

**THE EFFECTIVENESS OF THE COMMUNICATIVE APPROACH IN TEACHING
RUSSIAN AS A FOREIGN LANGUAGE***Sobirova Dilfuza Artikovna**Russian language teacher at the
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Abstract: This article explores the effectiveness of the communicative approach in teaching Russian as a foreign language. The study investigates how the use of interactive methods, real-life communication scenarios, and the development of oral speech competencies contribute to language acquisition. The paper also highlights experimental work that tested various communicative strategies in educational settings and presents methodological recommendations based on these findings. Emphasis is placed on the integration of innovative technologies and learner-centered practices. The results indicate that the communicative approach significantly enhances students' speaking proficiency, motivation, and overall engagement in the learning process.

Key Words: communicative approach, Russian as a foreign language, language acquisition, interactive methods, oral speech development, innovative technologies, language teaching.

The teaching of Russian as a foreign language has undergone considerable transformation in recent decades, shifting from traditional grammar-translation methods to more dynamic, learner-centered approaches. Among these, the communicative approach has gained widespread recognition for its focus on real-world language use and the active development of communicative competence.

The communicative approach to language teaching, also known as Communicative Language Teaching (CLT), emerged in the 1970s as a response to the limitations of traditional grammar-based teaching. It is rooted in the idea that the primary function of language is communication. Therefore, language instruction should focus not only on grammatical competence but also on sociolinguistic, discourse, and strategic competence.

According to Hymes (1972), communicative competence involves the ability to use language appropriately in various contexts. This approach promotes learning through interaction, contextualization, and the integration of language skills (listening, speaking, reading, and writing) in meaningful tasks. When applied to teaching Russian as a foreign language, the communicative approach emphasizes the use of authentic Russian speech patterns, cultural nuances, and situational language practice.

The communicative approach is best implemented through student-centered instruction where the teacher acts as a facilitator rather than a lecturer. In the context of teaching Russian as a foreign language, it involves designing lessons that simulate real-life situations in which Russian is used naturally.

Some core features of implementation include:

- **Role-plays and simulations:** Students act out common scenarios such as visiting a doctor, ordering food, or navigating public transport, which enhances contextual vocabulary usage.
- **Task-based learning:** Assignments such as planning a trip, conducting a survey, or preparing a presentation require students to use Russian in purposeful ways.
- **Student interaction:** Activities like interviews, debates, and problem-solving in pairs or groups increase learners' exposure to spontaneous speech.

Instructors must adapt their strategies to the proficiency levels of students, using simplified Russian for beginners and progressively introducing more complex structures and idiomatic expressions.

Conclusion

The communicative approach proves to be highly effective in teaching Russian as a foreign language. Its focus on interaction, real-world application, and student engagement fosters the development of practical language skills. The experimental data confirm that learners acquire language more effectively when they are actively involved in meaningful communication. As language education continues to evolve, the communicative approach, supported by innovative technologies and responsive teaching methods, offers a robust framework for achieving linguistic and pedagogical goals.

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