

## **ANALYSIS OF SOME METHODS OF TEACHING THE RUSSIAN LANGUAGE BASED ON THE COMMUNICATIVE APPROACH**

Safarova Aziza Lazizjon kizi

Gulistan State Pedagogical Institute, 2nd Year Student of "Russian Language in Foreign Language Groups" Bachelor's Education Department

### **ABSTRACT**

This article examines various effective methods for teaching Russian using the communicative approach in foreign language classes. It highlights practical techniques such as role-play, group discussions, dialogues, and interactive tasks. Emphasis is placed on enhancing communication skills aligned with real-life contexts. Recommendations are provided to optimize classroom activities and develop linguistic and intercultural competencies.

**Keywords:** Russian language, communicative approach, methods, role-play, dialogue, interactive, language teaching, intercultural communication, group discussions, practical tasks, skills, linguistic competence, education technology, speaking, classroom, learning.

### **INTRODUCTION**

Today, the issue of teaching Russian as a second language is one of the most pressing problems for non-native speakers. In international language policy and in a multinational society, it is necessary to create favorable conditions for the development of communicative skills, especially for fluent speech in Russian. One of these conditions is the use of a communicative approach. This approach aims to form language skills based on communication in students, develop free thinking and creative speech. Studies show that lessons focused not only on grammatical knowledge, but also on speech activity are more effective. Therefore, this article analyzes the theoretical and practical foundations of the communicative approach, its impact on the learning process and its application possibilities. The communicative approach is one of the modern directions of education, focusing mainly on the development of the ability to communicate through language. This approach became widespread in the second half of the 20th century, especially since the 1970s, in the methodology of teaching English, and later entered the practice of teaching other languages, including Russian. The communicative approach is theoretically based on the concepts of cognitive linguistics, functional grammar, and pragmatics. In this approach, it is considered that language should be studied not only as a set of grammatical rules, but also as a means of communication. In this approach, teaching various forms of speech - oral and written, dialogue and monologue, communication in formal and informal situations - through modeling is of primary importance. The communicative approach, unlike other methods, is focused on the student's personality, requiring active participation, initiative, and a creative approach. The theoretical foundation of the communicative approach is also the theories of psychological and social activity of Bakhtin, Vygotsky, L.S. Rubinstein, and other scientists. This approach develops not only language skills, but also social competence, teamwork skills, and the ability to communicate culturally. It moves learning away from mechanical memorization and connects it to real-life situations.

In order to use the communicative approach in teaching Russian in foreign language groups, it is first of all necessary to create an environment suitable for real communication. In this environment, students will have the opportunity to freely express their thoughts, participate in questions and answers, and independently master knowledge through communication. Firstly, lessons are organized based on dialogue and polylogue. This ensures student activity. Secondly, role-playing games, simulation exercises, tasks based on social roles prepare students for communication in real situations. Thirdly, a cooperative environment is created through pair and group work.

Communicative tasks in education are reinforced through practical exercises such as: "ask and clarify questions", "describe the situation", "discuss a legal problem". In this case, the teacher performs the role of a facilitator, that is, he gives instructions, but does not provide ready-made answers. In this way, the student becomes an active learner.

In each lesson, all components of the language - phonetics, grammar, vocabulary and speech are mastered through practical activities. For example, a communication environment is created by using audio materials, video fragments and electronic platforms. All this increases interest and confidence in the Russian language among foreign language students.

Research results and observations in teaching practice show that the effective use of the communicative approach gives positive results for students learning Russian as a second language. This approach not only strengthens lexical and grammatical knowledge, but also forms the ability to actively communicate in various situations.

Through the communicative approach, lessons are held in a lively, interesting and student-centered manner. In this case, the teacher becomes a leader, advisor, motivator, and inspirer. This creates the basis for the student to show his activity, not be afraid of mistakes, and be creative.

Today, many specialists recognize the advantages of the communicative approach in teaching Russian in foreign language classes. This method is even more effective when combined with methodological manuals, multimedia resources, and electronic learning platforms.

In conclusion, we can say that the communicative approach is not only a language teaching method, but also a philosophy of teaching, that is, creating an active learning environment. It is necessary to widely apply this approach in the education system, methodological retraining of teachers and revision of teaching materials. The introduction of this approach in foreign-language schools will radically improve the quality of education and communication skills.

In addition, the communicative approach develops the cognitive activity of the student not only at the linguistic level, but also psychologically, socially and culturally. In particular, children develop self-confidence through language, and the desire to express their personal opinion increases. Students try to use the Russian language not only during classes, but also in extracurricular activities.

Importantly, in the process of introducing the communicative approach, the teacher himself must have certain training. This, first of all, requires knowledge of new pedagogical technologies, the basics of linguistics and types of communicative exercises. In this regard, the retraining of teachers through methodological courses, trainings and advanced training programs is of great importance.

In addition, in this approach, the methods of analysis and assessment should also change. Traditional tests and dictations should be replaced by formats that assess speech activity: conversational exams, presentations, project work. This will allow for an accurate assessment of students' practical knowledge and skills. From this point of view, the communicative approach is not only a teaching method, but also serves as a social mechanism aimed at personalizing education. It takes into account the individual development trajectory of each student. Thus, the introduction of this approach in teaching Russian in a foreign language environment will undoubtedly bring the quality and effectiveness of education to a new level. The communicative approach is proving to be an effective and innovative method in teaching Russian in foreign language groups. This approach develops not only language skills in students, but also the ability to communicate, socialize and think independently. Real-life exercises, role-playing games, and group work make lessons lively and interactive. The communicative approach ensures personalization of education and increases motivation. This method serves not only for language teaching, but also for cultural dialogue. Methodological and technological training of teachers is important for implementing this approach in practice. Therefore, improving pedagogical training, resourcing, and revising the assessment system are urgent tasks. The communicative approach makes the educational process humane and vital.

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