

Bozorova Nigora Khakimovna

Lecturer, Department of Russian Language and Literature, BukhSU

Abstract. This article examines modern methods of teaching Russian as a foreign language, combining traditional and innovative approaches. It analyzes classical methods of teaching Russian as a foreign language, such as grammar-translation and audio-lingual methods, as well as modern communicative, project-based, and digital technologies. Particular attention is paid to the role of an intercultural approach and the use of information and communication technologies in the educational process. The article also substantiates the need to integrate traditional and innovative methods to improve the effectiveness of teaching Russian as a foreign language and develop students' communicative competence.

Keywords: Russian as a foreign language, Russian as a foreign language teaching methods, traditional teaching methods, innovative technologies, communicative approach, digital learning, intercultural communication.

In the context of globalization and expanding intercultural contacts, Russian as a foreign language (RFL) is acquiring particular significance. Growing interest in the study of Russian is driven by political, economic, educational, and cultural factors. This necessitates the search for effective methods of teaching RFL that combine time-tested traditional approaches with modern, innovative technologies. The relevance of this research is determined by the need to adapt RFL teaching methods to new educational conditions, the digitalization of education, and the changing communicative needs of students. The methodology of teaching Russian as a foreign language is an independent pedagogical science that studies the goals, content, methods, means, and forms of teaching Russian to foreigners. It draws on advances in linguistics, psychology, pedagogy, sociolinguistics, and cultural studies. The main goal of RFL teaching methods is to develop students' communicative competence, including linguistic, speech, sociocultural, and strategic competencies. The grammar-translation method is one of the earliest and most traditional methods of teaching foreign languages. This approach focuses on learning grammar rules, translating texts, and memorizing vocabulary. Advantages of the method:

systematic acquisition of grammatical structures; development of analytical thinking; development of written translation skills. Disadvantages: weak development of oral speech; low level of communicative focus; limited student motivation. Despite

criticism, elements of the grammar-translation method are still used to explain complex grammatical phenomena of the Russian language. The audio-lingual method is based on repeated repetition of speech patterns, developing automated speaking and listening skills. The direct method involves teaching without using the students' native language. These methods promote: the development of correct pronunciation; the development of auditory memory; the acquisition of speech clichés. However, excessive mechanization of speech skills and the lack of a creative component limit their effectiveness in modern conditions. On the other hand, in the traditional teaching model, the teacher acts as the primary source of knowledge, and the textbook is the primary teaching tool. This system ensures structured and logical learning, but requires the addition of interactive learning activities.

The communicative approach is a leading trend in modern teaching methods for Russian as a foreign language. Its primary goal is to develop students' ability to use Russian as a means of real-world communication in various social, academic, and professional situations. This approach views language not as a system of isolated grammatical rules, but as a means of communication. Teaching is based on modeling speech situations that closely resemble real life. Particular attention is paid to the development of all types of speech activity: speaking, listening, reading, and writing. Thus, the communicative approach assumes an active role for the student, who becomes a participant in the learning process rather than a passive recipient of information. In this case, the teacher acts as the organizer and coordinator of learning activities, creating the conditions for verbal interaction.

Using information and communication technologies in teaching Russian as a foreign language: The development of digital technologies has significantly changed approaches to teaching Russian as a foreign language. Information and communication technologies (ICT) allow for the expansion of the educational space and access to a variety of authentic materials. The main digital tools used in teaching Russian as a foreign language include: online platforms and educational websites; multimedia presentations; interactive exercises and tests; mobile language learning apps; videos and podcasts. The use of ICT facilitates the individualization of learning, increases student motivation, and develops their autonomy. Furthermore, digital technologies enable distance and blended learning, which is especially relevant in today's context.

Project-based activities as a means of developing communicative competence: project-based methods occupy an important place among innovative methods of teaching Russian as a foreign language. It involves independent or group activities by students aimed at solving a specific communicative or research task. During project work, students actively use Russian to search for information, discuss, present, and organize their

findings. Project topics can be varied: Russian culture and traditions, national cuisine, urban history, and professional communication. Project activities contribute to the development of: oral and written communication skills; critical and creative thinking; collaboration and responsibility; and intercultural competence. Furthermore, modern teaching of Russian as a foreign language is impossible without considering the sociocultural context. An intercultural approach is aimed at developing students' ability to effectively interact with representatives of other cultures. Teaching Russian as a foreign language involves studying not only linguistic norms but also speech behavior, national traditions, values, and communication norms. This helps avoid communication errors and promotes successful social adaptation of foreign students. The use of authentic texts, videos, fiction, and media materials helps develop a holistic understanding of the culture of native speakers. The next group of methods is interactive teaching methods. Interactive teaching methods focus on active interaction between students and the teacher. These methods include: role-playing and business games; discussions and debates; brainstorming; case studies; and problem-based learning. These methods create conditions for natural verbal communication and develop argumentation and independent thinking skills. Interactive forms of learning increase interest in learning Russian and promote sustainable motivation. Thus, the most effective combination of traditional and innovative methods in teaching Russian as a foreign language is an integrative approach that combines traditional teaching methods with modern innovations.

The use of project-based activities, digital, and multimedia technologies enhances motivation, develops student autonomy, and develops their communicative competence. The integration of information and communication technologies in teaching Russian as a foreign language expands educational opportunities, provides access to authentic materials, and enables an individualized and differentiated approach to learning. At the same time, the teacher's role is transformed: they act not only as a source of knowledge but also as an organizer, consultant, and moderator of the educational process. The sociocultural and intercultural component of teaching is particularly important in modern Russian as a foreign language (RFL) teaching methods, contributing to the development of intercultural communication skills in foreign students, an understanding of the cultural norms and traditions of native Russian speakers, and successful social adaptation. Thus, the study results confirm that the optimal model for teaching Russian as a foreign language is based on the integration of traditional and innovative teaching methods.

References

1. Azimov, E. G., Shchukin, A. N. New Dictionary of Methodological Terms and Concepts (Theory and Practice of Language Teaching). Moscow: IKAR, 2018.
2. Koryakovtseva, N. F. Modern Educational Technologies in Teaching Foreign Languages. Moscow: Academy, 2021.
3. Polat, E. S. New Pedagogical and Information Technologies in the Education System. Moscow: Academy, 2022.
4. Shchukin, A. N. Methods of Teaching Russian as a Foreign Language. Moscow: Flinta, 2020.