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RUSSIAN LANGUAGE TEACHING METHODOLOGY AND CURRENT PROBLEMS IN LANGUAGE TEACHING

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Abstract. This article examines modern approaches to teaching the Russian language in national schools and analyzes the main challenges faced by students in the process of language acquisition. Special attention is given to the communicative orientation of Russian language teaching, the role of text-centered instruction, and the integration of literary materials in developing coherent speech. The study highlights several linguistic and methodological difficulties encountered by learners, including language barriers, stress placement, understanding verbs of motion, distinguishing grammatical gender, and interference from the native language. The article also discusses the importance of pronunciation practice, vocabulary development, and effective homework organization in improving students' communicative competence. Based on practical teaching experience, the research emphasizes the necessity of considering learners' native-language background in order to increase the effectiveness of Russian language instruction. The findings demonstrate that the successful teaching of Russian in multilingual educational environments requires communicative methods, systematic linguistic support, and learner-centered strategies aimed at developing both language proficiency and critical thinking skills.

Keywords: russian language, speech, barrier, aspect, student, teacher, methodology.

The most important goal of teaching Russian in national schools is to develop students' coherent speech, which is determined by the principle of a communicative focus on education. Addressing communicative objectives should result in students graduating from national schools with a good command of both their native language and Russian.

The process of teaching communicative activity in Russian is organized around the principle of text-centrism, or text-based language learning. The theoretical development of this principle in Russian language teaching began in the 1960s and 1970s, when T.A. Ladyzhenskaya's concept of coherent speech included not only speech activity but also the result of the act of communication, a specific speech production, or text.

The use of literary texts is effective only if the teacher works systematically, simultaneously linking language lessons with literature. It is the linguistic material that allows teachers to reveal the richness and beauty of the Russian language to non-Russian students, as well as to understand the patterns of the Russian language. As a result, students develop spelling acuity, develop punctuation skills, and shape their thinking.

For example, when studying punctuation in a non-union complex sentence in 9th grade, I dictate the sentence: "Drinking a lot of wine means trouble is inevitable." Why is there a dash? We explain: the first sentence (impersonal) is the condition of the second, the condition of all troubles and misfortunes. "It's not a pity for wine, but a pity for the mind: wine is no friend to the mind." Why is there a colon? It has a causal meaning. Why pity for the mind? Because drunkenness is voluntary insanity. Next comes independent work. Explain the placement of punctuation marks in sentences: "As soon as vodka enters the mouth, the mind immediately flees into the forest," "If you

say hello to vodka, then say goodbye to reason," "More people have drowned in a glass of vodka than have drowned in a stormy ocean." Using such familiar language material, high school students discuss the harmful effects of drinking alcohol, proving that alcohol is the main source of all vices in human life.

Let's consider some aspects of teaching Russian in a national school. I'll share my thoughts on this topic based on my experience.

1) The language barrier. In a Tatar school, Tatar is the dominant language. Children interact with Russian in the classroom and during extracurricular activities. Many high school students cannot clearly express their opinions and cannot find equivalent words in Russian when communicating, so they substitute words from their native language and automatically prefer to answer in Tatar.

- students lack knowledge of the lexical meanings of some words; even from context, they cannot determine the meaning of a word.

- some students often remain silent in class due to fear of making speech errors. Such students require timely assistance from the teacher and linguistic support for a certain period.

2) Correct stress placement in Russian words presents significant challenges for students in the Tatar school. In Tatar, stress usually falls on the last syllable of a word (kitap, eremchek, kara, yashel). Stress in Russian is variable and flexible. This means that in Russian words, stress can occur on any syllable: tort, sredstva, trochestvo, zakýporit, dobrat'sya. Comparing the pronunciation of stressed syllables in the native and Russian languages can help identify the causes of stress violations and outline teaching methods for stress norms. Students often analyze not sounds based on the laws of oral speech, but the letters that represent them in written language. For example, the word form "tortov" is pronounced with stress on the last syllable, although the correct pronunciation is considered to be "tortov." Many consider the stress on the word "позвòним" (correct: "зазнаним") to be the standard.

Some graduates, especially younger students, have difficulty completing Task 4 of the Unified State Exam in Russian, as they have to write out a word from among five words where the letter denoting the stressed vowel sound is incorrectly highlighted. To avoid mistakes, we have to find effective ways to memorize word stress. At the beginning of the lesson, we often recite words found in Russian language test papers aloud, "in a chain." Or we conduct an orthoepic dictation. For vocabulary work, we started a separate notebook, a dictionary, where we write down difficult words not only in terms of spelling, but also in terms of stress placement.

3) There is a difficulty in distinguishing between animate and inanimate nouns. When asking questions about the nouns "horse" (at), "cow" (syer), "dog" (et), "fish" (balyk), and "jackdaw" (karga), students automatically ask "what?" (nərsə?).

4) Nouns are hyphenated under the influence of their native language (ber-bersen);

5) In writing, the letters щ (щ) and ч (мказщик, хочулись, etc.) are often substituted. Sometimes spelling errors are very basic and occur even in frequently used words: счастливий (v. schastlivyj) (instead of "schast'" or "happy"), щеность (v. chesnost'" or "honesty").

6) Students have difficulty understanding verbs of motion. While in Russian, movement on land is differentiated between walking and using transport, in Tatar this distinction is absent: the verbs "едать" (to go) and "дoть" (to go) are rendered by a single word (бару). This creates confusion between native and Russian language skills.

7) Determining the gender of nouns. Difficulty in mastering the category of gender is caused by different morphological methods for detecting the gender of nouns. The gender of nouns with a zero ending (kon' - ste'p') is determined by the endings of the genitive form and by suffixes.

Masculine nouns in the genitive form have the endings -a or -ya, while feminine nouns have the ending -i; the suffixes -tel' and -ary indicate masculine gender (pisatel', plohar'), while the suffix -ost' indicates feminine gender (novost', gorodost'), etc.

I believe it is necessary to take the above-mentioned features into account, because students understand the patterns of the Russian language through the prism of the Tatar language. However, the requirements of the OGE and USE in Russian are the same for both Russian and national school graduates.

Attention should be paid to the methods for formulating homework. This crucial connection between the lesson and extracurricular activities shouldn't be left until the very last minutes of class. When writing homework, students should be convinced that it is a necessary continuation of the material covered in class, without which successful comprehension of the subsequent material is impossible. This attitude will encourage students to take homework seriously, especially if they themselves participated in formulating it.

Thus, the development of the student's personality, capable of living, working, and creatively realizing themselves in the post-industrial society of the 21st century, becomes crucial in teaching Russian.

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