

INTERACTIVE LEARNING AS A PEDAGOGICAL TECHNIQUE IN RUSSIAN
LANGUAGE LESSONS

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Annotation

This article examines lesson motivation, how to make a lesson interesting and effective, the methods and principles of interactive learning, and how to generate student interest in learning Russian.

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Generating interest in your subject, maintaining student motivation, and making the lesson engaging and effective in terms of mastering the material covered is no easy task. However, there are many different teaching methods to address this issue. Let's consider one such method: interactive learning.

The principle of interactive learning is that the learning process takes place in an environment of constant, active interaction. The teacher and students interact, and students collaborate, teaching each other. Clear, defined goals are set in class, and all work is based on feedback. This increases motivation for language learning, and students develop their personalities, creativity, and ability to think and speak Russian.

The main forms of interactive learning include:

Role-playing communication games, speech situations, discussion games, interactive team games, case studies, the "POPS formula," the project method, brainstorming, distance learning, competitions, performances, fairy tales, presentations, debates, discussions, mind maps, watching videos and listening to audio materials, etc. Let's take a closer look at some of these:

Role-playing is one of the most common interactive teaching methods. In Russian as a Foreign Language (RFL) classes, everyday life situations are played out at the initial preparation stage. Role-plays can be based on simple situations: going to a store, library, café, theater, hairdresser, post office, or meeting new people. For example, you could organize a role-play game called "At the Store" (a dialogue with a salesperson), where one student plays the role of the salesperson and the other the customer; "At the Restaurant," where one student plays the role of a customer and the other the waiter; "At the Bank," "At the Airport (Buying Tickets)," "At the Hotel Reception Desk," and so on.

For students with advanced Russian language skills, interactive team games such as "Brain Ring," "What? Where? When?," and "Experts' Club" are accessible tasks. These interactive games allow students to expand their knowledge of the country whose language they are studying and also test their overall knowledge, erudition, and logic. The competitive environment can stimulate the intellectual activity of international students, challenging them to express their thoughts more quickly in Russian.



Such role-playing games can be used when studying any topic to monitor the acquisition of vocabulary and grammar.

Furthermore, role-playing games help students adapt more quickly to a Russian-speaking environment, understand the realities of life in Russia, prepare for everyday situations, and overcome language barriers.

Another interactive form of learning is creating speech situations. For example: you're in an unfamiliar city and don't know how to get to your hotel, the address of which you've forgotten; you have a toothache and need to make an appointment with the dentist; you have a high fever and need to call a doctor; you have a sore throat and need to go to the pharmacy to get some medicine, etc. The main goal of such exercises is to strengthen your Russian speaking skills.

Discussion games (debates, round tables). The essence of these games is to discuss and analyze current topics of concern to the audience. Each student has the opportunity to express their opinion on the topic. The teacher simply guides the students, develops the topic, and asks leading questions. Discussion topics can be varied: from favorite films and music to environmental issues, unemployment, tolerance, and more. Such discussions require a relaxed atmosphere and help students communicate in Russian without fear, tension, or anxiety.

Case studies are a teaching method that uses descriptions of real-life situations. Students must familiarize themselves with the situation, understand the essence of the problem, propose possible solutions, and select the best one. This method encourages students to engage in discussions on issues that have no single solution and teaches them to rationally justify their points of view.

Project Method. A project is defined as an independently planned and implemented project in a foreign language, such as publishing a newspaper or magazine, a collection of articles, or preparing an exhibition, performance, concert, or report.

Mind Maps. By visualizing thought processes, the mind mapping method helps develop creativity, improve all types of student memory, accelerate learning, and develop communication skills.

In teaching Russian as a foreign language, mind maps can be used at various stages and at all levels of language proficiency. This method can significantly facilitate any type of work with language information during presentation, memorization, and reinforcement of new material.

Brainstorming, or "idea basket," is an interactive technique typically used in small groups to collect all the information known on a given topic, followed by discussion and systematization.

The "POPS formula" (position – justification – example – consequence). The essence of this method is that the student takes a specific position on a question or problem posed by the teacher, justifies it, provides examples and arguments, and draws a conclusion (consequence). This technique helps students clarify their thoughts and formulate and present their opinions clearly and concisely.

The "POPS Formula" teaches students to express their thoughts concisely and clearly, to argue and prove their points, and to stay on topic. This technique can be used to practice formulas for expressing opinions ("I think...", "I'm sure", "I'm absolutely sure", "My opinion...", "As for my opinion..."); and for expressing agreement and disagreement ("I agree", "I completely



agree", "I don't think so", "I don't think so", "My opinion is different"). Students also learn to respond to someone else's (different, opposing) opinion, resolve conflicts, and find compromises.

Among the techniques used in Russian as a foreign language classes with students at the basic level, the following stand out: "Mosaic" (or "Puzzle"), "Snowball", "Opposites", "Guess the Word", and "Sociological Survey".

"Mosaic" as a teaching technique involves dividing a text containing information into small pieces, like a puzzle. The teacher presents the text with the original information in a fragmented manner. The students' task is to assemble the complete text.

The "Snowball" technique is useful for beginners, for example, when studying large groups of words or lexical-semantic groups: vegetables, fruits, dairy products, meat products, clothing, colors, professions, animals, transportation, etc.

The essence of this technique is that the first student names a word from one lexical-semantic group, for example, "apple" (fruit). The second student comes up with a second word, also related to the same group, for example, "banana," and names the two words in sequence. The next student names two words and adds their own. For example: apple, banana, orange, etc. This way, vocabulary on the topics is practiced in a playful manner, expanding the students' vocabulary, and filling gaps in their knowledge.

The "Opposites" method is also aimed at expanding vocabulary. This method can be used with both minimal "starter" material and with expanded vocabulary. The method involves choosing an opposite word, or antonym. With "starter" material, the following opposites are possible: yes - no, here - there, hello - goodbye, good - bad, fast - slow, difficult - easy, far - close, possible - impossible, etc.

When studying advanced vocabulary, antonymic pairs are used: open - close, turn on - turn off, receive - send, always - never, war - peace, north - south, east - west, etc.

"Guess the Word" is an interactive activity used primarily at the basic level of Russian. It involves a student thinking of a word and explaining it to the others without naming it. The teacher can assign words to the students based on a specific topic. For example, the word "winter" refers to the time of year when it gets very cold in Russia, it snows, and people wear warm clothes. In my country, it's not so cold at this time. We don't get that much snow. What is it?

Watching and discussing videos and listening to audio materials. Videos of various content can be used at any stage of the lesson, depending on the topic and purpose, and not just as supplementary material.

Before showing the film, ask the students several (3-5) key questions. This will form the basis for subsequent discussion. You can pause the film at pre-selected scenes and lead the discussion.

Listening to audio materials such as news recordings, television debates, discussions, etc. helps students acquire the necessary skills for understanding fast and spontaneous speech.

An important aspect of interactive learning is the use of small groups and pairs. The teacher creates a variety of situations where students can use their existing language skills in



real-life interactions. This type of work allows students to overcome language barriers, learn to spot errors in their own speech and that of their interlocutors, and independently correct each other. By discussing various topics and questions in groups and pairs, students have the opportunity to explore as many different speech patterns as possible to express their thoughts fully and clearly.

The teacher's role is to organize and stimulate communication, and then adjust it as needed, providing students with appropriate language support.

Interactive learning fosters team building and a collaborative atmosphere within the group. Students are motivated not only to demonstrate their own knowledge but also to contribute to a shared goal.

Learning material is significantly faster than with traditional teaching methods. Students develop verbal skills sufficient and necessary for communication in a variety of situations.

Modern Russian as a Foreign Language (RFL) teaching methods are constantly evolving and improving, offering a wide range of interactive techniques. Each teacher can independently develop and select new ones, and combine and adapt existing ones depending on the students' language level, abilities, and motivation.

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