

THE NEED FOR METHODOLOGICAL INNOVATIONS IN TEACHING THE RUSSIAN LANGUAGE IN VIETNAM IN THE CONTEXT OF INTERCULTURAL DIALOGUE

SỰ CẦN THIẾT ĐỔI MỚI PHƯƠNG PHÁP GIẢNG DẠY TIẾNG NGA TẠI VIỆT NAM TRONG BỐI CẢNH ĐỐI THOẠI VĂN HÓA GIỮA CÁC DÂN TỘC

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Abstract - In the trend of cultural dialogue between the nations today, the linguistic approaches from cultural perspective make linguistic studies more diverse than ever before. Cultural factors in the process of linguistic communication and language teaching must include the contents of cultural values. The more difference between culture and typo of languages there is, the more problems the students must face. Therefore, for foreign language speakers, any dialogue with native speakers of the target language confront with the forms across cultures. The article focuses the establishment of the need to develop a strategy for teaching the Russian language in Vietnam with a content based on the ability to interfere with cultures and the consideration of cultural dialogue.

Key words - language; interference; expression, culture; ethnic, teaching and learning.

1. Introduction

In the context of globalization, the expansion of international cooperation, and the intensification of intercultural dialogue among nations, the role of foreign languages as a crucial means of mutual understanding and cultural exchange is increasing. The landscape of linguistic research has become more diverse due to the emergence of such modern concepts as “cultural interference” and “cross-cultural interaction”.

Approaches to culture reveal many unclear boundary areas; therefore, “we must systematically revisit all trends in language studies that address the phenomenon of culture within the general context of modern linguistics” [1, p. 19]. Intercultural dialogue presupposes not only proficiency in linguistic means but also an understanding of value systems, national-cultural specificity, mentality, and communicative behavior of native speakers.

Consequently, teaching the Russian language in Vietnam should be oriented toward developing a multicultural personality capable of effective communication in a multinational environment. The current stage of societal development is characterized by a shift in educational priorities: from the transmission of knowledge to the formation of communicative, sociocultural, and intercultural competencies. In this regard, traditional methods focused mainly on the grammar-translation approach no longer fully meet contemporary requirements. There is an objective need to

Tóm tắt - Trong xu thế đối thoại văn hoá giữa các dân tộc hiện nay, các hướng tiếp cận ngôn ngữ từ góc độ văn hoá đã làm cho nghiên cứu ngôn ngữ trở nên đa dạng hơn bao giờ hết. Các yếu tố văn hoá trong quá trình giao tiếp ngôn ngữ và dạy học ngôn ngữ cần bao hàm nội dung các giá trị văn hoá. Sự khác biệt giữa các nền văn hoá và loại hình ngôn ngữ càng lớn thì người học càng phải đối mặt với nhiều khó khăn. Vì vậy, đối với người học ngoại ngữ, bất kỳ cuộc giao tiếp nào với người bản ngữ của ngôn ngữ đích cũng đều phải đối diện với những biểu hiện giao thoa văn hoá. Bài báo tập trung xác lập sự cần thiết phải xây dựng chiến lược giảng dạy tiếng Nga tại Việt Nam với nội dung dựa trên năng lực tương tác liên văn hoá và quan điểm đối thoại văn hoá.

Từ khóa - ngôn ngữ; giao thoa; biểu đạt; văn hoá; dân tộc; dạy và học.

implement methodological innovations capable of integrating language teaching with cultural content and intercultural interaction.

Thus, the relevance of this study is determined by the need to update methodological approaches to teaching Russian in Vietnam within the context of intercultural dialogue. The aim of this study is to substantiate the importance of methodological innovations and identify their role in enhancing the effectiveness of teaching Russian as a means of intercultural communication.

The object of the study is methodological innovations as a means of improving teaching effectiveness in intercultural dialogue contexts. **The aim of the study** is to justify the necessity of implementing methodological innovations and to identify перспективные направления модернизации преподавания (promising directions for modernization of teaching).

Research objectives:

- (1) To analyze the theoretical foundations of the study.
- (2) To determine the role of intercultural dialogue in foreign language teaching.
- (3) To propose an innovative strategy for teaching Russian in Vietnam based on intercultural competence and trends in the dialogue of cultures.

Research methods include analysis of scientific sources, pedagogical observation, generalization of practical experience, and comparative analysis.

2. Content

2.1. Theoretical Foundations of the Study

2.1.1. Culture and Linguocultural Interference

First, let us consider the definition of the phenomenon of “culture”. There are numerous definitions of culture, as it is a broad concept with many connotations and interpretations. Professor Tran Ngoc Them defines culture as “an organic system of material and spiritual values created by humans and accumulated through practical activity and interaction with the natural and social environment” [2, p. 10].

The concept of “interference,” as defined in the *Linguistic Encyclopedic Dictionary*, is “the interaction of language systems under conditions of bilingualism, arising either from language contact or from the individual acquisition of a non-native language; it manifests itself in deviations from the norms and system of the second language under the influence of the native language” [3, p. 197].

In linguistics, interference refers to the influence of one language (the native language) on another (the target language). M. Clyne rightly notes that “language is the deepest reflection of culture and value systems, including those inherited from the community; culture, in turn, plays a significant role in how the first language is used in teaching a second language” [4, p. 33–35].

2.1.2. Intercultural Dialogue as a Pedagogical Category

Intercultural dialogue is understood as the process of interaction between representatives of different cultures based on mutual understanding and respect for cultural differences. In the context of language education, it involves the development of the ability to interpret cultural codes, relate them to national traditions, and interact effectively in a different cultural environment.

2.1.3. The Concept and Essence of Methodological Innovations

Methodological innovations represent a system of new approaches, technologies, and forms of teaching aimed at improving the effectiveness of the educational process. They imply a shift from knowledge transmission to the development of competencies, independence, and creativity among learners. The innovative approach is based on communicative, activity-based, and learner-centered paradigms.

2.1.4. Formation of Intercultural Communicative Competence

Modern Russian language teaching should aim at developing linguistic, speech, sociocultural, and strategic competencies. Of particular importance is the ability to understand the national-cultural specificity of communicative behavior of native speakers.

2.2. The Impact of Cross-Cultural Interaction and the Dialogue of Cultures on Foreign Language Learning

In the context of globalization, foreign language learning goes beyond mastering lexical and grammatical systems and becomes a process of intercultural interaction. Language serves not only as a means of communication but also as a carrier of a system of values, behavioral norms,

and ways of perceiving the world. Therefore, the dialogue of cultures significantly influences both the content and methodology of foreign language teaching.

First, the importance of understanding cultural value systems: Effective learning is possible only when both learners and teachers recognize that language is inseparable from culture. Each nation has its own system of values reflected in communication norms, social etiquette, and ways of expressing emotions and evaluations. Insufficient understanding of cultural context may lead to communicative failures, where an utterance is grammatically correct but pragmatically inappropriate.

Second, fostering respect for the culture of the target language: Achieving genuine intercultural understanding requires systematic integration of cultural components into the teaching process. This includes integrating sociocultural material into vocabulary and grammar instruction, analyzing authentic communicative situations, comparing cultural behavior models, and developing learners’ reflective skills.

Third, the regulatory role of cultural values: Cultural values determine the choice of linguistic means and communication strategies, including the degree of directness, forms of address, ways of expressing agreement or disagreement, and attitudes toward hierarchy and personal space.

Thus, foreign language teaching must consider culturally determined features of communicative behavior and develop learners’ ability to interpret communicative intentions appropriately.

Theoretical approaches (Grice, Leontiev, Hymes, Maslova, Bakhtin) confirm that communication is a multi-level process determined by linguistic, cultural, psychological, and pragmatic factors.

2.3. The Need for a Strategy for Teaching Russian in Vietnam Based on Intercultural Competence and Dialogue of Cultures

2.3.1. Sociocultural Preconditions

In the context of deepening globalization and increasing contacts between the Russian Federation and the Socialist Republic of Vietnam, the Russian language acquires not only academic but also strategic importance. However, formal grammatical proficiency alone does not guarantee successful intercultural communication. Failures are often caused by differences in values, communicative behavior, and cultural codes.

Digital technologies (online courses, platforms, multimedia) create new learning environments and expand intercultural interaction opportunities, requiring a comprehensive teaching strategy focused on intercultural competence.

2.3.2. Intercultural Competence as a Strategic Goal

Intercultural competence includes:

- Understanding culturally conditioned meanings
- Readiness to accept other value systems
- Ability to adapt communicative behavior

- Development of cultural self-reflection

This is especially relevant for Vietnamese learners due to differences between Russian and Vietnamese communicative styles.

2.3.3. *Dialogue of Cultures as a Methodological Principle*

The dialogue of cultures implies equal interaction rather than assimilation. In education, this means:

- Comparative study of cultures
- Analysis of communicative situations
- Interpretation of cultural differences
- Fostering respect for diversity

2.3.4. *Structural Components of the Strategy*

- **Goal component:** formation of intercultural communicative competence

- **Content component:** integration of language and culture

- **Methodological component:** interactive and problem-based methods

- **Assessment component:** evaluation of communicative adequacy

- **Cultural integration:** inclusion of traditions, literature, daily life

- **Digital resources:** use of online platforms and blended learning

2.3.5. *Practical Significance*

The strategy will:

- Improve training quality
- Reduce intercultural misunderstandings
- Strengthen Vietnam–Russia cooperation
- Align education with international standards

3. Conclusion

In the modern educational context, teaching Russian in Vietnam cannot be limited to the transmission of linguistic knowledge. It must be based on a strategically designed model for developing intercultural competence, taking into account cultural dialogue and national communicative

traditions.

Effective teaching should focus on intercultural communicative competence, integration of cultural content, and active use of digital technologies. Linguistic and cultural elements are not opposed but interdependent. Learning progresses from “less linguistic knowledge to more cultural knowledge”.

Teachers should create conditions for the development of cultural knowledge, while learners define their own goals. The aim is not only grammatical correctness but also the ability to communicate appropriately in intercultural contexts (who, how, and where).

A comprehensive modernization of teaching methods will enhance learner motivation, strengthen the position of Russian in Vietnam, and ensure its development in the global educational space. Only under such conditions does Russian become a full-fledged tool for intercultural understanding and cooperation.

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