

**METHODS OF TEACHING RUSSIAN AS A FOREIGN LANGUAGE: A
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Abstract: This article examines the methodological foundations of teaching Russian as a Foreign Language (RFL) through the lens of contemporary pedagogical theory and the structure of language lessons presented in the methodological manual “Методика обучения русскому языку: типы и структура уроков русского языка (грамматика и правописание)” (Perm State Humanitarian-Pedagogical University, 2015). The study discusses traditional and activity-based approaches, methods of presenting linguistic material, types of exercises, and the role of algorithmic and problem-based instruction for foreign learners. The paper also highlights how these methodologies can be adapted to meet the needs of international students learning Russian.

Keywords: Russian as a Foreign Language, teaching methods, activity-based approach, lesson structure, grammar instruction, foreign language methodology, pedagogical technologies.

Introduction

Teaching Russian as a Foreign Language (RFL) requires a complex combination of linguistic theory, communicative practice, and methodological precision. Although the uploaded book is intended primarily for teaching Russian to native speakers, many of its methodological principles—such as lesson typology, sequencing, activity-based learning, and systematic training—constitute a solid theoretical basis for RFL instruction as well. These principles can be adapted to multilingual classrooms where students face additional challenges such as limited vocabulary, interference from the mother tongue, and insufficient exposure to Russian grammar.

The aim of this article is to reinterpret the methodological approaches described in the manual and apply them to the context of teaching Russian to foreign learners. The analysis draws on the book's systematic treatment of methods, lesson typology, and exercise design.

Methods of Teaching Russian as a Foreign Language

The methodological principles described in the uploaded text provide a balanced combination of reproductive, partially productive, and creative learning strategies—essential components of effective foreign language instruction. Reproductive (Traditional) Methods: Reproductive methods include explanation, demonstration, and repeated practice. They are especially important for foreign students in the early stages of learning when they must acquire: correct pronunciation, basic grammatical structures, orthographic patterns, stable lexical units.

The manual emphasizes the explanatory-illustrative approach, in which the teacher organizes the perception of new information through tables, schemes, diagrams, and examples. In RFL teaching, such visual supports are indispensable because they help learners overcome linguistic barriers and create fixed associations between form and meaning.

Partially-search (Heuristic) Methods

The heuristic method encourages learners to participate actively in knowledge construction. Through guided questions, comparison tasks, and partial discovery, students develop analytical thinking and gain independence in processing linguistic information. The textbook describes heuristic questioning and guided discovery as essential tools for developing cognitive engagement among students. In RFL classrooms, this approach aligns with communicative methodologies where learners infer grammatical rules from authentic examples. **Problem-based Learning:** The book highlights **problem-based exposition**, where the teacher presents a linguistic problem and demonstrates logical steps of its solution. For foreign students, problem-based tasks may include: identifying grammatical patterns in a text, discovering hidden rules of aspect, case, or word formation, resolving contextual ambiguities. This method fosters critical thinking and allows learners to internalize rules through cognitive challenge rather than mechanical memorization.

Research and Creative Methods: According to the manual, research-based learning develops students' ability to formulate hypotheses, analyze language structures, and independently search for solutions. In RFL teaching, such methods are especially effective at advanced levels where students can work with authentic texts, compare Russian with their native language, or create small linguistic projects.

Typology and Structure of the RFL Lesson: The uploaded book proposes a clear typology of lessons—introductory (new knowledge), reinforcement, revision, and control—which is equally relevant for RFL instruction.

Lesson of New Knowledge

In RFL contexts, the introduction of new material requires: contextualized presentation, visual support, gradual progression from simple to complex structures, emphasis on communicative functions. The structure recommended in the manual includes: topic introduction, revision of prerequisite knowledge, explanation of new material, guided practice, independent application, summary and homework. This pattern ensures clarity and predictability—both crucial for foreign learners.

Activity-Based (System-Activity) Lesson

The book gives a detailed description of the activity-based approach grounded in the Russian educational standard (ФГОС).

In RFL teaching, this method encourages students to: set their own learning goals, discover linguistic rules through structured activity, apply language in meaningful communication, reflect on personal progress. The stages—actualization, problem discovery, goal setting, knowledge discovery,

application, reflection—correspond closely to Western communicative language teaching (CLT) and task-based language teaching (TBLT).

Algorithmic and Schematic Approaches in Teaching Grammar

One of the strongest elements of the manual is the systematic use of **algorithms**, **schemes**, and **step-by-step instructions** for teaching grammar. These are particularly useful in RFL teaching where students need clear, structured, and predictable guidance.

Examples include: algorithms for determining a case or part of speech, step-by-step schemes for spelling rules (e.g., H/HH, PACT–POC, HE with nouns), tables for word formation and agreement. Such tools help foreign learners: avoid confusion, develop analytic skills, build confidence in processing unfamiliar grammar, transfer strategies to new contexts.

Designing Effective Exercises for RFL Learners

The manual sets detailed criteria for designing a **system** of exercises rather than isolated tasks. In RFL methodology, exercises must: progress from recognition → controlled practice → independent use; include oral and written components; represent a variety of linguistic contexts; incorporate repetition without monotony; lead to communicative output.

Examples of adapted exercise types include: pronunciation drills with visual support, gap-filling based on context, substitution tables, micro-dialogues and role-plays, short guided writings using target structures, contextualized dictations (a technique mentioned in the book).

The Role of Reflection and Assessment

The manual stresses the importance of reflection at the end of each lesson—students evaluate what they learned and how they learned it.

In RFL settings, reflection helps learners: track vocabulary acquisition, recognize grammar difficulties, develop self-regulated learning strategies.

Assessment tools for RFL may include: communicative quizzes, integrated grammar tests, dictations, portfolio assessment, oral interviews. The manual's emphasis on diverse evaluation forms aligns well with modern RFL standards.

Conclusion

The methodological principles described in the Perm Methodological Manual provide a valuable foundation for teaching Russian as a Foreign Language. Although originally designed for native-speaking school contexts, the structural clarity, systematic approach to exercises, detailed lesson typology, and emphasis on active learning make these methods highly adaptable for international learners. The combination of traditional and innovative strategies—algorithmic, heuristic, research-based, and activity-oriented—ensures that RFL instruction is both linguistically accurate and pedagogically effective.

By integrating these approaches, teachers of Russian can develop dynamic, communicative, and cognitively engaging lessons that support diverse learners in mastering the complexities of the Russian language.

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