

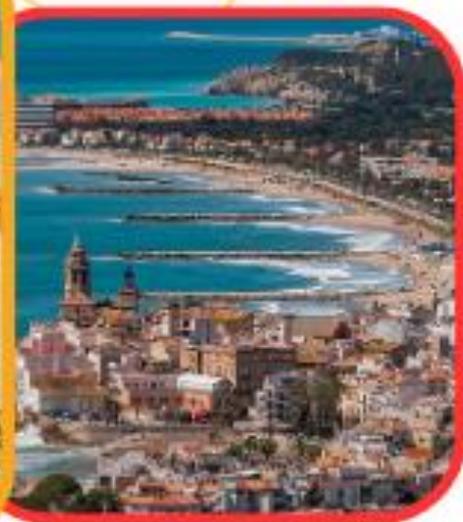
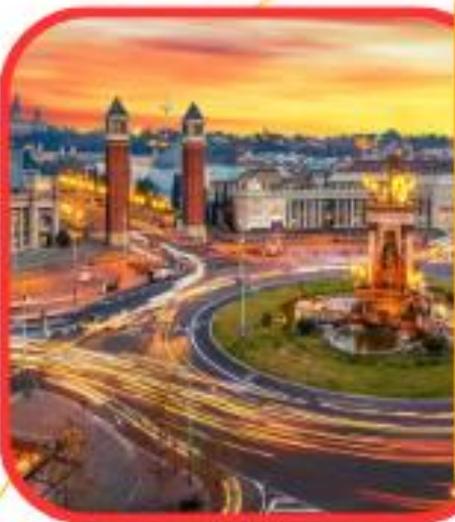


**EOC**  
EUROASIAN  
ONLINE  
CONFERENCES



# SPAIN CONFERENCE

**INTERNATIONAL CONFERENCE ON  
SUPPORT OF MODERN SCIENCE AND  
INNOVATION**



Google Scholar

zenodo

OpenAIRE

doi digital object  
identifier

eoconf.com - from 2024



**INTERNATIONAL CONFERENCE ON SUPPORT OF MODERN SCIENCE AND INNOVATION:** a collection scientific works of the International scientific conference – Madrid, Spain, 2025, Issue 4.

**Languages of publication:** Uzbek, English, Russian, German, Italian, Spanish,

The collection consists of scientific research of scientists, graduate students and students who took part in the International Scientific online conference «**INTERNATIONAL CONFERENCE ON SUPPORT OF MODERN SCIENCE AND INNOVATION**». Which took place in Spain, 2025.

Conference proceedings are recommended for scientists and teachers in higher education establishments. They can be used in education, including the process of post - graduate teaching, preparation for obtain bachelors' and masters' degrees. The review of all articles was accomplished by experts, materials are according to authors copyright. The authors are responsible for content, researches results and errors.





## PSYCHOLOGICAL AND PEDAGOGICAL CHARACTERISTICS OF SCHOOLCHILDREN STUDYING RUSSIAN AS A FOREIGN LANGUAGE

**Adhamjonova Mohlaroy,**  
Second-year Master's student  
Andijan State Institute of Foreign Languages

**Abstract.** This article analyzes methods of teaching Russian as a foreign language in national schools. Effective methods for teaching Russian are proposed.

**Keywords:** Russian as a foreign language, motivation, primary school students, adolescence, psychological characteristics, visual aids.

Teaching Russian as a foreign language (RFL) to schoolchildren requires a special approach, different from the methods used in adult education. This is due not only to the age and psychological characteristics of the students, but also to the fact that schoolchildren are in an active phase of personality development. It is important for teachers to consider not only the students' linguistic level, but also their emotional and volitional spheres, level of motivation, and the characteristics of their native culture and language. With this in mind, modern RFL teaching methods are based on an interdisciplinary foundation, drawing on data from pedagogy, psychology, cultural studies, and linguodidactics.

1. Psychological characteristics of primary school students and their importance for teaching RFL

In primary school age (approximately 7-11 years old), learning becomes the leading activity. However, as L.S. Vygotsky emphasized, learning is only effective when it occurs "within the child's zone of proximal development." This means that the material should be accessible, but slightly more challenging than what has already been mastered—that is when development occurs.

A characteristic feature of primary school children is the dominance of visual-active and visual-figurative thinking. Therefore, the key to success is visual and playful teaching methods. For example, introducing vocabulary through flashcards, comics, bright illustrations, and game-based exercises ensures rapid retention of new words.

Also, at this age, children are particularly sensitive to the emotional atmosphere of the lesson. Positive feedback, praise, and the teacher's involvement in the process all create a favorable environment for the acquisition of a new language.

2. Adolescence: the search for identity and attitudes toward a foreign language. Middle and high school students (12–17 years old) enter a complex period—a period of active self-determination. Adolescents are prone to

reflection, criticism, and also a desire for self-expression. Jean Piaget noted that it is at this age that the ability for abstract thinking develops, opening up new learning opportunities.

On the other hand, adolescents often do not see the immediate benefits of learning Russian, especially if it is not used in their daily lives. Therefore, it's important for teachers to seek out meaningful contexts—explaining how knowledge of Russian will help students travel, watch films, communicate with native speakers, and understand other cultures.

Interactive tasks with elements of choice and creativity, such as creating a podcast, participating in intercultural online projects, or blogging in Russian, can significantly boost motivation.

### 3. Intercultural Differences and the Influence of the Native Language on the Acquisition of Russian as a Foreign Language.

Language interference—the phenomenon whereby a student's native language influences the acquisition of a foreign language—is a common problem. For example, students taught in Uzbek often encounter difficulties understanding gender categories, which are absent in their native languages.

According to E.I. Negnevitskaya, successful learning is only possible by taking into account the cultural distance between the native and target cultures. This requires cultural flexibility and the ability to explain not only lexical and grammatical aspects but also norms of speech behavior, traditions, and the context of word usage.

For example, when teaching students from Arab countries, it is important to consider that they have a different writing structure and their own logic for constructing sentences. This necessitates a gradual, careful introduction of grammatical constructions with frequent repetition.

### 4. Individualization of Instruction as the Key to Success

Each student is unique. Even within the same age group, language proficiency, motivation, and cognitive styles can vary greatly. N.D. Galskova emphasizes that an effective Russian as a foreign language teacher is one who can flexibly adapt their methodology to a specific class or student. For example, visually oriented students benefit from diagrams and infographics, while auditory learners benefit from dialogues, songs, and listening to texts. Furthermore, it's important to consider the students' emotional state: anxious children are better suited to tasks with predictable outcomes, while confident students benefit from creative projects and debates.

Regular assessment and reflection (e.g., a "language learning diary") help teachers develop a personalized learning path. Effective teaching of Russian as a foreign language to schoolchildren is only possible with a comprehensive approach that includes psychological sensitivity, pedagogical flexibility, and a deep understanding of intercultural differences. Language is more than just a system of signs; it is a living means of communication and a



key to another culture. The teacher's task is to make this journey to language engaging, understandable, and accessible to every student.

**References:**

1. 1.Vygotsky, L.S., "Psychology of Child Development." Moscow: Pedagogy, 1984.
2. 2.Leontiev, A.A., "Psychology of Communication." Moscow: Smysl, 1996.
3. 3.Piaget, J., "Speech and Thinking of the Child." Moscow: Pedagogy, 1994.
4. 4.Galperin, P.Ya., "Introduction to Psychology." Moscow: Academy, 2002.
5. 5.Negnevitskaya, E.I., "Intercultural Communication and Teaching Russian as a Foreign Language." Moscow: Russkiy Yazyk, 2010.
6. 6.Galskova, N.D., Gez, N.I., "The Theory of Teaching Foreign Languages: Lingvodidactics and Methods." Moscow: Academy, 2004.

