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PECULIARITIES OF TEACHING RUSSIAN AS A FOREIGN LANGUAGE IN GROUPS WITH NON-RUSSIAN LANGUAGE OF INSTRUCTION

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Abstract.

This article addresses the challenges of identifying innovative approaches and tools to optimize foreign language instruction and enhance its effectiveness. Special emphasis is placed on student-centered technologies as a means of fully realizing the educational, developmental, and formative potential of the subject. These technologies aim to establish the learner's active role within an integrated educational process and rely on mechanisms of dialogue, reflection, and collaboration. The article also presents examples of applying project-based methods in teaching Russian as a language for specific purposes.

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Introduction

The development of modern methods is associated with the search for innovative ways and means to optimize foreign language teaching and improve teaching efficiency. The need to make the learning process interesting drives us to constantly improve curricula, look for ways to increase the motivation of students and ways to turn compulsory and difficult learning into an interesting and exciting journey into the world of a non-native language and culture. It is necessary to ensure not only the introduction and consolidation of a large amount of information, but also to increase the time of active speech activity of each student. Therefore, the question of what methodology will help us in the formation of a specialist who would be as familiar with practice as with theory remains relevant.

Materials and Methods

The leading vector of modern research in the field of education renewal, its theory and practice is the personal approach, which was conceptualized in the works of famous teachers and psychologists. The undoubted topicality of the personal paradigm of education attracts with increasing force an increasing number of researchers. However, in reality, the educational practice that is taking shape today in higher

education is still far from the ideals of full-fledged personal growth of students, which stimulates the search for new educational technologies.

Results and Discussion

In project technology, we can optimally combine different styles of pedagogical communication depending on the stage of project development, changing the functional responsibilities of the teacher and student and their roles. The student is actively involved in the selection, organization and design of the content of a particular project, the teacher acts as a consultant, coordinator, assistant and partner. The style of pedagogical communication during the implementation of a language project in the most generalized form can be defined as communication based on the passion for joint creative activity. This style of communication can be considered as a prerequisite for successful joint educational activities. Using the project method increases motivation to learn the language and culture of another country, develops communication skills and independent thinking, allows each participant to express themselves creatively, strengthens interpersonal relationships, teaches tolerance and creates a comfortable psychological climate in the student group. The project is valuable because in the course of its implementation, students learn to independently acquire knowledge, gain experience in cognitive and educational activities. If a student acquires research skills for orienting in the flow of information, learns to analyze it, generalize, see a trend, compare facts, draw conclusions and conclusions, then, due to a higher educational level, it will be easier for him to adapt in later life to changing living conditions. A foreign language as an academic subject has great potential for creating conditions for the cultural and personal development of students. The social order of society in the field of teaching a foreign language at this stage of the development of the Bulgarian education system puts forward the task of developing the personality of the student, strengthening the humanistic content of education, more fully realizing the educational, educational and developmental potential of the subject in relation to the individuality of each student. Therefore, it is no coincidence that the main goal of teaching a foreign language in a new educational paradigm is the personality of a student who is able and willing to participate in intercultural communication in the target language and independently improve in the mastered foreign language speech activity. In psychological and pedagogical terms, the development of a personality in the system of higher education can be dynamic and fruitful, if in this system the possibilities and conditions for the full self-realization of the individual are considered as target and value measurements of this system itself, which believes; firstly, the development of the trainee's semantic aspiration and his ability to self-determination, secondly, the expansion of the scope of his personal competencies, and, thirdly, the development of the trainee's internal responsibility in the course of university training. The main goals of introducing the method of projects into the practice of teaching Russian as a foreign language become personally significant. Here is an example from the methodological recommendations for students: What gives you work on the project? | You will be able to express your creativity. | You are independent: you plan, analyze, work with literature, make decisions yourself. | You will be able to express your point of view and argue it using the means of the studied foreign language. You are tolerant of other opinions. | You will be able to surprise yourself and your colleagues with your achievements. | The implementation of the project will have a positive impact on your academic performance. | You will be able to rise to a higher level of training, education, development and social maturity. The concept of autonomy is logically woven into the context of the project methodology, is one of its goals, since the educational activities for the implementation of the project are characterized by independence, freedom from control by the teacher, the ability to take responsibility for their mastery of a foreign language. Autonomous learning involves the cooperation of students: they exchange ideas, opinions, information, learn from each other. Despite the individual nature of the project, a significant place is given to work in pairs, groups, teams. Thus, everyone gets the opportunity to realize what is his solo side and get help in what he is weaker than others.

In the course of the project, students select topics for study, plan classes together with the teacher, influence the pace of the material and the choice of activities with it, if necessary, request additional information from the teacher or obtain it from various sources, consult with the teacher. Students themselves initiate and organize search activities in the classroom and outside of school hours, reflect on the process of language acquisition, influence how and when errors are corrected, express their opinion on the activities and exercises performed. This contributes to the creation of a situation of mutual support, facilitates the formation of communication skills, and stimulates speech creativity. Thus, the autonomy of the learner becomes an essential characteristic of the project methodology and permeates the entire process of teaching a foreign language.

Conclusion

Innovations in the content, forms and methods of work, as well as in teacher-student relations, certainly lead to the improvement and modernization of education and upbringing, the creation of the personality of a future citizen with new qualities and values - a creative person. The practice of work proves that the use of modern pedagogical technologies, in particular project-based ones, unlike traditional ones, encourages non-philologists to constant creative search, contributes to obtaining sound knowledge of Russian as a foreign language, teaches them to communicate with each other, the ability to correctly express their point of view to be tolerant of other people's opinions.

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