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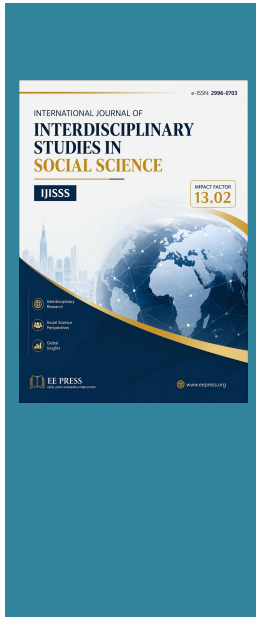
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LINGUODIDACTIC FOUNDATIONS AND MODERN METHODS OF TEACHING RUSSIAN
AS A NON-NATIVE LANGUAGE

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ABSTRACT

The article examines the linguodidactic foundations and contemporary approaches to teaching Russian as a non-native language. Special attention is paid to the evolution of methodological concepts, from traditional grammar-translation methods to communicative and activity-based approaches that dominate modern language education. The study analyzes the role of conditional speech exercises, interactive learning technologies, and oral communication development techniques. The importance of integrating verbal and non-verbal communication into the educational process is also discussed. The findings demonstrate that modern methods of teaching Russian as a non-native language should combine communicative orientation, cognitive development, and cultural awareness in order to ensure the effective formation of students' communicative competence.

Keywords: Russian as a non-native language, linguodidactics, communicative approach, language teaching methods, oral communication, speech competence, non-verbal communication.

Introduction. The contemporary methodology of teaching Russian as a non-native language is largely based on the principles of linguodidactics, a scientific field that studies the patterns and mechanisms of language acquisition in educational settings. The concept of linguodidactics, introduced by N.M. Shansky in the second half of the twentieth century, emphasizes the interaction between the native and target languages during the learning process. This interaction is particularly significant when teaching students from different linguistic and cultural backgrounds, as it allows educators to take into account language interference and transfer phenomena [1].

The development of methods for teaching foreign languages has undergone several important stages. Researchers note that every teaching method reflects a particular understanding of language acquisition and educational objectives. According to B.V. Belyaev, the rejection of a specific method inevitably means abandoning the principles on which that method is based, which may lead to inconsistency in teaching practice [4]. Historically, the first widely used approaches were conscious methods, including the grammar-translation method, which focused on explicit grammar instruction and translation activities. Later, natural and direct methods shifted attention toward the practical use of language and introduced innovative techniques for vocabulary presentation and pronunciation training. The emergence of audiolingual and

audiovisual methods further enriched language teaching by emphasizing repetitive practice and the formation of speech habits through model utterances [4].

At present, the communicative-activity approach is recognized as the dominant paradigm in teaching Russian as a foreign and non-native language. This approach views language primarily as a means of communication and aims to develop learners' ability to function effectively in real communicative situations. Modern scholars identify several key principles that ensure the effectiveness of communicative instruction. The anthropological principle focuses on the learner's personality, needs, and motivations. The communicative principle emphasizes the formation of communicative competence through meaningful interaction. The cognitive principle promotes the development of linguistic awareness and encourages learners to construct knowledge actively rather than passively receive information [2].

An essential component of communicative language teaching is the system of conditional speech exercises. These exercises are designed to automate language skills while maintaining a communicative purpose. They include imitation activities, substitution exercises, transformation tasks, and reproductive exercises that gradually prepare learners for independent speech production. Such activities contribute to the development of linguistic fluency and support the transition from controlled practice to spontaneous communication [2; 4].

The development of oral communication skills occupies a central place in contemporary language education. Traditional teaching techniques do not always provide sufficient opportunities for creative language use, which can result in a gap between theoretical knowledge and practical communicative abilities. Therefore, researchers advocate the use of interactive and game-based learning technologies that stimulate learner engagement and increase motivation [5]. Role-playing activities, such as press conferences, interviews, and professional simulations, create authentic communicative situations and encourage learners to use language meaningfully. Memory-development techniques, including chain-building activities and free dictations, contribute to vocabulary retention and speech production. Equally important are anticipation exercises that develop learners' ability to predict linguistic structures and communicative outcomes, thereby increasing speech fluency [5].

Recent studies also highlight the significance of non-verbal communication in the process of language learning. Gestures, facial expressions, body language, and other non-verbal elements represent an integral part of communication and often reflect cultural norms. Learners from different cultural backgrounds may experience difficulties interpreting Russian non-verbal behavior, which can affect the effectiveness of communication. Consequently, language instruction should incorporate cultural explanations and practical activities aimed at developing learners' awareness of Russian non-verbal communication patterns [3].

In conclusion, modern methods of teaching Russian as a non-native language are characterized by their communicative orientation, learner-centeredness, and integration of cognitive and cultural dimensions. The effective combination of communicative activities, speech exercises, interactive technologies, and cultural content creates favorable conditions for the development of communicative competence and successful intercultural interaction. Such an approach corresponds to the current demands of multilingual and multicultural educational environments and contributes to the comprehensive development of learners' linguistic abilities [1; 2; 3; 5].

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