



TRANSFORMATION OF METHODOLOGICAL STRATEGIES FOR TEACHING THE RUSSIAN LANGUAGE AS A NATIVE, NON-NATIVE, AND FOREIGN LANGUAGE IN THE CONTEXT OF INCLUSIVE EDUCATION

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Article history:	Abstract:
Received: 7 th March 2026 Accepted: 6 th April 2026	The article examines the transformation of methodological strategies for teaching the Russian language as a native, non-native, and foreign language in the context of inclusive education. It analyzes modern pedagogical approaches aimed at ensuring equal access to language education for learners with diverse educational needs. Particular attention is paid to the adaptation of teaching materials, the use of differentiated instruction, and the implementation of digital educational technologies.
Keywords: Inclusive education, methodological strategies, Russian as a native language, Russian as a foreign language, differentiated instruction, educational technologies.	

In recent decades, inclusive education has become one of the priority directions in the development of modern educational systems. Its main idea is to create an educational environment in which every learner, regardless of physical, cognitive, or social characteristics, has equal opportunities to receive quality education. The inclusive approach implies not the isolation of learners with special educational needs, but their active participation in the general educational process. The development of inclusive education is associated with changes in pedagogical views on the role of the teacher and the organization of the learning process. The modern educational paradigm is focused on recognizing individual differences among learners and the need to adapt curricula, teaching methods, and forms of instruction accordingly. In this regard, the development of methodological strategies aimed at ensuring accessibility and effectiveness of education for all categories of students becomes especially important. The teaching of language disciplines, particularly the Russian language, occupies an important place in the system of inclusive education. Language is not only a means of communication but also a tool for understanding the world, forming cultural identity, and developing thinking. Therefore, successful mastery of the Russian language plays a significant role in the educational and social integration of learners. In the context of inclusive education, a Russian language teacher must take into account the diversity of students' linguistic backgrounds. In one classroom, there may be students for whom Russian is a native, non-native, or

foreign language. Differences may also appear in the level of language proficiency, pace of learning, perception of information, and communicative skills. All this requires flexibility in selecting teaching methods and the ability to adapt instructional materials.

Inclusive education implies a shift from a traditional model focused on the "average" student to a model that takes into account the individual characteristics of each learner. In teaching Russian, this is reflected in the use of diverse methodological approaches aimed at creating a supportive learning environment conducive to effective language acquisition. The methodology of teaching Russian largely depends on its status for learners: native, non-native, or foreign. Each of these categories предполагает different learning objectives, teaching methods, and forms of organizing the educational process. In inclusive education, this distinction becomes particularly significant, as the teacher must consider not only linguistic background but also individual educational needs, cognitive characteristics, and the level of speech development. Teaching Russian as a native language traditionally focuses on developing speech culture, improving grammatical skills, and forming spelling and punctuation competence, as well as communicative competence. In an inclusive setting, teachers must consider that students' speech development levels may vary significantly. Some learners may experience difficulties in perception and reproduction of language material, slower learning pace, or specific cognitive characteristics. Therefore,



step-by-step explanation, visual aids, and practice-oriented tasks become especially important. Teaching Russian as a non-native language has its own methodological features. In this case, Russian serves as a means of intercultural communication and as a tool for education. Learners often face difficulties related to interference from their native language, limited vocabulary, and insufficient grammatical skills. In inclusive education, teachers need to create a supportive linguistic environment that facilitates gradual and natural language acquisition. Effective methods include communicative tasks, role-playing speech situations, dialogue practice, and active engagement in communication. Teaching Russian as a foreign language involves developing basic communicative skills that enable learners to use the language in various real-life situations. Special attention is paid to speaking, listening, reading, and writing skills. In inclusive education, adaptation of teaching materials is especially important, as learners may have different levels of language proficiency and cognitive abilities. Teachers should use diverse formats, including visual aids, multimedia resources, and interactive tasks. Teaching Russian across different methodological contexts requires flexibility and adaptation of pedagogical strategies. An inclusive educational environment requires taking into account individual learner characteristics and creating conditions in which each student can successfully master the language and develop communicative competence.

Modern educational conditions require a revision of traditional methodological approaches to teaching Russian. Inclusive education involves not only joint learning of diverse groups but also the development of new strategies that ensure accessibility and effectiveness. One of the key directions in transforming methodological strategies is the implementation of differentiated instruction. It allows teachers to consider students' levels, abilities, and educational needs. In practice, this may involve tasks of varying difficulty, flexible exercises, and allowing students to choose how to complete assignments. This approach improves learning outcomes and motivation. Another important direction is individualization of the learning process. Teachers should strive to create individual learning trajectories, using flexible lesson planning, varied instructional methods, and continuous feedback. In recent years, digital educational technologies have played a significant role in transforming teaching strategies. Multimedia presentations, interactive platforms, e-textbooks, and online resources make learning more accessible and engaging. These tools are especially effective for

students who need additional visualization or repeated access to materials. A key element of modern methodology is the communicative approach, which involves learning through real or simulated communication situations. In inclusive education, this approach promotes participation, collaboration, and the development of speech skills. Visualization is also an important component. Charts, tables, infographics, and illustrations help students better understand complex linguistic concepts, especially those who struggle with large volumes of text. The transformation of methodological strategies in inclusive education aims to create a flexible and adaptive learning environment. Teachers must combine different approaches, use innovative technologies, and consider individual learner characteristics. The application of modern strategies enhances learning effectiveness, increases motivation, improves accessibility, and develops communicative competence. Interactive activities, group work, discussions, and projects help students build both language and social skills.

Digital technologies also contribute to creating a supportive learning environment, offering opportunities for independent study and improving instructional organization. The development of modern education requires rethinking traditional approaches. In inclusive education, flexible strategies that consider diverse learner needs are essential. Teaching Russian as a native, non-native, and foreign language requires varied pedagogical approaches aimed at developing communicative, linguistic, and cultural competencies. The analysis shows that effective inclusive education is impossible without adapting content and teaching methods. Differentiated and individualized approaches play a key role, allowing teachers to consider proficiency levels, cognitive characteristics, and learning pace. Modern technologies also provide significant opportunities by enhancing engagement and supporting effective learning through interactive and visual methods. Thus, transforming methodological strategies is essential for successful implementation of inclusive education. Modern teaching practice should focus on creating an environment that ensures equal opportunities and supports the development of communicative competencies. Future research may focus on developing new teaching models suitable for multilingual and inclusive educational environments.

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