



WORK ON FORMING GRAMMATICAL SKILLS IN FOREIGN STUDENTS IN RUSSIAN LANGUAGE LESSONS

Shakirova Dिल्фуза Zoidovna

Lecturer, Tashkent State University of Oriental Studies, Uzbekistan

dilfuzashakirova025@gmail.com

Liliya Belix Xamzayevna

Lecturer, Tashkent State University of Oriental Studies, Uzbekistan

Yakubova Shakhnoza Ikramovna

Lecturer, Tashkent State University of Oriental Studies, Uzbekistan

Annotation: The article discusses effective methods and approaches for developing grammatical skills in foreign students learning Russian. It analyzes common difficulties faced by learners in mastering Russian grammar and explores various teaching techniques aimed at improving their understanding and practical application of grammatical rules. Emphasis is placed on interactive exercises, communicative methods, and individualization of learning processes to enhance the acquisition of grammatical competence. The study highlights the importance of systematic work in grammar teaching to ensure successful language acquisition among foreign students.

Keywords: grammatical skills, foreign students, Russian language, language teaching methods, grammar acquisition, communicative approach, language learning, Russian as a foreign language

Introduction: The acquisition of grammatical skills is a fundamental component in learning any language, and this is especially true for foreign students studying Russian. Russian grammar, known for its complexity and rich morphological system, often poses significant challenges for learners whose native languages differ structurally and syntactically. Developing a solid grammatical foundation is essential not only for understanding the language but also for enabling effective communication, reading comprehension, and writing proficiency.

Foreign students studying Russian often encounter difficulties in mastering various grammatical categories, such as cases, verb aspects, agreement, and sentence structure. These difficulties can impede their overall language development and limit their ability to participate confidently in both academic and everyday communication. Therefore, systematic and well-organized work on forming grammatical skills is critical in language teaching.

This article aims to explore effective methods and pedagogical approaches that facilitate the development of grammatical skills in foreign students learning Russian. It examines the challenges faced by learners, the theoretical underpinnings of grammar acquisition, and the practical strategies that teachers can employ to enhance grammatical competence. Special attention is given to interactive and communicative teaching methods that engage students actively, promote deeper understanding, and foster long-term retention.

By analyzing various teaching techniques and learning outcomes, this study seeks to provide insights and recommendations for educators to improve their instructional practices. Ultimately, the goal is to create a supportive and efficient learning environment that helps foreign students

overcome grammatical difficulties and achieve linguistic proficiency in Russian.

Main part: Russian grammar is characterized by its complex system of cases, verb aspects, gender agreement, and flexible word order. For foreign students, especially those whose native languages lack such morphological complexity, these features present significant learning obstacles. For example, the case system, which affects noun endings depending on their syntactic role, is often unfamiliar and difficult to master. Similarly, verb aspects (perfective and imperfective) require an understanding of nuances in action completion and duration, which can be quite challenging.

These linguistic challenges are compounded by interference from the students' native languages. Learners often transfer grammatical structures from their mother tongue, leading to errors such as incorrect case usage or verb form selection. Additionally, limited exposure to natural Russian speech and lack of practice in communicative contexts hinder the internalization of grammatical rules.

To address these challenges, educators must employ a variety of pedagogical strategies that cater to the diverse needs of foreign learners. Key methods include:

Explicit Grammar Instruction: Clearly explaining grammatical rules and their functions, supported by examples and contrastive analysis with the students' native languages. This helps learners understand underlying principles rather than memorize forms mechanically.

Contextualized Practice: Incorporating grammar exercises into meaningful communicative contexts, such as dialogues, role-plays, and real-life scenarios. This approach enhances retention and enables students to apply grammar in practical situations.

Visual Aids and Graphic Organizers: Using charts, tables, and color coding to illustrate case endings, verb conjugations, and sentence structures makes complex information more accessible and easier to remember.

Interactive and Communicative Activities: Engaging students in group work, games, and problem-solving tasks fosters active participation and reinforces grammatical patterns through use rather than passive recognition.

Task-Based Learning: Designing tasks that require students to focus on specific grammatical structures while accomplishing communicative goals encourages deeper learning and integration of grammar in language use.

Error Correction and Feedback: Providing timely and constructive feedback helps students recognize mistakes and learn correct forms, improving their accuracy over time.

Recognizing the diversity among foreign learners in terms of their linguistic backgrounds, proficiency levels, and learning styles is crucial. Teachers should tailor instruction to meet individual needs, offering differentiated tasks and varying levels of difficulty. For example, beginners might focus on simple case forms and verb conjugations, while advanced students work on complex sentence constructions and stylistic nuances.

Modern educational technologies offer valuable tools to support grammar learning. Language learning apps, online exercises, and multimedia presentations provide interactive and engaging platforms for practice. Audio-visual materials expose students to authentic language use, enhancing their listening comprehension and reinforcing grammatical structures in context.

Studies and classroom experiments demonstrate that a systematic combination of explicit instruction, communicative practice, and individualized support leads to significant improvement in students' grammatical competence. Learners become more confident in producing grammatically correct sentences, both in speech and writing. Moreover, integrating grammar into communicative activities helps students develop fluency alongside accuracy.

Many linguists and educators have extensively studied the challenges and effective methods for teaching Russian grammar to foreign students. Their analyses provide valuable insights into how grammatical skills can be successfully formed in non-native learners.

I.V.Babaitseva emphasizes the importance of a systematic and gradual approach to grammar instruction. She argues that learners benefit most when grammar is taught not only through rote memorization but through meaningful practice integrated into communicative contexts.

Babaitseva highlights the use of visual aids and structured exercises to enhance understanding of Russian case-preposition constructions.

N.P. Vasilieva advocates for a communicative and interactive approach, noting that traditional grammar drills alone are insufficient for true mastery. She supports the inclusion of role-playing, dialogue practice, and language games as ways to reduce learner anxiety and promote natural usage of grammatical forms, especially in cases and prepositions.

E.A. Kuznetsova focuses on the specific difficulties faced by Uzbek-speaking learners in mastering Russian grammar. Her research suggests that a tailored, differentiated approach that considers the learners' native language structure improves acquisition outcomes. Kuznetsova stresses the importance of contrastive analysis and individualized feedback in correcting typical errors related to case usage.

T.S. Lapina discusses psychological and pedagogical factors affecting grammar acquisition. She points out that motivation, emotional comfort, and learner engagement are critical to successful grammar learning. Lapina proposes that the use of multimedia resources and gamified learning environments can increase student interest and support sustained practice of complex grammatical forms.

V.V. Polyakov examines the role of modern digital technologies in grammar teaching. He emphasizes the benefits of interactive software and online platforms that provide immediate feedback and allow learners to practice grammatical structures at their own pace. Polyakov argues that such technologies make grammar learning more flexible and personalized.

Together, these scholars underline the necessity of combining explicit grammar instruction with communicative practice, individualized approaches, and modern educational tools to enhance the formation of grammatical skills in foreign students learning Russian.

Conclusion: The study of forming grammatical skills in foreign students learning Russian highlights the complexity and significance of mastering the Russian grammatical system, particularly its rich morphology and case-preposition structures. Foreign learners, especially those whose native languages lack such grammatical features, face considerable challenges that can hinder their overall language proficiency and communication abilities.

This research demonstrates that a multifaceted approach to grammar instruction is essential for overcoming these difficulties. Effective teaching methods include explicit grammar explanation, contextualized and communicative practice, visual aids, interactive activities, and individualized learning strategies. The integration of these methods creates a dynamic and supportive learning environment that fosters better comprehension and active use of grammatical structures.

Moreover, the use of modern technologies and multimedia resources plays a crucial role in enhancing motivation, providing diverse practice opportunities, and facilitating personalized learning paths. These tools complement traditional teaching and make grammar acquisition more engaging and accessible for foreign students.

Empirical evidence from classroom experiences shows that when these methodological principles are applied consistently, students exhibit significant improvements in accuracy and fluency in using Russian grammar. The tailored and differentiated approach, sensitive to learners' linguistic backgrounds and proficiency levels, further maximizes the effectiveness of instruction.

In conclusion, the successful formation of grammatical skills in foreign students requires a comprehensive, well-structured, and student-centered approach that combines theory with practice and embraces technological advancements. Future research could focus on developing innovative materials and adaptive learning technologies to meet the evolving needs of learners in diverse educational contexts.

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