



METHODOLOGY OF TEACHING RUSSIAN AS A FOREIGN LANGUAGE IN THE NATIONAL RUSSIAN SCHOOL

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Abstract:

The article examines current issues in the methodology of teaching Russian as a non-native language in school education.

Keywords: Methodology, teaching, language system, means of communication, speech, communicative skills and abilities, linguistics.

Introduction

МЕТОДИКА ПРЕПОДАВАНИЯ РУССКОГО ЯЗЫКА В НАЦИОНАЛЬНОЙ ШКОЛЕ КАК РКИ

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Аннотация:

в статье рассматриваются актуальные вопросы методики преподавания русского языка как неродного в условиях школьного образования.

Ключевые слова: методика, обучение, языковая система, средство общения, речь, коммуникативные навыки и умения, лингвистика.

Introduction

The effective acquisition of the Russian language in national schools plays a crucial role in shaping bilingual competence and fostering intercultural communication. Unlike mere memorization of linguistic patterns or mechanical recitation of texts, genuine mastery of Russian involves the conscious and

practical application of linguistic material. In the context of national (non-Russian) schools, where students possess a different native language, the methodology of teaching Russian must consider the interplay between the native and second language. This dynamic necessitates the development of instructional strategies that build upon students' existing linguistic knowledge while respecting the distinct features of their mother tongue. Furthermore, language instruction must shift its focus toward communicative competence, cultivating not only grammatical and lexical skills but also students' ability to engage meaningfully and spontaneously in speech. Thus, the methodology for teaching Russian in national schools must align with modern achievements in linguistics, pedagogy, and psychology to promote Russian as both a means of communication and a tool for intellectual development.

Mastering the Russian language at school is not just about assimilating ready-made patterns, memorizing models, or reciting expressive texts, but rather about the ability to apply the acquired linguistic material. The methodology of teaching Russian in national (non-Russian) schools should provide an opportunity to understand the specifics of the native language in each particular case of studying a phenomenon of the Russian language. However, direct reference to the native language should be strictly regulated. When learning a second language in the context of mass education, knowledge is only a necessary prerequisite for developing stable and active speech skills.

The communicative and speech-oriented objectives of Russian language instruction in national schools encourage a focus primarily on general speech skills. Firstly, these skills—and only these—are indicators of spontaneous, free speech and the ability to communicate in the given language. Secondly, exercises that develop communicative skills carry the highest educational and cognitive value. Thirdly, the process of forming communicative competence always simultaneously involves the development of various skills: phonetic, grammatical, orthographic, and others.

The formation of communicative skills is the ultimate goal and final stage of Russian language instruction in national schools. Important conditions for achieving a high level of teaching include alignment with the main achievements in linguodidactics, linguistics, pedagogy, and psychology, as well as the students' conscious assimilation of the Russian language.

In this regard, the correct definition of the content of Russian language education in national schools is one of the key conditions for ensuring practical mastery of Russian as both a means of communication and a tool for gaining knowledge.

The general prospects for the development of the Russian language curriculum in national schools are the same as those for Russian schools. However, in the context of national schools, this subject primarily functions as a process of teaching speech activity.

This process of instruction has certain points of intersection with the content of teaching Russian to foreigners, since it involves teaching non-Russian speakers the same (Russian) language. It also shares similarities with the teaching of foreign languages in school, as it involves the acquisition of a language not yet mastered by the students.

A comparison of the methodologies for teaching Russian as a native language, as a foreign language, and as a second native language reveals both their commonalities and differences.

The unifying element is the Russian language system itself—the entire set of linguistic components from which the native language system is formed—based on the presence of specific shared features within the material in the systems of either the Russian or the native language.

The methodology of teaching Russian in national schools uses direct parallels with students' native languages as a significant methodological tool. Despite the general development of this approach, conducting such parallels and building a teaching model of the Russian language on this basis requires the creation of specialized descriptions of national languages at the level of modern linguistic science, with a focus on teaching Russian to students in national schools.

The leading role in purposefully forming harmonious and productive national-Russian bilingualism belongs to the national school, which is tasked with implementing the principle of language equality in practice. Students must master their native language to the extent that they can use it in all spheres of communication. At the same time, attention to the native language should not hinder the study of Russian or the successful and complete mastery of it.

One possible solution to this task is to establish a close interconnection between the teaching of the native and Russian languages. It is the native language that reveals all of a person's abilities: consciousness is formed in the native language,

the surrounding world is perceived through the native language, and it serves as the means for expressing thought and knowledge about the world.

The role of initial instruction in the native language is significant in preparing the foundation for studying Russian: knowledge of the native language facilitates and accelerates the acquisition of a second language (Russian or a foreign one). The decision to switch to Russian as the language of instruction must take into account specific conditions such as the availability of teaching staff, textbooks, learning materials, the level of students' preparedness, their willingness, and so on.

There exists a very simple method that allows effective teaching of Russian to begin in any class. This method is not fundamentally new: 1) do not give students material that is overwhelming in volume or complexity; 2) ensure complete assimilation of the lesson content by all students. While memorizing texts, students simultaneously work on pronunciation, spelling, vocabulary, question formulation, sentence structure, and dialogic speech. Cultivating a love for the Russian language is essential. When preparing for a lesson in any grade—from 1 to 11—the teacher must determine the volume of material that can be memorized during that lesson. The first 2–3 lessons should be devoted to working with texts. In the initial lessons, this may consist of 2–4 sentences that are close in meaning to the textbook content but extremely simple in structure and vocabulary. The goal of these lessons is to ensure that all students fully master these sentences, overcome the barrier of silence, and stimulate student activity and interest in the lesson.

The living process of learning Russian depends on the atmosphere of cooperation in class and on the teacher's methodological techniques, which should simultaneously touch both the intellect and the heart of each student. The students' attitude toward the Russian language largely depends on the teacher's erudition and love for children.

Returning to speech skills, it should be noted that mastering a second language (Russian) occurs through the transfer and adjustment of speech abilities and habits from the native language, as well as through the development of new speech skills using Russian-language material.

Language and speech are both means of communication, as are sounds, words, phrases, sentences, individual utterances, and coherent texts. All of these tools are used in the communication process and serve its goals.

Since every sentence expresses specific semantic-syntactic relations, the objective should be to teach the methods and tools for expressing thought and semantic relations—such as action, state, characteristic of an object, object itself, place, goal, time, cause of action, and condition. Students must learn how and by what means these fundamental spatial relations, time, causes, and goals are expressed in the Russian language.

Questions are grouped around the text. There are various types of pre-text and post-text tasks—exercises based on or related to the text material. Only minimal and absolutely essential grammar rules, instructions, and explanations are provided. The questions posed should include temporal constructions. These questions should be formulated so that temporal constructions are used in the students' answers. All tasks must be aimed at achieving the main goal—developing the skills and abilities to construct utterances with temporal meaning in speech communication.

The content of coherent texts may relate to planned cycles of situational-thematic topics such as “Family,” “School,” “My Future Profession,” etc. To make the optimal choice of linguistic means according to the nature of the message and communicative intention, the speaker must always solve onomasiological problems—which is precisely what should be taught in national schools.

Conclusion

In conclusion, the development of communicative competence in Russian among students in national schools is a multifaceted and purposeful process. It requires a deliberate methodological approach that takes into account students' native language, cultural background, and individual learning needs. The success of this approach relies heavily on the ability of educators to create a classroom environment rooted in cooperation, simplicity, and relevance. Instruction should begin with accessible materials and focus on repetition, memorization, and practical usage. Integration of the native language, when used strategically, can significantly support the learning process and accelerate the acquisition of Russian. Ultimately, teaching Russian in national schools is not solely about language transmission; it is about fostering bilingual individuals who can think, feel, and express themselves effectively in both their native and second language. This holistic development can only be achieved through meaningful linguistic practice, contextualized tasks, and the thoughtful guidance of inspired educators.



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