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MODERN LINGUODIDACTIC APPROACHES TO RUSSIAN LANGUAGE TEACHING IN CONTEMPORARY EDUCATION

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Abstract. This article examines current issues in modern linguodidactics and identifies the principal directions in the development of Russian language teaching methodology at the turn of the twentieth and twenty-first centuries. Particular attention is paid to the transformation of educational goals, content, teaching technologies, and assessment procedures within the framework of competency-based education. The study analyzes the role of linguistic, communicative, and cultural competencies in the formation of a language personality and highlights the significance of innovative educational technologies in improving the quality of language instruction. It is argued that the modernization of Russian language teaching requires the integration of contemporary pedagogical approaches, updated educational content, and effective assessment mechanisms aimed at developing students' communicative and cultural awareness.

Keywords: linguodidactics, Russian language teaching, competency-based approach, language personality, communicative competence, educational technologies, language assessment, language education.

Introduction. The development of contemporary approaches to language teaching has been closely associated with the changing educational needs of individuals, society, and the state. The processes of globalization, technological advancement, and educational modernization have significantly influenced the theory and practice of language instruction. These changes have led to the reconsideration of educational priorities and the emergence of new approaches to curriculum design, teaching methods, and assessment strategies. Within this context, the modernization of education in Uzbekistan has created a need for a new model of Russian language teaching that combines updated educational content, innovative instructional technologies, and contemporary approaches to evaluating learning outcomes.

The teaching of Russian is currently carried out under conditions characterized by changing linguistic norms and a noticeable decline in general speech culture. Consequently, language education acquires particular social significance, since the quality of speech culture directly affects the preservation and development of linguistic heritage. At the same time, many students demonstrate insufficient motivation to study languages, often perceiving language proficiency as lacking practical value or social prestige. Such circumstances require a comprehensive reconsideration of the objectives, content, methods, and technologies of Russian language teaching in contemporary schools.

The importance of Russian language education is determined by the social functions of language itself. Language serves as a means of communication, cognition, cultural transmission, and the preservation of collective knowledge. It also constitutes the primary medium of literary creativity and artistic expression. However, helping students recognize these functions remains a challenging task. Therefore, modern language teachers must possess not only professional knowledge of the subject but also an understanding of contemporary pedagogical approaches that correspond to current scientific and educational developments.

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A significant transformation in modern language education is associated with the introduction of the competency-based approach. Contemporary methodology no longer regards language learning as merely the acquisition of grammatical knowledge and linguistic rules. Instead, it emphasizes the development of competencies that enable learners to use language effectively in real communicative situations. The educational process is aimed at developing linguistic competence, which involves understanding language as a structured system; communicative competence, which enables learners to produce and interpret oral and written discourse; and cultural competence, which allows them to perceive language as a reflection of national culture, history, and social values. The ultimate goal of Russian language education is therefore the formation of a language personality capable of effective communication and intercultural interaction.

The content of modern language education has also undergone substantial changes. Contemporary educational standards focus not only on the acquisition of knowledge, skills, and abilities but also on the development of competencies that can be applied in various communicative contexts. In this regard, educational content is understood as socially significant experience adapted for pedagogical purposes. The study of Russian includes knowledge about language structure and functioning, linguistic phenomena, styles of speech, text organization, and communication strategies. Such knowledge provides the foundation for the development of students' linguistic awareness and communicative culture. Without understanding the role of language in individual and social life, learners cannot develop a responsible attitude toward language preservation and use.

The modernization of language education is closely connected with the implementation of innovative educational technologies. The transition from traditional methods of instruction to technology-enhanced and learner-centered approaches represents a complex but necessary process. Contemporary educational technologies are intended to bridge the gap between theory and practice by creating effective instructional environments that take into account educational objectives, learner characteristics, and social demands. Their implementation contributes to the development of independent learning skills, critical thinking, and communicative competence. Furthermore, educational technologies provide opportunities for integrating digital resources and interactive methods into the language classroom, thereby increasing student engagement and learning effectiveness.

Another important aspect of contemporary language education is the transformation of assessment practices. The introduction of competency-based education has significantly altered the criteria used to evaluate students' achievements. Modern assessment systems are designed to measure not only linguistic knowledge but also learners' ability to apply that knowledge in authentic communicative situations. Consequently, assessment includes tasks aimed at evaluating linguistic, communicative, and cultural competencies through a variety of formats, including tests, analytical exercises, and written compositions. Such an approach allows educators to obtain a more comprehensive understanding of students' language proficiency and communicative abilities.

The effectiveness of these educational transformations largely depends on the professional competence of teachers. As educational paradigms evolve, teachers are expected to adapt to new methodological requirements and implement innovative instructional practices. In this regard, the role of the Russian language teacher extends beyond the transmission of knowledge; it includes the preservation of language culture, the development of communicative competence, and the cultivation of learners' cultural awareness. Therefore, teacher training and professional development remain essential components of educational modernization.

Conclusion. The issues associated with Russian language teaching have remained relevant for more than a century and continue to occupy a central place in contemporary linguodidactic research.

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Current educational reforms require the modernization of teaching objectives, content, technologies, and assessment systems in accordance with the principles of competency-based education. The formation of linguistic, communicative, and cultural competencies has become the primary goal of language instruction, reflecting the broader objective of developing a language personality capable of effective communication in a multicultural environment. The successful implementation of these goals depends on the integration of innovative educational technologies, updated curricular content, and scientifically grounded assessment procedures. Consequently, modern linguodidactics continues to play a crucial role in improving the quality and effectiveness of Russian language education.

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