

Effective Methods of Teaching Russian Language and Literature in Multicultural Schools

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Abstract

This article explores modern methods of teaching Russian language and literature in multicultural schools, aimed at developing students' language skills, cultural awareness, and intercultural communication. Special attention is given to adapting teaching materials to students' proficiency levels and cultural backgrounds, as well as employing interactive technologies and project-based activities to enhance motivation and learning effectiveness.

Keywords: Russian language, literature, multicultural school, teaching methodology, intercultural communication, interactive technologies, project-based learning, student motivation.

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1. Introduction

The modern educational environment is increasingly characterized by the multicultural composition of students, which poses new challenges for teachers in teaching Russian language and literature. Classes are taught to children with varying levels of Russian language proficiency, different cultural experiences, and national traditions, which necessitates a review of traditional teaching methods.

Russian language and literature in a multicultural school serves not only as a subject but also as an important means of intercultural communication, socialization, and the formation of a person's value orientations. Effective teaching methodology should be aimed at developing communication skills, understanding the cultural context of works, and creating a favorable language environment for all learners.

This article presents practical approaches and methodological techniques that help improve the effectiveness of teaching Russian language and literature in multicultural classes, contribute to students' successful adaptation, and form a respectful attitude towards cultural diversity.

The relevance of the problem of teaching Russian language and literature is due to the modern changes in the educational environment associated with the growth of multicultural classes and multilingualism among students. In such conditions, the Russian language acts not only as a subject of instruction but also as the main means of interpersonal communication, successful adaptation, and socialization of students. Literature, in turn, contributes to the formation of value orientations, the development of cultural horizons, and the understanding of the diversity of world cultures.

The need to update teaching methods is related to the fact that traditional approaches do not always take into account the level of language training, national-cultural characteristics, and educational needs of students. In this regard, the role of practice-oriented and communicative methods aimed at developing language competence, interest in the subject, and forming a tolerant attitude in a multicultural educational environment is increasing. David Nunen - Language Teaching Approaches: Theory and Practice

The purpose of the article is to examine and systematize effective methodological approaches to teaching Russian language and literature in multicultural schools aimed at developing students' language competence, cultural outlook, and communication skills.

The practical significance of the material lies in the fact that the proposed approaches and techniques can be used by educators to improve the quality of education, facilitate the adaptation of children with different language and cultural experiences, and form a respectful attitude towards diversity of cultures in the school environment.

The linguistic and cultural diversity of students in multicultural schools is manifested in varying levels of Russian language proficiency, the presence of their native language, as well as differences in cultural traditions, values, and everyday practices (Pugachev, 2013; Litnevskaya & Bagryantseva, 2006). Such diversity creates both opportunities and difficulties. On the one hand, children enrich the educational environment with diverse perspectives and experiences, contributing to the broadening of the cultural horizons of all participants in the process. On the other hand, the teacher must consider each child's individual learning needs, adapt tasks, and use methods that promote effective communication and mutual understanding between students (Safonova, 2001; Kireeva & Abdullaeva, 2025).

The application of such approaches contributes to the formation of tolerance, respect for another's culture, and the successful socialization of all participants in the educational process, as well as the development of intercultural communication skills and critical thinking (Bakhtin, 1979; Pugachev, 2013).

Problems of Adaptation and Communication in Multicultural Classes

Problems of adaptation and communication in

multicultural classes arise due to differences in language preparation, cultural traditions, and students' levels of socialization (Pugachev, 2013; Safonova, 2001). Children who do not sufficiently know Russian may struggle to assimilate the educational material, participate in discussions, and establish meaningful communication with their classmates. Additionally, differences in cultural norms and habits sometimes lead to misunderstandings and social isolation (Litnevskaya & Bagryantseva, 2006).

These factors require teachers to create a supportive and safe learning environment, utilize differentiated methods, group work, and interactive learning forms that contribute to the successful adaptation and development of all students' communication skills (Kireeva & Abdullaeva, 2025; Bakhtin, 1979).

Typical difficulties and development of communicative competence in multicultural schools

Teaching the Russian language and literature in multicultural schools presents a number of typical difficulties stemming from the students' linguistic and cultural diversity (Pugachev, 2013; Safonova, 2001; Litnevskaya & Bagryantseva, 2006):

****Language barrier:**** Insufficient vocabulary, difficulties with grammar and sentence construction, which impede reading, writing, and oral communication.

****Varying proficiency levels:**** Students arrive with different knowledge bases, which creates challenges in mastering new topics and requires a differentiated approach.

****Understanding literary texts:**** Difficulties interpreting literary works due to cultural and linguistic differences, as well as a lack of knowledge of the historical and cultural context (Bakhtin, 1979).

****Communication difficulties:**** Fear of making mistakes when communicating, passivity during lessons, and difficulties with group interaction (Kireeva & Abdullaeva, 2025).

****Motivational barriers:**** Low interest in the subject among students for whom Russian is not their native language, which can reduce learning effectiveness.

These difficulties necessitate the use of adapted methodologies, visual aids, interactive technologies, and intercultural approaches to create a comfortable and productive educational environment (Pugachev, 2013;

Litnevskaya & Bagryantseva, 2006).

Developing Communicative Competence

Developing communicative competence in multicultural schools is one of the key objectives of teaching the Russian language (Safonova, 2001). Communicative competence includes:

the ability to understand and produce oral and written statements;

responding appropriately in various speech situations;

taking into account the cultural backgrounds of interlocutors.

The following methodological techniques are used to develop this competence in a multicultural classroom:

****Interactive tasks:**** Dialogues, role-playing games, and discussions that allow students to practice the language in real-life situations.

****Group and project work:**** Completing tasks collaboratively stimulates knowledge sharing, joint problem-solving, and cooperation (Pugachev, 2013).

****Use of authentic materials:**** Texts, audio, and video in Russian help develop listening comprehension skills and enrich vocabulary.

****Feedback and support:**** The teacher corrects errors, encourages active speech, and builds confidence in communicating in Russian (Kireeva & Abdullaeva, 2025).

The development of communicative competence not only contributes to the successful mastery of the curriculum but also helps children adapt to a multicultural environment, establish connections with classmates, and build constructive intercultural communication.

The Role of the Teacher in a Multicultural Educational Environment

The teacher's role in a multicultural educational environment extends beyond traditional instruction. The teacher acts not only as a source of knowledge but also as a mediator of intercultural communication, creating conditions for the successful adaptation and interaction of students with diverse linguistic and cultural backgrounds (Safonova, 2001; Pugachev, 2013).

The main functions of a teacher in a multicultural

classroom include:

****Creating a psychologically safe and supportive environment:**** Preventing conflicts, fostering respect for differences, and supporting every student (Kireeva & Abdullaeva, 2025).

****Differentiating and individualizing instruction:**** Selecting tasks and methods that correspond to the children's level of Russian language proficiency, interests, and needs (Litnevskaya & Bagryantseva, 2006).

****Developing communicative and cultural competence:**** Organizing active forms of work, such as discussions, group projects, role-playing games, and collaborative research tasks (Bakhtin, 1979; Pugachev, 2013).

****Modeling intercultural dialogue:**** Through literature, discussion of cultural traditions and values, and developing skills for understanding and respecting other cultures (Bakhtin, 1979).

****Motivating students to study the subject:**** Stimulating interest in the Russian language and literature through creative and practice-oriented tasks (Safonova, 2001; Kireeva & Abdullaeva, 2025).

Increasing Motivation to Study Russian Language and Literature in Multicultural Schools

Thus, the teacher becomes a key link between the diverse cultural worlds of their students, fostering their successful socialization and the formation of a tolerant, developing educational environment (Safonova, 2001; Pugachev, 2013).

Increasing student motivation is one of the main benefits of applying modern methods for teaching the Russian language and literature in multicultural schools. When instruction is designed to account for students' language proficiency, interests, and cultural backgrounds, children begin to actively engage in lessons, show curiosity, and express a desire to participate in discussions and projects (Kireeva & Abdullaeva, 2025). Key factors for increasing motivation include:

1. Interactive and creative tasks: role-playing, discussions, projects, and working with multimedia and authentic materials (Bakhtin, 1979; Pugachev, 2013).

2. Connection to personal experience and cultural context: assignments that consider students' national

traditions and interests make learning more meaningful and relatable (Litnevskaya & Bagryantseva, 2006).

3. Positive feedback and teacher support: praising success, correcting mistakes without pressure, and encouraging independent work (Safonova, 2001; Kireeva & Abdullaeva, 2025).

4. Group work and collaboration: exchanging knowledge and solving problems together increases interest in the subject and fosters a sense of belonging to the group (Pugachev, 2013).

5. As a result, students not only improve their language skills and literary comprehension but also begin to value the Russian language as a means of communication and of knowing the world, which makes the learning process more productive and intentional (Bakhtin, 1979; Kireeva & Abdullaeva, 2025).

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