



MODERN TRENDS IN THE METHODOLOGY OF TEACHING THE RUSSIAN LANGUAGE AND LITERATURE

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Abstract

This article provides a scientific-theoretical and practical analysis of modern trends in the methodology of teaching the Russian language and literature. It highlights the significance of a competency-based approach, learner-centered education, and the use of interactive and innovative methods in the teaching process. In addition, the article substantiates the importance of integrating information and communication technologies into education, ensuring interdisciplinary connections, and enhancing the educational and formative potential of literary instruction. The research findings are significant in that they contribute to improving the effectiveness of teaching the Russian language and literature and to developing students' communicative, critical, and cultural competencies.

Keywords: Russian language and literature, teaching methodology, modern trends, competency-based approach, learner-centered education, innovative pedagogical technologies, information and communication technologies, interactive methods, interdisciplinary integration.

Introduction

The modern education system is undergoing profound transformation under the conditions of globalization, digitalization, and the development of the information society. These processes directly affect the methodology of teaching language and literature, necessitating a reconsideration of traditional forms of instruction. In particular, the teaching of the Russian language and literature is no longer limited to the transmission of theoretical knowledge but increasingly focuses on



approaches aimed at developing students' communicative competence, critical thinking, and creative abilities.

Today, the subjects of Russian language and literature play a significant role in ensuring intercultural communication, fostering the understanding of universal and national values, and shaping the individual's moral and aesthetic worldview. Therefore, the need to implement learner-centered, competency-based, and innovative pedagogical technologies in the methodology of teaching these subjects is becoming increasingly evident. The use of information and communication technologies, interactive methods, interdisciplinary integration, and project-based learning contributes to improving the effectiveness of the educational process.

From this perspective, a scientific analysis of modern trends in the methodology of teaching the Russian language and literature, as well as the identification of their theoretical foundations and practical possibilities, constitutes an актуал and important scientific-pedagogical task. This article is devoted to addressing these issues and aims to highlight methodological approaches that correspond to contemporary educational requirements.

Literature Review

The methodology of teaching the Russian language and literature has been widely examined in pedagogical, linguistic, and didactic research. Scholars emphasize that contemporary language education should move beyond knowledge transmission toward the development of communicative, cultural, and critical competencies. In this context, the competency-based approach is regarded as a key methodological framework that aligns language learning with real-life communicative needs and professional requirements.

Research in modern linguodidactics highlights the effectiveness of learner-centered and communicative approaches in teaching the Russian language. These approaches prioritize active student participation, meaningful interaction, and the integration of language skills (listening, speaking, reading, and writing). Studies also point to the growing role of interactive methods—such as problem-based learning, project work, discussions, and role-playing—in enhancing students' motivation and autonomy in the learning process.

In the field of teaching Russian literature, scholars focus on the educational, cultural, and moral potential of literary texts. Literary education is viewed not only



as a means of aesthetic development but also as a tool for shaping values, ethical reflection, and intercultural awareness. Contemporary research stresses the importance of contextual, interpretative, and interdisciplinary analysis of literary works, enabling students to better understand the author's worldview and the socio-cultural background of texts.

A significant body of literature addresses the integration of information and communication technologies (ICT) into language and literature teaching. Researchers note that digital resources, multimedia tools, and online platforms expand methodological possibilities, support differentiated instruction, and facilitate independent learning. The use of blended and distance learning models is also increasingly discussed as an effective response to the challenges of modern education.

Overall, the analysis of existing studies demonstrates that modern trends in teaching the Russian language and literature are characterized by methodological diversification, technological integration, and a strong focus on the learner's personality. However, there remains a need for further research into the systematic implementation of these approaches within specific educational contexts, which defines the relevance of the present study.

Research Methodology

This study is based on a comprehensive and systematic methodological framework aimed at analyzing modern trends in the methodology of teaching the Russian language and literature. The research employs a combination of theoretical and analytical methods that ensure a holistic understanding of the subject under investigation.

Theoretical analysis and synthesis are used to examine and generalize existing scholarly works in the fields of pedagogy, linguodidactics, and literary education. These methods allow for identifying key concepts, approaches, and trends related to contemporary language and literature teaching. The comparative method is applied to contrast traditional and modern instructional approaches, highlighting their advantages and limitations in current educational practice.

A descriptive and analytical approach is employed to examine the application of competency-based, learner-centered, and innovative pedagogical methods in teaching the Russian language and literature. Logical and systematic analysis is



used to reveal the interconnections between educational goals, teaching methods, and learning outcomes.

In addition, elements of content analysis are applied to educational standards, methodological guidelines, and instructional materials in order to assess the extent to which modern pedagogical principles are reflected in current teaching practices. This approach makes it possible to evaluate the effectiveness of integrating information and communication technologies, interactive methods, and interdisciplinary links into the educational process.

Overall, the chosen research methodology enables a structured analysis of modern methodological trends and provides a reliable basis for drawing well-founded conclusions and practical recommendations for improving the teaching of the Russian language and literature.

Analysis and results

The analysis conducted within the framework of this study demonstrates that modern trends in the methodology of teaching the Russian language and literature significantly enhance the effectiveness of the educational process. The findings indicate that the transition from traditional, teacher-centered instruction to competency-based and learner-centered approaches has a positive impact on students' language proficiency, motivation, and overall learning outcomes.

First, the implementation of a competency-based approach contributes to the development of students' communicative competence. The analysis shows that lessons structured around real-life communicative situations, problem-solving tasks, and integrated language skills foster more active participation and practical language use. As a result, students demonstrate improved oral and written communication skills, as well as greater confidence in expressing their ideas.

Second, the use of learner-centered and interactive teaching methods positively influences students' cognitive and creative development. Methods such as discussions, project-based learning, role-playing, and collaborative tasks encourage independent thinking, critical analysis, and creativity. In the context of teaching Russian literature, these methods facilitate deeper interpretation of literary texts, promote emotional engagement, and help students develop value-based and ethical judgments.



Third, the integration of information and communication technologies (ICT) into the teaching process has proven to be an effective tool for increasing student engagement and learning autonomy. The analysis reveals that multimedia resources, digital textbooks, online platforms, and blended learning models support differentiated instruction and enable students to learn at their own pace. These technologies also expand access to authentic materials and diverse sources of information, enriching both language and literary education.

Furthermore, the results highlight the importance of interdisciplinary integration in teaching Russian language and literature. Connecting these subjects with history, culture, philosophy, and art enhances students' understanding of literary works and linguistic phenomena within a broader socio-cultural context. This approach contributes to the formation of a holistic worldview and strengthens cultural and intercultural competence.

Overall, the results of the analysis confirm that the application of modern methodological approaches leads to qualitative improvements in teaching the Russian language and literature. These trends support the development of students' communicative, critical, and cultural competencies and align the educational process with contemporary pedagogical requirements.

Conclusion and Recommendations

In conclusion, the study demonstrates that modern trends in the methodology of teaching the Russian language and literature play a crucial role in enhancing the quality and effectiveness of the educational process. The shift toward competency-based, learner-centered, and innovative pedagogical approaches responds to the demands of contemporary education and contributes to the comprehensive development of students' linguistic, cognitive, and cultural competencies.

The findings confirm that the integration of interactive methods, project-based learning, and information and communication technologies significantly improves students' motivation, engagement, and learning outcomes. In teaching Russian language and literature, these approaches facilitate the development of communicative skills, critical and creative thinking, and intercultural awareness, while also strengthening the educational and formative potential of literary instruction.



Based on the results of the study, the following recommendations can be proposed. First, it is advisable to further expand the use of competency-based and learner-centered approaches in teaching practice, ensuring their systematic implementation at different stages of education. Second, teachers should be encouraged to actively integrate digital tools and multimedia resources into the teaching of Russian language and literature in order to diversify instructional methods and support independent learning. Third, greater attention should be paid to interdisciplinary integration, enabling students to perceive language and literature within a broader cultural and social context. Finally, continuous professional development of teachers is essential to ensure effective application of modern methodological innovations.

Overall, the consistent implementation of modern methodological trends in teaching the Russian language and literature will contribute to the formation of well-rounded, critically thinking, and culturally competent learners, meeting the requirements of the contemporary educational environment.

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