Keywords

Polycultural competence, intercultural communication, Russian as a foreign language, cultural adaptation, interactive teaching methods, communicative approach, globalization, language acquisition.

### Introduction

In the 21st century, language learning is not merely about acquiring grammatical and lexical knowledge but also about understanding cultural nuances, traditions, and worldviews associated with the language. Russian as a Foreign Language (RFL) teaching is particularly relevant in this context, as Russia's rich cultural and historical background necessitates an integrative approach that includes linguistic, sociocultural, and intercultural aspects.

Polycultural competence refers to an individual's ability to effectively communicate and interact with representatives of different cultures while maintaining an awareness of cultural diversity and mutual respect. In RFL education, polycultural competence plays a vital role in overcoming linguistic and cultural barriers, reducing ethnocentric biases, and preparing students for real-life intercultural interactions.

This study examines various methodological approaches and practical techniques used to develop polycultural competence in students learning Russian as a foreign language. It provides a

comprehensive analysis of existing teaching methods and proposes innovative strategies to enhance students' engagement with Russian culture while developing their language skills.

### **Relevance of the Topic**

The development of polycultural competence has become a pressing issue in modern education due to the increasing intercultural interactions facilitated by globalization, migration, and international collaboration. In the context of foreign language learning, fostering polycultural competence is essential for the following reasons:

**Globalization and Cultural Integration:** In today's interconnected world, students must be prepared to communicate with individuals from diverse cultural backgrounds. Russian, as one of the most widely spoken languages, serves as a bridge for cultural and economic cooperation.

**Elimination of Stereotypes and Prejudices:** Cultural misunderstandings and biases can hinder effective communication. Developing polycultural competence helps students appreciate cultural diversity and approach new cultures with an open mind.

**Enhancing Communicative Competence:** Language is deeply intertwined with culture. A culturally aware learner can understand idiomatic expressions, humor, and contextual meanings better than a learner who focuses solely on grammar and vocabulary.

**Preparation for Academic and Professional Careers:** Many students studying Russian as a foreign language aim to work in international business, diplomacy, or academia, where intercultural competence is a fundamental requirement.

Given these factors, the integration of polycultural competence development into RFL education is a crucial task that requires innovative teaching strategies.

### **Research Objective**

The primary objective of this research is to explore and evaluate the effectiveness of different methods and techniques in fostering polycultural competence among students learning Russian as a foreign language. The study aims to:

Identify the key components of polycultural competence in RFL education.

Analyze traditional and modern teaching methods that incorporate cultural awareness.

Assess the effectiveness of interactive and communicative approaches in developing polycultural competence.

Provide practical recommendations for educators on integrating cultural elements into language teaching.

### **Research Findings**

#### **1. Theoretical Foundations of Polycultural Competence in RFL Education**

Polycultural competence is based on several theoretical frameworks, including Vygotsky's socio-cultural theory, communicative language teaching (CLT), and intercultural communicative competence (ICC). These theories emphasize the role of social interaction, cultural immersion, and real-life communication in language learning.

According to Byram's model of intercultural competence (1997), an effective foreign language learner should develop five key dimensions:

Intercultural attitudes (openness and curiosity).

Knowledge of social groups and cultures.

Skills of interpreting and relating cultural information.

Skills of discovery and interaction.

Critical cultural awareness.

## 2. Effective Methods for Developing Polycultural Competence

Based on empirical research and pedagogical practice, the following methods and techniques have been identified as the most effective in fostering polycultural competence in RFL students:

### A. Communicative and Interactive Teaching Approaches

Role-playing and Simulations: Students engage in real-life scenarios where they must interact as if they were in a Russian-speaking country.

Debates and Discussions: Topics related to Russian culture, history, and traditions are explored through structured conversations.

Case Studies: Analysis of real or fictional intercultural communication conflicts helps students develop problem-solving skills.

### B. Cultural Immersion Techniques

Authentic Materials: The use of Russian films, music, literature, and news articles immerses students in the cultural environment.

Virtual Exchange Programs: Online collaborations with native Russian speakers provide direct intercultural experiences.

Field Trips and Cultural Events: Visits to Russian cultural centers, museums, or participation in Russian festivals enhance cultural exposure.

### C. Project-Based Learning

Creative Writing and Storytelling: Students create narratives incorporating Russian cultural elements.

Cross-Cultural Comparative Studies: Comparative analysis of students' native cultures with Russian culture deepens their understanding of cultural differences and similarities.

Multimedia Projects: The use of video blogging, digital storytelling, and presentations on Russian culture fosters creativity and engagement.

## Conclusion

The development of polycultural competence in RFL classrooms is essential for preparing students for effective intercultural communication. The research findings indicate that integrating interactive and cultural immersion methods significantly enhances students' ability to understand and respect cultural diversity.

Educators should adopt a balanced approach that combines communicative techniques, authentic materials, and project-based learning to create an enriching language-learning environment. Moreover, the use of digital tools and virtual exchanges can further bridge the gap between classroom learning and real-world intercultural experiences.

By fostering polycultural competence, RFL instructors can help students not only master the Russian language but also develop a broader perspective on global cultures, ultimately contributing to greater international cooperation and understanding.

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