

**CONTEXTUAL APPROACH TO TEACHING THE USE OF ADJECTIVES IN THE
RUSSIAN LANGUAGE**

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Annotation : This article examines the effectiveness of the contextual approach in teaching the use of adjectives in the Russian language. Traditional grammar-centered instruction often focuses on the formal characteristics of adjectives, which leads to mechanical usage and limits students' ability to express nuanced meanings. In contrast, the contextual approach emphasizes understanding adjectives as functional elements of discourse, where meaning is shaped by surrounding lexical, semantic, and communicative factors. The study proposes a system of exercises based on the analysis of authentic texts, semantic comparison of adjective forms, micro-context creation, and productive tasks such as descriptive writing. The results of experimental teaching demonstrate that the contextual approach contributes to increased accuracy, expressiveness, and semantic diversity in students' speech. It also fosters the development of communicative competence and improves their ability to select appropriate adjectives in accordance with communicative intent. The method is especially effective in classes where Russian is studied as a foreign or second language.

Keywords: contextual approach, adjectives, Russian language teaching, linguistic competence, communicative method, expressive speech, Russian as a foreign language.

Introduction: In contemporary linguodidactics, the development of communicative competence is considered one of the key objectives of language education. It assumes not only the acquisition of grammatical knowledge, but also the ability to choose linguistic means appropriately in accordance with the communicative situation. Among the various parts of speech in the Russian language, adjectives play a significant role as they contribute to the precision, expressiveness, and emotional coloring of utterances. Mastery of adjectives is essential for forming descriptive statements, evaluating objects and phenomena, and expressing the speaker's subjective attitude.

However, the practice of teaching Russian, especially as a second or foreign language, shows that learners often encounter difficulties in selecting and using adjectives in context. These difficulties are associated not only with differences in grammatical systems between languages, but also with insufficient awareness of semantic nuances and stylistic functions of adjectives. Traditional approaches tend to focus on explaining the morphological and syntactic properties of adjectives, while their communicative and functional potential remains underdeveloped.

In this regard, the contextual approach is gaining importance as an effective method for teaching lexical and grammatical units. This approach is based on the understanding that the meaning of a word becomes clearer and more stable when it is learned in a natural linguistic environment, supported by discourse and communicative intent. Adjectives, when introduced and practiced through context, allow learners to observe how meaning changes depending on lexical compatibility, stylistic conditions, and pragmatic goals.

Despite the growing interest in contextual teaching, there is still a lack of structured methodological models aimed specifically at developing students' ability to use adjectives meaningfully and appropriately. This study argues that integrating contextual analysis into the

teaching of adjectives can significantly enhance students' expressive and communicative abilities in Russian.

Materials and Methods: The present study was conducted within the framework of the contextual-communicative approach to teaching Russian adjectives to learners of Russian as a foreign language. The research involved 32 students at the B1–B2 proficiency level. They were divided into two groups: an experimental group, which was instructed using the contextual approach, and a control group, which continued studying adjectives through traditional grammar-based instruction. The duration of the experimental teaching was six weeks.

The teaching materials included authentic literary and journalistic texts, as well as dialogues reflecting natural communicative situations. These texts were used to illustrate the semantic and stylistic functions of adjectives in real discourse. Additional instructional resources consisted of lexical-semantic tables, groups of synonymic adjectives, context-dependent sentence completion tasks, and exercises encouraging students to create micro-contexts and short descriptive statements. All materials were selected with the purpose of demonstrating the variability of adjective meaning depending on communicative intent and linguistic environment.

The instructional procedure in the experimental group proceeded in three stages. At the analytical stage, students identified and interpreted adjectives in authentic texts, examining their emotional, evaluative, and stylistic connotations. At the practical stage, students performed tasks involving the differentiation of near-synonymic adjectives, contextual substitution, and transformation of neutral adjectives into expressive ones. The productive stage focused on the creation of students' own oral and written statements, where they were required to apply adjectives consciously and appropriately according to communicative goals.

Data collection was based on pre-tests and post-tests evaluating students' written and oral performance. The assessment criteria included lexical accuracy, expressive richness, and appropriateness of adjective selection. In addition, students completed a short questionnaire, which allowed identification of their attitudes toward the applied teaching method. Both quantitative indicators (frequency of lexical errors and diversity of adjectives used) and qualitative evaluation (expert review by language instructors) were considered in analyzing the results.

Results and Discussion: Before the experiment, both groups demonstrated almost the same level of proficiency in using adjectives. The accuracy of adjective usage in the experimental group was 52%, while in the control group it was 50%. The average number of adjectives used in one written text was 6 in the experimental group and 5 in the control group. The percentage of semantic errors was 21% and 23%, respectively.

However, after six weeks of instruction based on the contextual approach, the experimental group showed significant improvement. The accuracy of adjective usage increased to 81%, and the average number of adjectives in a single text rose to 13. At the same time, the percentage of semantic errors decreased to 9%.

In contrast, the control group, which was taught using traditional grammar-based methods, demonstrated only moderate progress. The accuracy of adjective usage increased to 61%, and the average number of adjectives in a text increased to 7, while semantic errors decreased to 18%.

The comparison of the pre-test and post-test results revealed significant differences between the experimental and control groups. Before instruction began, both groups demonstrated similar levels of lexical accuracy and limited variety in their use of adjectives. However, after six weeks of instruction, the experimental group showed notable improvements. Students began to use a wider range of adjectives, including evaluative, emotionally colored, and contextually nuanced forms. Their written and oral statements displayed increased expressiveness and precision, while

the number of lexical and semantic errors decreased. In contrast, the control group showed only minimal improvement, mainly limited to accuracy in adjective agreement forms, without substantial development in expressive and stylistic usage.

Qualitative observations made during classroom interaction further support these findings. Students in the experimental group became more confident in selecting adjectives based on communicative intent. They more frequently justified their lexical choices during discussions and demonstrated heightened awareness of stylistic nuance. Many students reported that analyzing adjectives within authentic texts helped them see their functional role in shaping meaning, rather than perceiving them as isolated grammatical items. The control group continued to show reliance on basic and repetitive adjective forms, often avoiding more complex or expressive vocabulary.

The results also highlight the broader advantages of the contextual approach in developing communicative competence. By encountering adjectives in meaningful linguistic environments, students were able to internalize patterns of usage more effectively than through rote learning. This supports the view expressed in modern linguodidactic research that semantic understanding is strengthened when language input is embedded in discourse. Furthermore, the contextual approach aligns closely with communicative teaching principles, encouraging students to treat language as a tool for constructing meaning rather than as a system of abstract rules.

Overall, the findings indicate that the contextual approach significantly enhances the acquisition and productive use of adjectives in Russian for learners of a foreign language. It promotes greater linguistic flexibility, expressive richness, and semantic accuracy, suggesting that this methodology can serve as a valuable component of contemporary Russian language instruction.

Conclusion: The findings of this study demonstrate that the contextual approach is an effective method for teaching the use of adjectives in the Russian language to learners of a foreign language. Unlike traditional grammar-based instruction, which emphasizes form and isolated usage, the contextual approach enables students to understand adjectives as meaningful and functional elements within real discourse. Through exposure to authentic texts and communicative tasks, students develop the ability to select adjectives more consciously, taking into account semantic nuances, stylistic intent, and communicative purpose. The results of the experiment show that learners who were taught using the contextual approach displayed greater lexical diversity, improved expressive precision, and a reduction in typical errors related to adjective usage. The approach also strengthened students' overall communicative competence by fostering awareness of how language choices influence meaning and stylistic effect.

Thus, the contextual approach should be considered a valuable and pedagogically justified method in modern Russian language instruction, particularly in bilingual and foreign language learning environments. Future research may expand the scope of the methodology by integrating multimedia resources, interactive technologies, and discourse-based assessment tools to further enrich the acquisition of expressive language skills.

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