



MODERN METHODS OF TEACHING RUSSIAN LANGUAGE

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Abstract

The article is devoted to the consideration of the methodology of teaching the Russian language with the latest technologies. The paper analyzes the basic principles, approaches and technologies of teaching, taking into account the level of training of students. Special attention is paid to modern pedagogical strategies, such as communicative and activity approaches, as well as the use of digital technologies in the educational process. The article may be useful to teachers of the Russian language, methodologists and developers of educational materials. Emphasis is placed on the need for an individual approach, the development of motivation and the use of interactive technologies. The material is aimed at improving the quality of teaching the Russian language and can serve as a theoretical and practical basis for teachers and researchers.

Keywords: Methodology, cognition, communicative approach, activity approach, digital technologies, project activity, individualization of learning.

Introduction

Methodology is a concept that is widely used in various fields of knowledge and activity. It means a system and methods of applying a certain method or set of methods to achieve specific goals.

In this article we will consider the meaning of the word "methodology" and analyze its main aspects and application in various spheres of life. Methodology of the Russian language is a branch of pedagogical science on the theoretical-methodological and scientific-practical foundations of teaching the subject, on



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the patterns of teaching the Russian language, education and development of students by means of the subject¹.

Today, when people around the world actively communicate and collaborate, knowledge of foreign languages has become very important. To help students learn languages better, teachers use new and modern methods. These methods not only help to learn words and grammar, but also teach how to communicate, think and work creatively.

1. Communicative approach. One of the most popular methods is communicative. Its main goal is to teach speaking and understanding the language in everyday life. During classes, students often play role-playing games, discuss different topics, and solve problems. The main thing is to be able to explain yourself, even if not everything is said correctly. The communicative approach is an important general scientific methodological means of understanding reality, while acting as an independent type of sociological methodology, such as institutional, activity and other approaches. Its actualization in recent decades is associated with the growing interest in research into the phenomenon of communication and the entire diversity of its manifestations.

The communicative approach focuses on developing students' ability to use language as a means of communication in real-life situations. Particular attention is paid to the semantic side of the statement. Students are involved in dialogues, role-playing games, discussions, which contributes to the formation of sustainable motivation and a reduction in fear of speech activity. Mistakes are considered part of the learning process, provided that they do not interfere with communication. Mistakes are allowed as long as the meaning is clear. The communicative method is an approach to language teaching that focuses on real communication and the development of speech skills.

The communicative approach is a teaching method in which language is studied not for the sake of rules, but as a means of communication. The goal is to teach how to use language in real situations, to be able to express one's

¹ Литвинко, Ф.М. Методика преподавания русского языка в школе : учебное пособие / Ф.М. Литвинко. – 2-е изд., испр. – Минск : Вышэйшая школа, 2020. – 448 с.



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thoughts, to understand the interlocutor and to enter into a dialogue. The goal is to develop coherent monologue speech and the ability to argue.

For example: Students interview each other.

Topic: Hobbies, family, work, travel.

The main goal is to learn how to ask and answer questions.

Questions can be of any complexity. Such as: Where do you work? What do you like to do in your free time? Where did you go last year?

2. The activity-based approach is based on the inclusion of students in active cognitive and communicative activities. These may be such forms of work as completing creative tasks, participating in project and research activities, preparing reports and presentations. This approach promotes the formation of independence, responsibility, and the development of critical and logical thinking.

According to this approach, students actively participate in classes and complete practical assignments.

For example, they prepare presentations, participate in discussions or do projects. This method helps develop independence, the ability to work in a team and think logically.

The activity-based approach is a pedagogical approach in which the student becomes not a passive recipient of information, but an active participant in the learning process. Knowledge, skills and abilities are formed not through memorization, but through activities in which the student himself explores, solves problems, experiments and draws conclusions. This approach is based on the works of L.S. Vygotsky, A.N. Leontiev, P.Ya. Galperin and others.

For the activity-based approach, you can use the role-playing game "Press Conference". The main theme of this game is the media, journalism, business style of speech. The students are given the task of developing skills of monologue and dialogic speech. Students are divided into two groups: journalists and famous personalities (for example, writers, politicians, cultural figures). Journalists prepare questions, another group prepares answers. Then a press conference is held. Everyone must use certain speech cliches of the official business style.



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3. Use of digital technologies. Today, it is impossible to imagine learning without technology. Teachers use websites, apps, videos, and even podcasts. This makes learning interesting and convenient. Students can listen to real native speakers, watch movies, complete assignments online, and study at any time. The use of digital technologies in the methodology is the introduction of modern technical and Internet tools into the learning process, with the aim of making it more effective, interactive and accessible.

Digital technologies in the methodology allow updating approaches to teaching, making them more focused on the real life conditions and interests of students. Digital technologies do not replace the methodology, but rather enhance it. A good teacher applies digital resources within the framework of a specific methodology (for example, an activity-based approach, a project method, etc.). Modern language teaching methods are unthinkable without the use of information and communication technologies (ICT). Electronic learning platforms, mobile applications, multimedia resources, online communication and digital simulations are actively integrated into the educational process. This allows learning to be flexible, accessible and personalised, while providing a wide range of authentic language materials.

4. Project activities with technologies. Project activities in Russian language lessons as one of the methods of innovative technologies. The article is devoted to the project activities of students in Russian language lessons as one of the methods of innovative technologies. The characteristic features, methods of preparation and implementation of projects are described. For this method, Padlet, Canva, Genially, Google Slides are used. For example, you can create a project - "My favorite hero of Russian literature". Students create an online presentation or poster. They protect the project using a screen/projector. They share materials in a common chat/class cloud.

5. Project method. The project method is a way of organizing educational activities in which students independently or in a group solve a practical problem by creating a specific product (poster, presentation, video, booklet, research, etc.).

The project method is a form of organizing learning in which students work independently or in groups to solve a specific problem with practical



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significance. This helps develop skills in planning, collaboration, self-presentation, and the use of language in real and realistic situations. Projects can be both short-term and long-term, individual and collective.

The project method is a pedagogical technique in which students independently or in a group complete a practice-oriented task aimed at solving a specific problem or creating a product.

Projects are tasks that students work on for a period of time. They can be individual or group tasks. It is important that in such tasks, students do not just study the language, but use it to solve real problems. This helps develop not only knowledge, but also useful skills: planning, communication, presentation.

The main thing in the project is the independent work of students, the relevance of the task and the application of knowledge in practice. Project: "Interview with the hero of the work". This will help to better understand the image of the literary hero. The group chooses a hero. Comes up with 5-10 questions on behalf of the journalist. Write the hero's "answers" - taking into account his character, actions, fate. Design it as a dialogue or record a video interview.

6. Introduction to culture. This is when the teaching method is built so that students, through learning the language, simultaneously immerse themselves in the culture: literature, customs, traditions, history, everyday life, art, folk art. Language is closely connected with culture. To better understand the language, it is important to know how people live in other countries, what their traditions, holidays and customs are. Students can watch videos, participate in online excursions and international projects. Project: "Russian Holidays and Language". The goal of this project is to study how traditions are reflected in the language. Students prepare reports on holidays: Maslenitsa, Easter, New Year, Trinity, etc. They study where proverbs and phraseological units come from (for example: "to roll cotton wool" - from Maslenitsa traditions). They publish a wall newspaper or presentation with interesting expressions and their cultural origins.



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7. Individualization of learning. Individualization and differentiation of learning involve taking into account the personal characteristics, level of preparation, educational interests and the pace of learning of each student. This approach uses adapted teaching materials, personal learning paths and flexible forms of control, which allows achieving high educational results in heterogeneous learning groups.

Individualization of learning is a method in which teaching is adapted to the characteristics, interests and needs of each student. It involves using different approaches for different students in order to create optimal conditions for their development and achievement. Individual projects on the topic "My hometown". The goal is to develop writing and research skills. Students are asked to choose aspects of their hometown to research: history, culture, famous places. Each student decides which format to choose: essay, presentation, booklet. Individual recommendations and consultations for each student during the work.

8. Intercultural approach. The intercultural approach promotes the development of tolerance, understanding of cultural diversity and readiness for intercultural dialogue in students. Teaching a foreign language is inextricably linked with studying the culture of the respective countries. This approach uses texts, videos, discussions of cultural norms and stereotypes, participation in international projects and virtual exchanges. The intercultural approach is based on the principle that language learning is impossible without taking into account cultural differences. In the process of learning a language, students not only master grammar and vocabulary, but also learn the traditions, values, and behavioral norms of native speakers. This approach assumes that language and culture are inextricably linked, and successful language learning is possible only through understanding cultural aspects. Comparative analysis of holidays in Russia and other countries. Introduction to traditions through language. Divide the class into groups, each group chooses holidays (e.g. Maslenitsa, Christmas, New Year) and explores how these holidays are celebrated in different countries. Groups make presentations based on information about holidays and traditions. Particular attention is paid to cultural symbols, proverbs, holidays associated with language (for example, "celebrating the New Year" or "festive porridge").



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Modern approaches to teaching foreign languages are aimed at the comprehensive development of the student's personality, capable of effective intercultural communication and the use of language as a means of social and professional realization. The teacher in this context acts not only as a knowledge carrier, but also as a tutor, facilitator, and organizer of the learning environment. An effective combination of innovative methods and technologies allows for high-quality language education. The variety of work forms allows students to be creative and choose the form of work that is closest to them.

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