

Intensification of Teaching Russian as a Native Language

Zarina Sayfullaevna Babaeva¹, Natalya Nikolaevna Mamchich², Aziza Rustamovna Babazhanova³

¹Associate Professor, Department of Russian Language and Teaching Methods, Faculty of Languages, Tashkent State Pedagogical University named after Nizami.

²Candidate of Pedagogical Sciences, Teacher of the Department of Russian Language and Teaching Methods, Faculty of Languages, Tashkent State Pedagogical University named after Nizami.

³Teacher of the Department of Russian Language and Teaching Methods, Faculty of Languages, Tashkent State Pedagogical University named after Nizami.

Abstract: This article explores the intensification of teaching methods in Russian language education for non-native speakers. With the growing demand for Russian language proficiency in various spheres, educators are employing innovative pedagogical approaches to accelerate learning and enhance cultural competence. Strategies such as immersion programs, technology integration, task-based learning, content-based instruction, individualized instruction, and intensive language courses are discussed, along with challenges and considerations in implementation. By embracing these intensification strategies, educators can empower learners to navigate the complexities of the Russian language with confidence and fluency, fostering greater linguistic and cultural proficiency.

Keywords: Intensification, Russian as a second language, language education, pedagogy, immersion programs, technology integration, task-based learning, content-based instruction, individualized instruction, intensive language courses.

1. Introduction

In recent years, the intensification of teaching Russian as a second language has emerged as a pivotal area of focus within the realm of language education. As the global landscape continues to evolve, the demand for proficiency in Russian has grown significantly, driven by factors such as geopolitical developments, economic opportunities, and cultural exchanges. This surge in interest has prompted educators and researchers to explore innovative pedagogical strategies aimed at accelerating the language acquisition process and enhancing learners' linguistic and cultural competence [1-5].

A review of the existing literature reveals a rich tapestry of research and scholarship dedicated to understanding the dynamics of teaching Russian as a second language and the effectiveness of various instructional approaches. Studies such as those by Kagan (2009) and Brown (2015) have highlighted the importance of immersive experiences in language learning, emphasizing the role of context-rich environments in facilitating linguistic acquisition and cultural understanding.

Furthermore, investigations into the integration of technology in language education, as conducted by Smith (2017) and Petrova (2020), have underscored the potential of digital tools and resources in supplementing traditional classroom instruction, offering learners greater flexibility and accessibility in their language learning journey.

Task-based learning approaches, as discussed by Ivanova (2013) and Volkov (2018), have also gained prominence, with research indicating their efficacy in promoting active engagement and real-world language use among learners. By focusing on meaningful tasks and communicative activities, educators can create dynamic learning experiences that foster both linguistic proficiency and pragmatic competence.

The incorporation of content-based instruction, as explored by Petrov (2016) and Sokolova (2019), has emerged as a valuable pedagogical approach in teaching Russian as a second language. By integrating language learning with content from diverse disciplines such as literature, history, and politics, educators can enhance learners' understanding of Russian culture and society while simultaneously developing their language skills.

While these studies have contributed valuable insights into the intensification of teaching Russian as a second language, gaps in the literature persist, warranting further research and exploration [6-12]. Specifically, there is a need for more comprehensive studies that examine the effectiveness of various pedagogical approaches in different learning contexts and with diverse learner populations.

In light of the evolving landscape of language education and the growing demand for Russian language proficiency, this article seeks to build upon the existing literature by providing a comprehensive overview of the intensification of teaching methods in Russian as a second language instruction. By synthesizing insights from existing research and offering critical analysis, we aim to inform educators, researchers, and practitioners about the latest developments and best practices in the field, ultimately advancing our collective understanding of effective language teaching and learning strategies.

2. Methodology

Modern trends in the development of education create the preconditions for changing the content of education, where the creative self-realization of the student's potential plays a priority role. A teacher who has a computer has a unique opportunity to facilitate the learning process, make it more visual and dynamic, and plan his lessons in such a way that the use of computer support is most productive, appropriate and interesting for students. Teaching spelling and punctuation is carried out on the basis of generalized comparative rules. It is difficult for students to remember and assimilate a large volume of rules that are studied separately. This technique allows you to present the studied material in groups united by identifying characteristics or on a single basis. As a result, the volume of material being studied is reduced by combining the rules into one information unit, and the reliability of assimilation of the material, retention, consolidation and automation of skills by a system of actual repetition are ensured. This methodology allows the use of such modern educational technologies as information and communication, health-preserving, and a person-oriented approach. Students with developed logical thinking are asked to talk about how to apply a rule based on an algorithm-formula or diagram. And students with a visual-figurative type of thinking talk about how to apply the rule, relying on an illustration that reflects in images the order of application of the rule. So, the methodology I use in my work allows me to teach spelling and punctuation on the basis of a classification system, which significantly enhances the practical orientation of studying the Russian language. At the same time, the volume of material being studied is reduced, the problem of interference is eliminated, the memory of students is unloaded, and the reliability of assimilation is ensured, taking into account the functional asymmetry of the work of the students' brain. These rational ways of applying rules in drawings and diagrams allow students with different types of thinking to be included in the learning process [13-15].

The intensification of teaching Russian as a second language refers to the deliberate effort to enhance pedagogical methods and resources in order to expedite and enrich the learning process. This approach acknowledges the urgency and importance of language acquisition in today's interconnected world, where proficiency in Russian can open doors to a myriad of opportunities in academia, business, diplomacy, and cultural exchange.

Several pedagogical strategies have emerged as effective means of intensifying the teaching of Russian as a second language:

Immersive experiences, such as language camps, study abroad programs, and language-intensive courses, provide learners with opportunities for constant exposure to the Russian language and culture. By surrounding themselves with native speakers and authentic cultural contexts, learners can accelerate their language acquisition and develop a deeper understanding of Russian society.

Leveraging technology, including online platforms, language learning apps, and virtual classrooms, enhances accessibility and flexibility in learning Russian. Interactive multimedia resources, language exchange platforms, and virtual immersion experiences enable learners to practice their Russian language skills in a dynamic and engaging manner.

Task-based learning approaches focus on practical, real-life tasks to engage learners actively in using Russian in meaningful contexts. By incorporating tasks such as role-plays, problem-solving activities, and project-based assignments, educators promote language acquisition while developing learners' communicative competence.

Integrating language learning with content from diverse fields such as literature, history, politics, and the arts enriches the learning experience and motivates learners by tapping into their interests. Through content-based instruction, learners not only acquire linguistic skills but also gain insights into Russian culture and society.

Recognizing the diverse learning needs and preferences of learners, personalized or individualized instruction tailors teaching approaches, materials, and pacing to meet each learner's specific goals, interests, and proficiency levels.

Short-term intensive courses offer focused and condensed instruction, typically spanning several weeks or months, to rapidly build proficiency in Russian.

These courses combine intensive classroom instruction with immersive activities and cultural experiences to maximize learning outcomes within a limited timeframe.

When proposing various forms of intensification of learning using the example of the topic "Verbs of Motion", it is necessary to take into account that when intensifying learning, the supporting elements are the activation of

students' internal knowledge reserves, increasing their motivation during the educational process and the use of gaming technologies and exercises. It is also worth emphasizing the fact that in training, in addition to traditional ones, innovative information technologies, whose functioning is based on computer telecommunications, have become widely used. Thus, there is an urgent need to develop and implement a new integrated approach to learning, which will take into account the limitless possibilities of the Internet and the features of the distance educational process. The central components of the Internet space when mastering Russian as a foreign language have become educational websites and specialized portals, virtual dictionaries, electronic libraries, online communities of teachers and students studying Russian.

Many students and teachers successfully use social networks, web portals and educational sites, as well as mobile phone applications as a means of intensifying the educational process. It is worth noting that these tools play a vital role in solving methodological problems when teaching the Russian language and provide an opportunity to consolidate acquired knowledge, demonstrate samples of authentic speech and broaden one's horizons. Moreover, during the pandemic, the virtual space helped to maintain the already acquired level of the Russian language for foreign-language students who could not return to Russia and learn the language in an environment of constant use.

Speaking in more detail about the activation of the student's internal reserves, it must be emphasized that this process is carried out within the framework of group activities and communicative interaction within the team. As noted by G.A. Kitaygorodskaya, "learning takes place in the team and through the team." Thus, foreign students share responsibility for completing a certain task with their colleagues and group partners. Each mini-group (4-5 people), team, is given a specific task that must be completed within a certain time frame. The results of the work done at the end of the term are put on public display, discussed by other groups, supplemented by explanations from the teacher and improved through reviews received from other students. It is worth noting that in order to successfully complete the task, participants of one mini-team must closely interact with each other, find a common language, and develop a strategy for how to present the results obtained in the most high-quality and effective manner. For example, it seems possible to distinguish several parts in the topic "Verbs of Motion": unidirectional and multidirectional verbs; movement with and without the participation of a vehicle.

Each mini-team should be given the task of studying in detail all the features of a given group of verbs of motion, finding detailed information about their lexical meaning, and identifying the lexical and grammatical features of these verbs. The results must be presented schematically using tables, figures, and graphs.

Such tasks and a clear division into groups contribute, in our opinion, not only to a stronger familiarity of students with the material being studied, but also allow them to use it more effectively in everyday speech and real life situations. In addition, group work helps foreign students develop communication skills and use the Russian language for easy communication. The comments received from the teacher and other students can be a starting point for mastering a complex topic in all its versatility.

It is advisable to include gamification as another way to intensify the educational process, due to which there is an increase in motivation for learning the Russian language by foreign speakers.

Games in lessons provide variability and dynamism in students' work, increasing the efficiency of mastering new material through the formation of communicative competence and the use of speech and mental mechanisms. Any game exercises represent a multi-level approach to learning, since they force foreign students to use the Russian language as a means of communication and expression of their own ideas and thoughts and as a tool for solving the task posed in the task. In an easy and relaxed manner, the student is immersed in the environment of using natural speech structures and widely used vocabulary. He has no choice to refuse or remain silent, since he must fully participate in the game, express his opinion, find understanding by communicating with other students using the Russian language.

Games can also be used while mastering the topic "Verbs of Motion". They are necessary in order to slightly reduce the emphasis on the complexity of a given topic, increase students' motivation, and help them feel free when using a particular verb.

The student draws a card from the deck on which is written a sentence with a verb of motion (Go to the window). He reads it to one of his classmates, who will have to perform the indicated action. It is worth saying that when introducing this game in RFL lessons, it is very important to physically move around the classroom (Go into the classroom, Leave the classroom, Go to the board). This will help students master basic phrases for communication and better remember in what cases a certain verb of motion is used, what prefix and meaning it contains.

In addition to a fairly active game of moving around the classroom, the RFL teacher can use cards in another game exercise. Students receive 3-4 cards on which a specific verb of motion is written on one side. A presenter is selected from among foreign students and given a whole set of phrases written on a piece of paper. He reads out these phrases in turn, and the rest of the students must show a card with a verb of motion that can be used together with this phrase or sentence. During this game, the skills of using verbs of motion in the most common life

situations are honed. The atmosphere of competition, freedom and ease increases the motivation of foreign students and has a positive effect on the quick and effective mastery of a new topic.

Board game "Verbs of Motion". Its essence is that all students receive game chips and place them at the beginning of a card created and printed by the teacher. Having thrown the dice, the foreign student moves N-number of steps forward and sees a picture under his chip. It shows an action associated with a verb of motion. The student must make a sentence with this verb and remember its pair according to frequency/non-multiplicity, unidirectionality/multidirectionality. This game exercise helps students not only to better master new material, but also to use the Russian language for easy communication during the game.

Game "Crocodile". This is one of the most common game exercises when teaching foreign languages. Foreign students must show other foreign speakers a certain verb of motion in the context of the chosen situation. Gestures, facial expressions, and in some cases even a verbal description of the intended action are available to choose from. This game will be useful for quickly and effectively memorizing new verbs, their association with common communicative situations and practical training in speech.

The use of innovative technologies, including specialized pages on social networks, YouTube channels, and website constructors for developing exercises also intensifies the educational process, increases its efficiency, allows the student to fully realize the potential, build and develop an individual learning path. Moreover, foreign students have the opportunity to learn Russian regardless of their geographic location, which greatly simplifies the entire learning process and makes it as comfortable as possible. "Students become full participants in the educational process, model educational information, and create educational material".

It is also worth noting that in this period of time the very use of a virtual environment indicates a high-quality, effective learning process, the formation of a highly qualified specialist with the necessary skills and abilities for successful existence in an environment where the Russian language is widely used.

Challenges and Considerations

While the intensification of teaching Russian as a second language offers numerous benefits, several challenges and considerations must be addressed:

Russian's complex grammar, rich morphology, and Cyrillic script pose challenges for learners, necessitating tailored instructional approaches and ample practice opportunities.

Understanding the cultural nuances and socio-political context of the Russian-speaking world is essential for effective communication and cultural competence.

Access to quality instructional materials, qualified instructors, and immersive experiences may be limited, particularly in regions where Russian language education is less prevalent.

Sustaining learners' motivation and engagement over the course of their language learning journey requires innovative teaching methods, supportive learning environments, and opportunities for meaningful interaction and feedback.

3. Conclusion

The intensification of teaching Russian as a second language represents a dynamic and evolving field within language education. By embracing immersive experiences, leveraging technology, adopting task-based and content-based approaches, providing individualized instruction, and offering intensive language courses, educators can empower learners to navigate the complexities of the Russian language with confidence and fluency. As demand for proficiency in Russian continues to grow, the intensification of teaching methods plays a crucial role in equipping learners with the linguistic and cultural competence needed to thrive in an interconnected world.

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