

IMPROVING THE METHODOLOGY OF TEACHING RUSSIAN LANGUAGE BASED ON MODERN TYPES OF LEARNING IN UNIVERSITY FOREIGN-LANGUAGE GROUPS

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Abstract. *This article explores current approaches to teaching russian as a foreign language (RFL) in higher education institutions. The primary focus is on integrating modern forms of learning — digital technologies, interactive methods, project-based and communicative activities — into the teaching process. Key problems of traditional instruction are identified, and solutions aimed at increasing motivation and improving the effectiveness of material acquisition in foreign-language student groups are proposed.*

Keywords: *Russian as a foreign language, higher education institution, teaching methodology, modern learning types, digital technologies, foreign-language groups.*

INTRODUCTION

In the context of globalization and growing interest in the russian language as a means of intercultural and professional communication, there is an increasing need to modernize its teaching methodology. This is particularly relevant for adapting traditional teaching approaches to multilingual and multicultural student groups. Improving the quality of RFL instruction in universities requires the implementation of innovative pedagogical technologies and consideration of learners' cognitive and sociocultural characteristics.

Main Body. Contemporary challenges in teaching russian to foreign students. Teaching russian in universities, especially in groups with international students, presents a range of specific difficulties: differences in language proficiency levels, cultural barriers, limited vocabulary, and the lack of a constant language environment. These factors hinder the development of stable communicative skills. Furthermore, traditional teaching methods based on the explanatory-reproductive model often do not meet the expectations of modern students, who are accustomed to interactive, visual, and flexible learning.

In the era of digitalization and internationalization of education, RFL teachers face the need to rethink methodological approaches, update content, and introduce new forms of instruction.

Modern learning methods offer a wide range of techniques and technologies that stimulate the learning process:

- Digital technologies: The use of online platforms (zoom, moodle, quizlet), interactive exercises, video lessons, and mobile applications fosters autonomous learning and visualizes material.

- Communicative approach: Focused on developing students' speaking activity, modeling real-life communication scenarios, dialogues, discussions, and role-playing.

- Project-based learning: Engaging students in the creation of language projects (presentations, mini-research, cultural projects) increases motivation and develops intercultural competence.

- Integration of CLIL (Content and language integrated learning): Simultaneous teaching of language and subject-specific content (e.g., history, economics, ecology) makes the process more meaningful.

Methodological recommendations for implementing modern approaches

To successfully modernize the methodology of teaching RFL in university foreign-language groups, the following is recommended:

1. Diagnose students' language level and needs to adapt content and teaching formats accordingly.
2. Combine traditional and innovative methods to maintain systematization while increasing student engagement.
3. Emphasize the development of productive language skills (speaking, writing) and apply formative assessment practices.
4. Create a digital learning environment accessible to students beyond the classroom.

Practical implementation and experience. Based on teaching practice analysis, the following forms of organizing classes have proven effective:

- Introduction of modules on russian culture and literature using virtual museum tours.

- Conducting language quests and interactive seminars.

- Using platforms like Padlet, Miro, and Canva for collaborative project activities.

The realities of modern higher education set new requirements for RFL instruction, especially in multilingual and multicultural student environments. Traditional methods, although time-tested, no longer fully meet student needs or ensure the necessary level of language proficiency. This necessitates the implementation of new methodological approaches focused on learner-centered, communicative, and activity-based learning.

Integrating modern types of learning into the educational process can significantly enhance the effectiveness of RFL teaching. Digital technologies improve accessibility and flexibility, support student autonomy, and expand the teacher's options for delivering and managing educational content. Communicative and project-based methods make lessons more interactive and practical, which is particularly important for international students seeking to adapt quickly to a russian-speaking environment.

Project work, elements of CLIL, and gamification not only build sustainable motivation for learning the language but also foster critical thinking, collaboration, research activity, and creativity. An essential component is the cultural aspect, which helps students gain deeper insight into Russian culture, traditions, and mentality, thereby developing full-fledged intercultural competence.

Conclusion. Thus, improving the methodology of teaching Russian in university foreign-language groups should be based on a comprehensive approach, including:

- Updating content and teaching formats in line with students' interests and goals;
- Extensive use of digital resources and platforms;
- Active integration of interactive, project-based, and communicative technologies;
- Continuous professional development of teachers in the field of innovative pedagogical practices.

Only through flexibility, innovation, and a learner-oriented focus can an effective RFL teaching model be developed — one that meets modern demands and ensures a high level of linguistic and sociocultural competence.

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