



MODERN APPROACHES TO DEVELOPING COMMUNICATIVE METHODS FOR TEACHING THE RUSSIAN LANGUAGE FOR VARIOUS PURPOSES

Zholdykhosha Nurgul Nurkhozhaikyzy,
Lecturer at the Department of Russian Language and Literature
of the Khoja Akhmet Yassawi International Kazakh-Turkish University
e-mail: nurgul.zholdykhosha@ayu.edu.kz

Duisenova Gaziza Timurkyzy,
3rd year student of the Department of Russian Language and Literature
of the Khoja Akhmet Yassawi International Kazakh-Turkish University
e-mail: g.duisenova02@gmail.com

Abstract: The article addresses the problem of developing and adapting communicative methodologies for teaching Russian as a Foreign Language (RFL) to meet the diverse communicative needs of learners. Amidst globalization and the growing interest in the Russian language, there is an increasing need for effective approaches focused on the practical application of the language in specific communication situations: everyday, business, academic, and tourism. The key principles of the communicative approach and the specifics of their implementation in teaching various types of communication are analyzed. Special attention is paid to the need for differentiating teaching materials, tasks, and technologies depending on the target audience and communicative tasks. The role of authentic materials, interactive methods, project-based activities, and digital technologies in developing learners' communicative competence for different spheres of communication is considered. The article emphasizes that creating effective communicative methodologies requires a deep analysis of learners' needs and flexibility in selecting pedagogical tools.

Keywords: communicative approach, Russian as a Foreign Language (RFL), RFL teaching methodology, communicative competence, language for specific purposes, business communication, academic language, everyday communication, language for tourism, differentiated approach, digital technologies in education.



Introduction

The study of Russian as a foreign language (RFL) is acquiring increasing significance in the modern world. The expansion of international contacts, economic cooperation, academic mobility, and tourism creates a steady demand for practical proficiency in the Russian language to solve specific communicative tasks. In response to this demand, the methodology of teaching RFL is actively developing, shifting the focus from traditional grammar-translation methods towards the formation of communicative competence – the ability to effectively use the language in real communication situations.

The communicative approach, which has become predominant in modern linguodidactics, involves teaching language through communication, creating conditions as close as possible to real-life situations, using authentic materials, and focusing on learners' needs. However, a universal communicative methodology that is equally effective for all categories of learners does not exist. Different purposes for learning the language – whether it be everyday communication, conducting business, university studies, or tourism – require specific knowledge, abilities, and skills.

The relevance of this article stems from the need to develop and adapt communicative methodologies for teaching RFL, taking into account the specifics of various spheres of communication. The aim of the article is to analyze the fundamental principles for creating effective communicative approaches for teaching Russian for the purposes of everyday, business, academic, and tourism-related communication, as well as to determine the role of modern technologies in this process.

Main Part.

The communicative approach in teaching Russian as a foreign language (RFL) is based on the fundamental idea that language is primarily a tool for real communication, not merely a system of rules and lexical units to be memorized.



Consequently, the main goal of teaching shifts from knowledge *about* the language to the ability to *use* the language to solve specific communicative tasks in various real-life situations. This approach is embodied in several key principles that define both the content and methods of teaching.

Focus on communication. This principle prioritizes interaction and meaningful communication. The learning process is organized not around grammatical topics, but around performing communicative tasks that motivate students to use the language for real purposes: solving problems, exchanging information, expressing and arguing for their own opinions, and planning joint actions.

Moving away from mechanical exercises (drills) towards tasks involving an "information gap," where participants need to exchange unique data to achieve a common goal, or towards problem-solving tasks stimulates a natural need for communication. As E. I. Passov, one of the founders of the communicative method in Russian methodology, notes, teaching should model the process of communication, including its motivational, goal-oriented, and result-oriented aspects [Passov, 2017].

Example: Instead of simply conjugating verbs of motion, students are given the task: "Plan a weekend trip to Saint Petersburg." Working in pairs or small groups, they must discuss transport, accommodation, sights, and allocate a budget, using the target vocabulary and grammar in the meaningful context of negotiation and agreement.

Authenticity. The principle requires maximizing the use, within the educational process, of materials and situations that approximate the real conditions under which native speakers use the language. This applies to both texts (newspaper articles, blog posts, menus) and audio/video materials (excerpts from television programs, films, podcasts, recordings of real conversations).

The use of authentic materials enhances learner motivation, as they encounter the language as it exists in real life, rather than in the sterile conditions of a textbook. This introduces them to the actual pace of speech, the diversity of



accents, conversational vocabulary, and background cultural knowledge. Research indicates that authentic materials facilitate the development of comprehension strategies and adaptation to the real language environment [see, for example, Gilmore, 2007, by analogy with the English language; Koptelov, Popova, 2020, concerning digital resources].

For instance, during a lesson on the topic "News," students do not read an adapted text but instead work with short video clips from the RIA Novosti website or another news agency, performing tasks aimed at understanding the main idea, specific details, and expressing their attitude towards the event. Alternatively, when studying the topic "Food," they might analyze the menu of an actual Russian cafe found online, discuss the dishes, and place an «order."

Contextualization. The study of vocabulary and grammar does not occur in isolation, but within a specific context or communication situation. Context helps to understand the meaning of a linguistic unit, its functions, and rules of use (stylistic, pragmatic).

This principle aligns with the ideas of L. S. Vygotsky's sociocultural theory, which emphasizes the role of social context in learning. Placing language material into a meaningful context activates students' background knowledge and promotes deeper assimilation, as words and structures become associated with specific situations and communicative intentions [Shchukin, 2017].

For example, perfective and imperfective verbs are studied not through abstract rules, but in the context of recounting one's previous day ("What were you doing yesterday?" - Imperfective; "What did you do/get done?") or when describing the process of preparing a dish according to a recipe (alternating imperfective and perfective aspects to denote the sequence of actions).

Integration of language skills. The communicative approach seeks the integrated development of all four main skills (speaking, listening, reading, writing), as in real-life communication they are closely interrelated and rarely used in isolation.



Integrated tasks are more realistic and effective. For example, listening to information requires discussing it afterwards (listening + speaking) or writing it down (listening + writing). Research confirms that this approach promotes skill transfer and more holistic language acquisition [Oxford, 2001; Yudina, 2020, on project methodology].

Students watch a video interview with a famous person (listening), then in pairs discuss its main ideas (speaking), read a biographical article about this person (reading), and write a short essay expressing their opinion about his/her achievements (writing).

Learner-centered approach. The content, methods, and pace of learning are tailored to the individual and group needs, interests, and goals of the students. This requires conducting a needs analysis and flexibility from the teacher.

Focusing on the learner's needs significantly enhances their motivation and engagement. This is especially important when teaching a Language for Specific Purposes (LSP), where the content should be directly linked to the students' future professional activities [Balykhina, Netesina, 2019; Lysakova, Subbotina, 2018].

For example, for a group of engineers studying Russian, the course would include technical vocabulary, reading professional articles, and simulations of production meetings, while for future guides, the focus would be on tourism-related vocabulary, history and culture, and practicing tour narratives.

Positive attitude towards errors (Error Tolerance). Errors are viewed not as failures, but as a natural and inevitable stage in the process of language acquisition, as evidence that the learner is experimenting and constructing their own language system. Priority is given to the success of communication – whether the meaning of the message was understood.

Excessive focus on error correction, especially in the early stages, can lead to the development of a "fear of making mistakes" and reluctance to speak. The communicative approach suggests differentiating between errors (global, which hinder understanding, and local) and using various feedback techniques (e.g., recasting, clarification requests), giving preference to those that do not interrupt



communication [Shchukin, 2017]. Direct correction is more appropriate during stages focused on practicing specific structures or when analyzing written work.

During a discussion, a student says: "I think this problem very important." The teacher, understanding the meaning, can respond to the content ("Yes, I agree, the problem is indeed important. Why do you think so?"), and later, perhaps, note down this typical error (omission of the linking verb) for subsequent practice with the group.

The effectiveness of the communicative approach directly depends on the extent to which the methodology and teaching materials align with the specific goals and communicative needs of the learners. Simply applying general communicative principles is insufficient; adaptation and differentiation are required for various communication domains. Creating such differentiated approaches involves a thorough analysis of the target audience, the specifics of communicative situations, and the selection of relevant linguistic and extralinguistic material.

Everyday Communication / General Russian - achieving functional literacy in typical everyday situations: introductions, talking about oneself and family, shopping, navigating the city, communicating on public transport, discussing the weather, leisure activities, and food.

Here, the emphasis is on developing fluency and the ability to understand and respond appropriately in standard interactions. It is important not only to master basic vocabulary and grammar but also to learn to understand authentic spoken language (with its ellipses and colloquial constructions) and to navigate sociocultural norms of communication (forms of address, etiquette). As methodologists emphasize, in the initial stages, ensuring successful communication is more important than achieving absolute grammatical correctness [Shchukin, 2017].

Methodological Emphases and Examples:



Dialogues and Role-Playing: Role-playing situations like "At the store" (using real product packaging or online catalogs), "How do I get to...?" (working with a city map, e.g., Tashkent), "Getting acquainted at a party».

Authentic Audio/Video: Listening to and analyzing short dialogues from contemporary Russian films or series (e.g., "Kukhnya" [Kitchen]), excerpts from popular YouTube blogs about daily life, recordings of announcements in the metro or at train stations.

Vocabulary and Grammar: Are introduced and practiced within the context of topics (e.g., grammatical cases when discussing routes or purchases). Communicative grammar exercises are used, linking grammatical form to communicative function.

Cultural Component: Discussing non-verbal communication, customs of hospitality, typical topics for small talk with strangers.

Technology: Using applications such as Memrise or Quizlet for learning topic-based vocabulary; analyzing discussions in comments sections of relevant social media groups (adjusted for learner level); virtual city tours using Google Street View accompanied by route discussions.

Business Communication (Business Russian) - development of communicative competence for professional activities: conducting negotiations, participating in meetings, making presentations, drafting business letters and documents, communicating with colleagues and partners.

Requires a higher degree of accuracy and formality in language use. Mastery of specialized terminology in a specific professional field (finance, IT, marketing, etc.), knowledge of clichés and set phrases in business language, as well as an understanding of the specifics of Russian business culture and etiquette become particularly important. A thorough needs analysis is necessary to adapt the course to the specifics of the industry and the job responsibilities of the learners [Lysakova, Subbotina, 2018].

Methodological focuses and examples:



Specialized vocabulary and style. Working with industry-specific glossaries; analysis and drafting of various types of business letters (inquiry, proposal, complaint) using standard politeness formulas and structures.

Case Studies. Analysis of real or adapted business situations (e.g., entering a new market, resolving a conflict with a client), requiring discussion and decision-making in Russian.

Business games and simulations. Conducting training negotiations (with pre-assigned roles and objectives), simulating a product or service presentation to "investors," practicing phone conversations with partners.

Authentic materials. Working with excerpts from the corporate websites of Russian companies, press releases, articles from business publications (RBC, "Kommersant"), sample contracts (with a focus on key phrasing).

Intercultural aspect. Discussion of the specifics of conducting negotiations in Russia, the role of personal contacts, punctuality, dress code.

Academic goals (Academic Russian / RAP) - development of skills necessary for successful study or research activities in Russian: understanding lectures and academic literature, note-taking, writing academic texts (essays, abstracts/summaries, articles, theses/dissertations), participation in seminars, conferences, defense of academic work.

This area requires mastering a special, cognitively complex academic language (Cognitive Academic Language Proficiency - CALP), which differs significantly from conversational language. It is necessary to develop skills for working with large volumes of information, analytical reading, critical thinking, and reasoned presentation of one's viewpoint in accordance with the norms of academic style [Klobukova, 2016]. Emphasis is placed on receptive skills (reading, listening comprehension) and specific productive skills (academic writing, oral academic presentations).

Methodological focuses and examples:

Working with academic texts. Teaching reading strategies (skimming, scanning, intensive reading); analysis of the structure of academic articles



(introduction, methods, results, discussion); practice in annotating, summarizing/abstracting, outlining.

Academic listening comprehension. Listening to and taking notes on fragments of real lectures (e.g., from platforms like Coursera in Russian, Lektorium, PostNauka); teaching identification of key information and lecture structure signals.

Academic writing. Analysis and writing of texts in different genres (thesis statements/abstracts, annotations/summaries, essays, introduction to a term paper); practicing the use of academic style (impersonal constructions, terminology, references to sources); teaching citation rules (GOST).

Oral Academic Skills. Preparation and delivery of academic presentations in one's field of study; participation in debates and discussions on academic topics; practicing answering questions.

Tools. Introduction to Russian scientific electronic libraries (eLibrary.ru, CyberLeninka) and databases.

Russian for Tourism - providing language support for a comfortable stay in a Russian-speaking environment during a tourist trip: city orientation, communication in hotels, transport, restaurants, shops, visiting sights, handling emergencies.

The main focus is on the functional use of the language in typical situations encountered by tourists. Priority is given to developing listening skills (understanding announcements, instructions, answers to questions) and speaking skills (the ability to request information, express needs, understand answers). Grammatical accuracy is less important than the ability to be understood and to understand the interlocutor in a specific situation [Rubtsova, 2021].

Methodological Focus and Examples:

Situational-Thematic Modules. Learning is structured around themes such as "At the Airport/Train Station", "In the Hotel", "In the Restaurant/Cafe", "Transport", "Shopping", "Excursions", "Emergency Assistance».



Vocabulary and Phrases. Mastering standard phrases and sample dialogues for each situation ("How much does it cost?", "Where is...?", "I would like to order...", "Help me, please!«»).

Listening Comprehension. Listening to and analyzing dialogues in noisy environments (simulating streets, train stations), announcements on public transport.

Role-Playing. Highly realistic enactment of situations: checking into a hotel, buying tickets at a ticket office, ordering food from a menu, asking a passerby a question.

Authentic Materials. Using real city maps, transport schedules, menus, tourist brochures, websites for booking hotels and tickets (e.g., tutu.ru, aviasales.ru), excerpts from travel blogs in Russian.

Technologies. Using Google Maps/Yandex.Maps in Russian for navigation; virtual tours of museums (e.g., the Hermitage, the Tretyakov Gallery) for practicing descriptions and discussions.

Thus, the development of differentiated communicative methodologies is a process that requires not only knowledge of the general principles of the approach but also a deep understanding of the specifics of the target communication sphere, careful selection of relevant content, and the flexible application of various pedagogical techniques and technologies.

Conclusion

The development of effective communicative methodologies for teaching the Russian language necessitates a departure from universal solutions and a transition towards differentiated approaches focused on the specific goals and needs of learners. The successful formation of communicative competence for everyday, business, academic communication, or the sphere of tourism is possible under the condition of careful content selection, adequate teaching methods and technologies, the creation of an authentic communicative environment, and the active involvement of students in the communication process. Key success factors include: a deep analysis of the target audience's communicative needs, flexibility



in applying methodological techniques, the integration of various types of speech activities, and the active use of the potential of modern digital technologies to create personalized and interactive educational trajectories. Further research could focus on developing specific modular programs for different purposes, evaluating the effectiveness of using virtual and augmented reality technologies, and studying the influence of the intercultural aspect on the formation of communicative competence in various spheres.

References:

1. Azimov, E. G., & Shchukin, A. N. (2018). *Sovremennyy slovar' metodicheskikh terminov i ponyatiy (teoriya i praktika obucheniya yazykam)* [Modern Dictionary of Methodological Terms and Concepts (Theory and Practice of Language Teaching)]. Moscow: Russkiy Yazyk. Kursy. 496 p.
2. Balykhina, T. M., & Netesina, M. S. (2019). Russkiy yazyk kak inostranny: tekhnologii sozdaniya i ispol'zovaniya elektronnykh uchebnykh kursov [Russian as a Foreign Language: Technologies for Creating and Using Electronic Training Courses]. *Vestnik Rossiyskogo universiteta druzhby narodov. Seriya: Informatizatsiya obrazovaniya* [Bulletin of the Peoples' Friendship University of Russia. Series: Informatization of Education], 16(2), 159-171.
3. Vereshchagina, E. M., & Kostomarov, V. G. (2017). *Yazyk i kul'tura: Lingvostranovedenie v prepodavanii russkogo yazyka kak inostrannogo* [Language and Culture: Linguo-Cultural Studies in Teaching Russian as a Foreign Language]. Moscow: Russkiy Yazyk. Kursy.
4. Klobukova, L. P. (2016). *Lingvometodicheskie osnovy obucheniya nerusskikh studentov-nefilologov gumanitarnykh fakul'tetov nauchnomu stilyu rechi: Monografiya* [Linguo-Methodological Foundations of Teaching the Academic Style of Speech to Non-Russian, Non-Philology Students of Humanities Faculties: Monograph]. Moscow: MAKSS Press. 256 p.
5. Koptelov, I. B., & Popova, T. I. (2020). Ispol'zovanie tsifrovyykh obrazovatel'nykh resursov v obuchenii russkomu yazyku kak inostrannomu [The Use of Digital Educational Resources in Teaching Russian as a Foreign



Language]. *Izvestiya Rossiyskogo gosudarstvennogo pedagogicheskogo universiteta im. A.I. Gertsena* [Proceedings of the Herzen Russian State Pedagogical University], (196), 77-86.

6. Lysakova, I. P., & Subbotina, E. V. (2018). *Russkiy yazyk dlya delovogo obshcheniya: sovremennye metodicheskie podkhody* [Russian Language for Business Communication: Modern Methodological Approaches]. *Mir russkogo slova* [The World of the Russian Word], (3), 88-93.

7. Passov, E. I. (2017). *Kommunikativnyy metod obucheniya inoyazychnomu govoreniyu* [Communicative Method of Teaching Foreign Language Speaking] (2nd ed.). Moscow: Prosveshcheniye.

8. Rubtsova, E. V. (2021). *Obuchenie russkomu yazyku kak inostrannomu v sfere turizma: lingvodidakticheskiy aspekt* [Teaching Russian as a Foreign Language in the Sphere of Tourism: Linguodidactic Aspect]. *Vestnik Moskovskogo gosudarstvennogo oblastnogo universiteta. Seriya: Pedagogika* [Bulletin of the Moscow Region State University. Series: Pedagogy], (4), 58-67.

9. Sysoyev, P. V. (2019). *Informatsionnye i kommunikatsionnye tekhnologii v lingvisticheskoy obrazovanii: Monografiya* [Information and Communication Technologies in Linguistic Education: Monograph]. Moscow: LENAND. 320 p.

10. Khavronina, S. A., & Balykhina, T. M. (2016). *Innovatsionnyy uchebno-metodicheskiy kompleks «Russkiy yazyk kak inostrannyy»* [Innovative Educational and Methodological Complex "Russian as a Foreign Language"]. Moscow: RUDN. 215 p.

11. Shchukin, A. N. (2017). *Obuchenie rechevomu obshcheniyu na russkom yazyke kak inostrannom: Uchebno-metodicheskoe posobie* [Teaching Verbal Communication in Russian as a Foreign Language: Educational and Methodological Guide]. Moscow: Russkiy Yazyk. Kursy. 784 p.

12. Yudina, T. V. (2020). *Proektnaya metodika v obuchenii russkomu yazyku kak inostrannomu* [Project Methodology in Teaching Russian as a Foreign Language]. *Russkiy yazyk za rubezhom* [Russian Language Abroad], (5), 45-51.