

The Function Of Project-Based Learning In Russian As A Foreign Language (RFL) Classes

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Abstract: This article examines how project-based learning can be used to teach Russian to non-native speakers. The author examines the practical issues of incorporating project-based learning into the educational process, as well as the theoretical underpinnings of the approach and its benefits for fostering communication skills. The project typology, phases of implementation, and evaluation standards are given special consideration.

The article offers helpful suggestions for RFL teachers on how to set up project-based learning while considering the audience's unique demands and language ability level. The information provided shows that project-based learning helps students develop critical thinking, independence, and intercultural competency in addition to language proficiency.

Keywords: Learning motivation, project-based learning, communicative proficiency, active learning techniques, intercultural communication, autonomous work, Russian as a foreign language, and interactive technologies.

Introduction: The use of active learning techniques to foster students' creativity and communication abilities is a consistent trend in contemporary Russian language instruction. Among educational technologies, the project-based approach holds a unique position since it enables the natural integration of language learning with real-world problem-solving and the growth of cross-curricular competences.

Several factors impact the applicability of project-based learning in Russian as a foreign language. First, motivated language learning is necessary for today's pupils, because the acquired knowledge and skills have obvious practical applications. Second, as the educational environment becomes more globalized, students must learn how to think critically, work independently, and communicate across cultural boundaries. Third, project-based learning greatly increases the efficacy of learning by fostering the use of Russian in authentic communication contexts.

The essence of project-based methods lies in organizing students' independent activities aimed at solving a specific problem and achieving a practical result. In the context of teaching Russian as a foreign language, a project is a complex task that involves using the Russian language to achieve a specific goal: creating

a presentation, preparing a report, developing a guidebook, conducting research, and so on.

The key characteristics of project-based learning are its practical focus, the integration of various types of speech activity, student independence under the guidance of the teacher, a focus on results, and the reflective nature of the activity. These features make the project-based method particularly effective for developing communicative competence in all its aspects.

Project-based learning creates a personally meaningful context for language use. When students work on a topic of interest or solve a problem of practical significance, their motivation for language learning increases significantly. Unlike abstract exercises, project-based learning demonstrates the real-world applicability of acquired knowledge and skills.

speech activity in its natural interaction. They read sources in Russian, discuss ideas with partners, write texts, and give presentations. This integration of language skills reflects real-life communicative situations and promotes the development of holistic language competence.

Project work requires students to plan activities, assign roles within a group, search for information, and make

decisions. These processes develop independence, teach them to work in a team, and take responsibility for results. Students move from being passive recipients of knowledge to active participants in the educational process.

While working on a project, students analyze information from various sources, evaluate its reliability and relevance, compare different points of view, and formulate their own conclusions. These activities develop critical thinking and analytical skills necessary for successful academic and professional careers.

Research projects involve studying a specific problem using scientific research methods. Students can explore linguistic phenomena, cultural characteristics, or social trends. For example, a comparative analysis of proverbs in Russian and the students' native language or a study of the reflection of historical events in modern Russian literature.

Creative projects are aimed at creating an artistic product: writing stories, poetry, creating videos, or preparing a theatrical production. Such projects are especially effective for developing creativity and emotional engagement in language learning. Practice-oriented projects have a clear applied focus and create a product that can be used in real life. This could be the development of educational materials, the creation of a blog in Russian, or the organization of a cultural event.

Successful implementation of project-based methods in teaching Russian as a foreign language requires adherence to a number of methodological principles and consideration of practical aspects of work organization.

At the beginner level (A1-A2), students should be offered simple, short-term projects with a clear structure and a limited amount of language material. For example, creating a "My Family" poster, preparing a short essay about a hobby, or composing a menu for a Russian restaurant.

At the intermediate level (B1-B2), students can work on more complex projects that require data analysis and the use of a variety of linguistic resources. Suitable topics might include a comparative analysis of education systems, reporting on a cultural event, or preparing a presentation about a prominent figure.

At the advanced level (C1-C2), students can undertake serious research projects that require working with authentic texts of various genres and styles, critical analysis of information, and the creation of extended scientific or journalistic texts.

To ensure that project work contributes to the

development of language skills, the teacher should provide the necessary language support. This may include preliminary introduction and reinforcement of topical vocabulary, working with speech clichés for presenting results, and teaching the structure of texts in various genres. It's helpful to create a vocabulary bank for students to use in their projects: expressions for expressing opinions, comparison and contrast structures, and introductory words for structuring texts. This support is especially important for students with a lower level of language proficiency.

For levels A1-A2, projects such as creating a business card of their country, preparing a photo album with captions about their family, composing a menu for a Russian restaurant with dish descriptions, and creating a poster about their favorite season are suitable.

At levels B1-B2, students can work on creating a virtual tour of their hometown, preparing a report on a national holiday, developing a guidebook for Russian tourists, or creating a documentary about cultural traditions.

For advanced levels C1-C2, research projects are relevant: comparative analysis of literary works, research into linguistic changes in modern Russian, analysis of social issues in Russia and their home country, and creating a critical review of contemporary Russian cinema.

CONCLUSION

Project-based learning is an effective tool for teaching Russian as a foreign language, seamlessly combining the development of language skills with the development of key 21st-century competencies. Independent project work in real-life or near-real-life situations creates a powerful motivation for learning Russian and promotes deeper and more meaningful comprehension of the material.

Successful application of the project-based learning method requires careful preparation, well-thought-out organization of work at all stages, and flexibility in managing the learning process. It is important to find a balance between allowing students creative freedom and providing the necessary language support and supervision.

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