

TEACHING RUSSIAN THROUGH THE COMMUNICATIVE APPROACH

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Abstract: The communicative approach focuses on developing learners communicative competence by prioritizing meaningful interaction, real-life communication, and active language use over mechanical memorization of grammatical rules. This article provides an in-depth analysis of teaching the Russian language through the communicative approach, which is considered one of the most effective methodologies in modern foreign language education. In the context of teaching Russian as a foreign language, this approach plays a crucial role in forming practical speaking, listening, reading, and writing skills, as well as intercultural awareness. The article explores the theoretical foundations of the communicative approach, its core principles, instructional strategies, classroom techniques, and assessment methods. Additionally, the advantages and challenges of implementing this approach in Russian language classrooms are discussed. The findings highlight that the communicative approach significantly enhances learners' motivation, fluency, and confidence in using the Russian language in authentic situations.

Keywords: Communicative approach, Russian language teaching, communicative competence, foreign language methodology, interactive learning, learner-centered education

The rapid development of globalization and international communication has increased the demand for effective foreign language teaching methodologies. As a result, language education has shifted from traditional teacher-centered approaches toward learner-centered and communication-oriented models. One of the most prominent and widely applied methodologies in contemporary language teaching is the communicative approach. Its primary objective is to enable learners to communicate effectively and appropriately in real-life situations. Teaching Russian as a foreign language presents specific challenges due to its complex grammatical system, rich morphology, and sociocultural features. Traditional methods, such as the grammar-translation method, often focus heavily on grammatical accuracy and written translation, which may limit learners' ability to use the language communicatively. Therefore, the communicative approach offers an alternative that emphasizes functional language use, interaction, and contextualized learning. This article aims to analyze the role and effectiveness of the communicative approach in teaching Russian, highlighting its theoretical background, principles, methods, and educational value.

Theoretical Foundations of the Communicative Approach. The communicative approach emerged in the late twentieth century as a response to the inadequacies of structural and audio-lingual methods. It is grounded in the concept of communicative competence, first introduced by Dell Hymes, which goes beyond linguistic competence. Communicative competence includes grammatical competence (knowledge of language forms), sociolinguistic competence

(appropriate language use in social contexts), discourse competence (coherence and cohesion in communication), and strategic competence (the ability to overcome communication difficulties).

In teaching Russian, the development of communicative competence requires exposing learners to authentic language input and encouraging them to participate actively in communication. Grammar is not ignored; rather, it is taught in context and integrated into meaningful communicative activities. This theoretical framework supports a holistic view of language learning, where form and meaning are inseparable.

Core Principles of Communicative Russian Language Teaching. The communicative approach is based on several key principles that guide the teaching and learning process. First, instruction is learner-centered, meaning that learners' needs, interests, and communicative goals are taken into account. Second, language is viewed as a tool for communication rather than merely a system of rules. Third, classroom activities are designed to simulate real-life communication and encourage interaction among learners.

In Russian language classrooms, these principles are implemented through the use of authentic materials such as newspapers, videos, dialogues, and online resources. Teachers create communicative situations that reflect everyday, academic, and professional contexts. Fluency is often prioritized alongside accuracy, and learners are encouraged to express their ideas even if their language use is not yet perfect.

Teaching Methods and Classroom Techniques. A wide range of interactive methods is employed in communicative Russian language teaching. Pair work and group work allow learners to practice speaking and listening in a supportive environment. Role-plays and simulations help students develop pragmatic and sociolinguistic competence by acting out real-life scenarios, such as traveling, shopping, or workplace communication.

Task-based learning is another important component of the communicative approach. Learners are given tasks that require them to use Russian to achieve specific outcomes, such as solving a problem, conducting an interview, or preparing a presentation. Project-based learning further enhances communicative skills by integrating research, collaboration, and creative language use. These methods promote learner autonomy and responsibility for learning.

Assessment and Error Correction in the Communicative Approach. Assessment in communicative language teaching focuses not only on grammatical accuracy but also on learners' ability to communicate effectively. In teaching Russian, formative assessment methods such as observation, self-assessment, peer assessment, and oral presentations are widely used. These methods provide continuous feedback and support learners' progress.

Error correction is handled carefully to maintain learners' motivation and confidence. Errors are seen as a natural part of the learning process and an indicator of language development. Teachers often use indirect correction techniques, such as recasting or prompting, especially during communicative activities, to avoid interrupting the flow of communication.

Advantages and Challenges of the Communicative Approach in Teaching Russian.

The communicative approach offers numerous advantages in teaching Russian as a foreign language. It increases learners' motivation, encourages active participation, and helps develop real communicative skills. Learners gain confidence in speaking and are better prepared to use

Russian in authentic contexts. Additionally, this approach fosters intercultural competence by exposing students to cultural norms and communication styles.

However, implementing the communicative approach also presents certain challenges. It requires well-trained teachers, careful lesson planning, and appropriate teaching materials. In large classes or exam-oriented educational systems, communicative activities may be difficult to manage. Despite these challenges, the benefits of the communicative approach outweigh its limitations when applied effectively.

Conclusion. The communicative approach represents a modern and effective methodology for teaching Russian as a foreign language. By emphasizing meaningful interaction, contextualized language use, and learner involvement, this approach contributes significantly to the development of communicative competence. It allows learners to acquire not only linguistic knowledge but also practical skills necessary for real-life communication.

In conclusion, the communicative approach enhances learners' motivation, fluency, and confidence in using the Russian language. Its integration into Russian language teaching practices is highly recommended, as it aligns with contemporary educational goals and the needs of global communication.

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