

## **Technique of Meaning-Formulation and Construction Mental Interpretations in Russian Language**

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**Abstract.** This research paper defines the specifics of the Russian language against the background of other languages, implements a functional-communicative approach to the description of grammatical material, and also provides communicative linguistics and linguistics of the text of the methodology for studying in Russian language.

**Keywords:** construction mental interpretations, development of students' speech, methodology, Russian language, methodology of teaching, methodology of grammar and spelling, technique of meaning-formulation.

### **Introduction.**

It is known that any science goes through several stages in its evolution, but in any case, it must certainly move from the stage of simple contemplation to the stage of abstract thinking, since this is an objective and comprehensive formula for the process of consciousness. The above fully applies to a relatively young, developing science - the methodology of teaching Russian as a foreign language, in which the fruits of numerous contemplations are more or less vividly captured, but the results of fundamental theoretical research and descriptions of basic categories are still insufficiently presented. But certain achievements of the methodology are already obvious, and this hardly needs to be disputed.

Analyzing the main stages in the development of the methodology of teaching Russian as a foreign language, one can see that the central issue of the scientific-theoretical and scientific-practical arsenal has always been and remains the question of the teaching method. In fact, the history of the development of methodology is the history of the creation of teaching methods that coexist peacefully, or are in irreconcilable conflict with each other.

The role of the method in the methodology of teaching foreign languages has always been defined as the leading, dominant one. In one of his works, the famous psychologist B.V. Belyaev

wrote: "Since the teaching method should be understood as a set of basic methodological principles, the rejection of a certain teaching method, in fact, means the rejection of certain teaching principles.

Whoever denies the need for a basic teaching method seeks to turn the methodology into an unprincipled theory of teaching, and the corresponding practice of this teaching into an unprincipled activity [1-3].

From the point of view of modern methodology, the teaching method is understood as a tactical training model that implements the goals, objectives and content of the educational process, as well as determines the ways and means of achieving them in accordance with the stage and conditions of training.

### **Methods of research.**

Five conceptual provisions are among the central ideas that form one or another teaching method.

1. The method as the main methodological category regulates the general idea of the tactics and strategies of teaching. It is based on the main dominant idea of solving the leading methodological problem.
2. Certain linguistic, psychological and methodological concepts are used as a theoretical base that forms teaching methods, the analysis of which allows us to attribute the method to one or another paradigm.
3. The method is based on a scientifically based system of teaching principles, which are a reflection of certain linguistic, psychological and methodological concepts. From the standpoint of such principles, the following is established: the selection of linguistic and linguistic material; methods of his presentations; fixing methods; the sequence of presentation and dosage of material for lessons and cycles of lessons.
4. The method regulates the learning goals and forms the basis for their achievement. The inadequacy of the chosen method of the learning goal makes it insufficiently effective and makes it difficult to master the language in the parameters set by the curriculum.
5. The choice of the optimal method is determined by the goals, objectives, conditions and stage of training.

In the methodology of teaching Russian as a foreign language, there are several dozen methods that form a general tactical model of teaching and have received various degrees of distribution and depth of theoretical justification. The most common of them are nine teaching methods: grammar-translation, conscious-comparative, cognitive, audiolingual, structural, audiovisual, transformational, conscious-practical, communicative.

The listed teaching methods radically differ from each other in content, sequence and dosage of its introduction, types of training units and exercises, final and intermediate goals, etc. However, the names of existing methods, in our opinion, do not always accurately reflect their essence. So, for example, if the consciously-comparative method of teaching is opposed to the grammatical-translational, cognitive and transformational methods, this does not mean at all that the reliance on consciousness and taking into account the difficulties of a foreign language, predicted on the basis of a comparison of two languages, is denied in other methods. Not only in the grammar-translation, cognitive and transformational methods of teaching, but even in the direct method, the role of meaningful mastery and reliance on the native language of students has always been recognized. So, G. Palmer, being one of the developers and the most staunch supporter of the direct method, has always pointed out that this method provides a program for conscious mastery of the content and develops the ability of students to analyze and synthesize. Moreover, G. Palmer was opposed to the exclusion of the native language even with the introduction of new words. In his opinion, the mastery of new linguistic forms for denoting well-known concepts (sun, clothes, food, etc.) requires, first of all, demonstrating the exact correspondence of the new linguistic form and the known concept. This can be done in different ways but is most effective with the help of their native language. Only further work on the use of the word in speech, according to the scientist, should take place without involving the native language.

Unfortunately, these and some other thoughts of G. Palmer were ignored by many methodologists, in connection with which it is still generally accepted that the direct method fundamentally does not allow the use of the native language. In fact, the name "direct method" only reveals the mechanisms and sequence of introducing new material. It only reflects the fact that the meanings of new words and constructions must be revealed by establishing direct connections in the minds of students between what they see and hear, as well as what they think and say.

A lot of works are devoted to the description, analysis and comparison of teaching methods in the scientific literature. Despite this, many fundamental questions about the role and place of teaching methods have not received sufficient reflection.

The subject and main goal of teaching is formal grammar. Grammar determines the structure of the course and the content of the educational material. The vocabulary minimum is formed on the basis of texts that illustrate various grammatical phenomena. Selected and grouped vocabulary to illustrate grammatical rules, as a rule, is not connected with subsequent texts. When selecting material for classes, preference is given to socio-political texts and works of fiction. It is assumed that students will also have to speak the same correct literary language as the heroes of the works of the classics.

The representatives of the grammar-translation method consider their translation into the students' native language as the main way to reveal the meaning of the grammatical form and word. Learning begins with memorizing the rules for constructing sentences, the formation of words and their combinations. There are no creative exercises in the textbooks compiled according to this method, there is no communicative orientation that fills and implements speech behavior in the further study of the language, language proficiency. All training is aimed at the analytical activity of students over the text, at the transition from consciously learned rules to the formation of speech skills and abilities on their basis, at the widespread use of the native language as a support in mastering a foreign language. On the whole, the grammar-translation method, with its focus on acquiring knowledge in the first place, turned out to be insufficiently effective, especially when teaching Russian as a foreign language. That is why many researchers have attempted to significantly modernize it, which eventually led to the creation of a consciously comparative method of teaching.

The theory of the conscious-comparative method is based on the works of L. V. Shcherba and S. I. Bernshtein and had a significant impact on the formation and development of the methodology of teaching Russian as a foreign language. The widespread use of the consciously comparative method of teaching dates back to the second half of the 40s - early 50s. This period of methodology was characterized, on the one hand, by a significant advance in several directions (primarily in terms of the linguistic justification of the methods of selection and presentation of linguistic material, the orientation of linguistic material, the focus on synthetic reading, etc.), and on the other hand, the inability of the dominant methods, programs and textbooks to ensure a full-fledged practical knowledge of a foreign language by students. The main methodological provisions of the consciously comparative learning paradigm:

Conscious assimilation of linguistic phenomena and ways of their application in the process of verbal communication; this principle was based on the recognition of the leading role of thinking in the process of language acquisition.

Comparative study of linguistic phenomena involved comparing similar and contrasting linguistic facts in two languages in order to overcome negative interference and use the results of positive transfer; this principle found practical implementation in a number of Russian language courses and was expressed: in the nature of the description of the Russian language system in comparison with a foreign language and in the development of bilingual exercises.

**Results.**

The simultaneous development of all types of speech activity on the basis of written speech, i.e. the text and written exercises were considered as the main sources of skills and abilities formation.

Distinguishing between active and passive language material and, in this regard, the allocation of educational material intended for receptive (reading, listening) and reproductive assimilation (writing, speaking).

The audio-lingual method is a method of teaching a language that provides for repeated listening to tape and pronunciation of language structures and speech patterns, which leads to their automation. The authors of this method are American structuralists and anthropologists who have studied patterns of human behavior in society. The method is based on the psychological theory of behaviorism and the concept of language acquisition developed on its principles by imitation, education by analogy and repeated repetition of speech patterns, leading to the formation of communication skills. The essence of the method is reduced to the following fundamental provisions:

- 1) the basis of language proficiency is the acquisition of speech skills;
- 2) the language is realized primarily in oral form;
- 3) languages are different in their structure;
- 4) skills must be automated to such an extent that they are carried out in practice without the participation of consciousness;
- 5) automation of skills occurs in the process of training by repeated repetition of speech patterns.

Leading methodological principles used in the audio-lingual teaching method:

Practical orientation of training. The implementation of this installation involves: the study of the sound system of the language on a limited lexical material; mastering the structural means of the language to the level of automatism; mastering new speech patterns by analogy with the old ones; acquaintance with the culture of the social environment, the language of which is being studied. Any dose of the studied material must first be learned orally.

The purpose of learning from models is for the student to learn how to construct phrases from patterns. The corresponding skills are formed as a result of repeated repetition of models and speech patterns until they are fully automated. The model is considered mastered if the students have acquired the ability to use it, i.e., to construct sentences with its help in accordance with the purpose of communication.

Language as a system of skills. In accordance with this provision, the training system is aimed at developing skills in various aspects of the language and types of speech activity. Skills are developed as a result of multiple repetitions of phrases. First, the most frequently used structures that students must remember are highlighted, the number of words is minimal, then the dialogues are memorized and training work is carried out to master the structures that make up the dialogues; tables are given summarizing what was introduced in the dialogues and exercises; after oral assimilation, the stage of developing skills in the field of reading and writing begins.

The principle of taking into account the native language. According to this principle, education is built taking into account the characteristics of the native language of students.

Maximum use of technical training aids. Teaching according to the audiolingual method provides for the inclusion of technical teaching aids in the system of classes.

The main disadvantages of the audio-lingual method:

- 1) the predominance of mechanical teaching methods;
- 2) the monotony of speech exercises;
- 3) meaningless memorization of structures, which leads to a misunderstanding by students of the purpose of the operations performed;
- 4) lack of interconnectedness in teaching four types of communicative activity.

The audiovisual method is a method of teaching a language in a short time on limited lexical and grammatical material, characteristic of a colloquial style of speech, with intensive use of visual and auditory visual aids. The method was based on the psychological theory of behaviorism. The main thesis of behaviorism is that psychology as a science should study behavior, not consciousness; behavior is nothing but the reaction of the organism to external influences, i.e., the totality of relations implemented according to the formula “stimulus-response”.

In this method, the main attention is paid to the study of basic structures and the most frequently used words. Its authors argue that since language is a means of communication, the subject of study should be models of verbal and non-verbal behavior.

Leading methodological principles used in the audiovisual teaching method: the principle of relying on colloquial speech; the principle of verbal advance; the principle of functionality (grammar is not studied formally, but functionally, that is, in speech); the principle of globality (the introduction to the perception of linguistic material is carried out by ear and is reinforced visually in the form of integral structures (globally)); the principle of situationality (the material is introduced in the form of dialogues reflecting situations of real communication); the principle of non-translation; the principle of visual-auditory synthesis.

Typically, the methodology for working on audiovisual learning technology is as follows:

- students look at the picture, which presents objects or reflects the plot, the lexical potential of which corresponds to a certain thematic-semantic group, listen to the phonogram and learn the meaning of words;
- students repeat the phonogram, practicing sounds, intonation, rhythm, tempo, logical stress;
- students conduct training work on varying the forms of the word in the proposed situations;
- students act out the situations reflected in the pictures, ask questions and answer them, use real situations from their lives.

The main disadvantages of the audiovisual method:

- 1) the exclusion of the principle of relying on the native language of students;
- 2) excessive enthusiasm for the structural-global approach to the assimilation of the material;
- 3) insufficient attention to written forms of communicative activity.

The leading principle of this method - the principle of communicativeness - is that the student in the learning process must exchange information (oral or written) within the limits regulated by the needs of a foreign language team, in conditions close to the real speech situation. In accordance with this principle, it is supposed to form in the mind of the student a psychophysiological mechanism - a communicator that would allow him to participate in communication and in the exchange of information in a given language within a certain type of speech (communicative) activity, which is chosen as the main one and meets the ultimate practical goals of learning . The principle of communicativeness, in essence, means striving for the maximum adequacy of the learning process to the process of real language communication, the process of communication in natural communicative situations, and therefore requires the following features to be taken into account when organizing the educational process:

- use in training only communicatively valuable models, constructions and phrases;
- take into account the sphere of communication when selecting speech material and determining its content;
- maintain an interested, motivated attitude of students to the subject;
- use in the learning process communicative exercises that form speech skills.

The essence of the principle of consciousness in teaching Russian as a foreign language is that the assimilation of educational material should occur on the basis of understanding and comprehension by students, and not by mechanical memorization.

The need for a functional approach to the selection and presentation of educational language material is dictated by the communicative nature of education. At the same time, the functional

principle is that the language material in the form of lexical units and morphological forms must be immediately introduced into speech, i.e., given in sentences.

The situational-thematic principle of organizing educational material consists in the selection of language and speech material and its presentation in models and speech samples correlated with topics and situations of communication.

The principle of concentric arrangement of material implies the arrangement of lexico-grammatical material in several relatively closed cycles. Each cycle (concentration) creates a basis for further language learning, but at a higher level. Such an organization of learning, in contrast to the linear-sequential one used in the framework of the grammar-translation method, allows you to keep an eye on the entire language system, if necessary, return to some of the most relevant lexico-grammatical topics, each time to supplement this or that topic with new language content. . Simply put, with the concentric organization of educational material, students encounter the same grammatical categories or lexical meanings repeatedly in different concentrations, but at a higher level and in strict accordance with the sphere of communication and use. For example: the verb help in the construction brother helps me can be mastered in the first concentration within the framework of the colloquial and everyday sphere of communication; the phrase to assist in the construction of international organizations provide assistance - in the second concentration in relation to the socio-cultural sphere of communication; the phrase help was provided (the patient was helped) - in the third concentration in relation to the sphere of professional, scientific communication.

The principle of complexity implies joint, parallel assimilation of all four types of speech activity. At the same time, complexity does not at all mean the uniform development of all types of activities at all stages of education: their ratio will change. For example, at the initial stage, the teaching of speaking may be preferred, and in the subsequent stages, if the ultimate practical goals of training so require, the emphasis shifts to teaching reading, and speaking is used only to the extent that contributes to the formation of reading skills and abilities.

The principle of taking into account the native language of students suggests that the selection, organization and presentation of educational language and speech material should take into account the difficulties of the Russian language associated with the peculiarities of the native language. At the same time, the main attention is paid to phenomena that are either absent in the native language of students, or differ in forms and methods of expression.

The principles discussed above make the conscious-practical method universal and effective for teaching Russian as a foreign language in the conditions of the language environment, as well as in its absence, in the conditions of university education or work in circles, at the initial or advanced stage. In general terms, the process of teaching Russian as a foreign language using the conscious-



practical method can be represented as a complex pedagogical activity aimed at solving two methodological tasks: teaching the means of communication (language and speech) and mastering speech activity. The first task is achieved as a result of the students communicating language knowledge and acquiring phonetic, lexical skills during the exercises of English and grammatical skills; the second - in the process of forming speech skills that ensure the process of verbal communication.

The development of new teaching methods, the search for the most effective of them are due not only to the desire of methodologists and teachers to bring the learning process as close as possible to the real process of mastering the language by students, taking into account their general and individual characteristics, but also due to dissatisfaction with the use of generally accepted methods and approaches to learning. When a new method emerges, its effectiveness, validity, and performance are evaluated by comparison with existing teaching methods. At the same time, the basic approaches used in new methods are usually not questioned, it is only about the depth of understanding, completeness and accuracy of the implementation of their basic principles, or about individual modifications and additions.

In addition, it is obvious that the comparison and evaluation of teaching methods should be based not only on the basic principles that form these methods, but also on certain criteria that would make it possible to establish that these methods are homogeneous in all parameters, including goals, objectives, deadlines, stages of training, as well as age characteristics of trainees. It would probably be inappropriate to compare the methods used in long-term training and intensive training methods, which are usually used in a relatively short time and have fundamentally different goals than in long-term training. Thus, it is possible to compare and evaluate only those methods that belong to a group that is homogeneous in terms of classifying characteristics.

Objectively optimal teaching methods can be considered those methods that are able to combine all theoretically substantiated and practically tested methodological principles. These tables allow us to state that two methods can be considered as such at the present stage of development of methodological science - consciously-practical and communicative. However, recognizing them as optimal is very conditional, since in this case such important issues remain open as the timing and stage of learning, the lack of a consensus on the real process of language acquisition, the age and psychological characteristics of the students, the individualization of learning, the ability of students to learn the language, the ease / difficulty in the process of mastering the language, simplicity / complexity of the language being studied, etc.

Among the psychological principles that form the methods and models of teaching, the most interesting and productive are two: analyzability / non-analyzability and automation / non-automation.

Intensive teaching methods are aimed at mastering the maximum amount of material in the shortest possible time. Distinctive features of intensive methods are: 1) maximum activation of students during classes (for this purpose, special tasks are offered in the form of sketches, role-playing games, audiovisual and computer teaching aids); 2) mobilization of hidden psychological reserves of students' personality; 3) use of all means of influencing students.

With the help of intensive teaching methods, it is possible in a relatively short period of time to form and activate the skills and abilities of practical language proficiency within a limited set of topics and situations of increased interest to students. Thus, during intensive training, the motivational side of training is taken into account as much as possible. The form of organization of classes also has a positive effect on learning outcomes: the distribution of students by roles, learning in the process of communication, the problematic nature of the topics and situations selected for classes, the use of background music, etc.

The use of intensive methods is most effective in small study groups. Success in work largely depends on the qualifications of the teacher who received special training, the completion of the study group as a result of preliminary testing, as well as the availability of teaching aids designed for the use of the intensive method.

Intensive methods are most successfully used in short-term training. As for the practice of teaching in the system of university continuous education, within its framework, intensive methods are used as a supplement to traditional methods in the framework of various introductory and accompanying courses to the main long-term course of study.

The development of the concept of communicative orientation in teaching language acquisition coincided with the beginning of intensive sociolinguistic and psychological research on the problems of the functioning of the language, the definition of the speech mechanisms of a linguistic personality, the description of the types of knowledge and some features of their functioning, the establishment of boundaries and the content of the human mental lexicon studying a foreign language, his individual linguistic consciousness, modeling the processes of speech production and speech perception, studying the features of mastering a foreign language through comparative analysis, analysis of speech errors, as well as introspective research methods. In a relatively short period of time, the components included in the structure of communication were identified, the mechanism of their interaction was shown, the basic unit of communication, the speech action, was singled out and quite exhaustively described. All of these studies have shown

that communication is as systemic as the grammar of a language, and is always governed by social rules. As a result, language researchers and methodologists have a real opportunity to define the concept of "language proficiency" adequately to the nature of communication through the introduction and disclosure of the concept of "communicative competence"[4-7].

Without answering the questions of what it means to speak a language, what should be the content of students' communicative competencies in the process of mastering a foreign language, it is hardly possible to constructively formulate the communicative goals and objectives of education and develop appropriate means to achieve them. These issues become even more relevant if we take into account that throughout the development of the methodology of teaching foreign languages, the content of the concept of "language proficiency" has repeatedly changed, and, as a rule, in the direction of simplification. So, at the beginning of the XX century, the creators of the grammar-translation method believed that students would master the language if they learned the history of its development, grammatical rules illustrated by examples; will be able to analyze linguistic facts based on specific contextual examples, as well as stylistically correctly translate classical samples of literary speech [8-13].

The development of behaviorism as a psychological direction and the emergence of structural linguistics gave a completely different meaning to the concept of "language proficiency". The formal arrangement of language has become the ultimate goal of learning. According to the adherents of the structural approach to learning, in order to use the language, it is necessary to bring the knowledge of its structural features to automatism. At the same time, each language was considered a unique specific system, consisting of many structural units, for the mastery of which no intellectual activity is required. Criticizing this understanding of language proficiency, opponents of the structural approach to learning wittily noted that if all the structural units of the language were to be learned in the way that the structuralists suggest, then the child will grow old before he expresses at least one thought in the language being studied, and the adult will die without saying anything [14-15].

A fundamentally different approach to learning was proposed in the framework of communicative linguodidactics. Proponents of the communicative approach often sought to present language proficiency as language proficiency as a means of communication in various areas of human activity. However, the description of the ultimate goals of learning in this case turned out to be so vague that it was practically impossible to distinguish between actual language proficiency and quasi-speech activity, devoid of the main characteristics of communication.

Recognizing the complexity of such a phenomenon as language proficiency, many linguists and methodologists expressed uncertainty that it could be described at the achieved level of scientific development.

After the features of the form, meaning and use of a new word are realized by the students, it is necessary that this word be learned. There are different methods of memorizing words: 1) memorizing words in a list in the order in which they occurred in the text; 2) memorization of words based on their paradigmatic connections (words of the same lexico-semantic field, a nest of related words, words with the same prefix, synonyms, antonyms are learned); 3) memorization of words as part of a sentence, text; 4) writing out words on cards and memorizing these words in the process of repeatedly viewing the cards; 5) memorization of Russian words based on their associative links with the words of the native language, etc.

Students should be aware of the existence of such techniques, but the choice of a particular technique is determined by their individual preferences.

As we have already pointed out above, the very fact of memorizing a word at the initial stage of learning does not always lead to its recognition in context. To make the process of recognizing a word easy, the authors of textbooks strive to ensure that this word occurs in educational texts. There is no consensus in the scientific literature about how many times a word should occur in educational texts for its successful assimilation. Some scientists believe that five times is enough, others write that the student must read or hear the word twenty times. Probably, the number of repetitions required depends on the individual characteristics of the student (in particular, on the experience of learning foreign languages) and on the nature of the word being studied. In any case, the more often a student encounters a given word when reading and listening to texts, the more durable are receptive lexical skills.

For the formation of productive lexical skills, the methods described above are not enough: it is necessary that the word being studied is also used in the student's productive speech. The preparatory exercises of the productive type include the following: 1) naming words denoting certain objects or images in the picture; 2) translation of words from the native language into Russian; 3) the selection of words that can be combined with a given word, and the compilation of phrases with them; 4) filling in the gaps in the proposals; 5) completion of sentences using: a) words from the proposed list, b) words from the read text, c) any other words possible in this context.

**Conclusion.**

Consequently, all the exercises described above are language exercises. Their usefulness is obvious, although they still do not lead to the free use of words in productive speech. Foreign language lexical skills are formed in conditionally communicative exercises. So, for example, conditionally communicative substitution exercises turn out to be useful, when in the classroom students are offered any educational dialogue corresponding to a certain speech situation as a model, students pronounce it, and then compose their own dialogues based on this sample dialogue, changing its lexical filling.

Improving lexical skills is carried out when students perform truly communicative exercises, or, in other words, by practicing students in listening, speaking, reading and writing.

In order for the formed lexical skills not to be destroyed, it is necessary to form along with them the lexical knowledge of students, in particular, the knowledge of what other words this word is associated with in the lexical system of the Russian language. In teaching foreign students, the following types of exercises are used to help consolidate the connections of the studied word with other words:

- 1) determining the topic to which these words belong;
- 2) search in the dictionary of words necessary for conducting a conversation on a given topic;
- 3) distribution of words by thematic groups;
- 4) exclusion of words that do not belong to this thematic group;
- 5) search for synonyms or antonyms for given words, replacing these words with synonyms or antonyms;
- 6) search for words with the same root, prefix, suffix;
- 7) search for words denoting: a) objects, b) actions, c) qualities;
- 8) delimitation of words that are close in meaning.

All these exercises are used at the stages of systematization of the studied lexical material, usually after studying a textbook lesson or a cycle of lessons.

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