
INTERACTIVE METHODS OF TEACHING RUSSIAN LANGUAGE (FOREIGN EXPERTISE VS. CLASSICAL METHODS OF TEACHING)

Azimova N.F

Senior lecturer of the chair of “Uzbek language and literature” of the Bukhara institute
Engineering technologies, Bukhara, Uzbekistan

Sayidova S.Yo

Lecturer of the chair of “Uzbek language and literature” of the Bukhara institute
Engineering technologies, Bukhara, Uzbekistan

Abstract. Today it is impossible to imagine the educational process, including in professional education, without the use of interactive forms and teaching methods. Interactive learning contributes to more effective perception and consolidation of the material received, allows you to develop the personal qualities of the student, to form his professional abilities and capabilities. The use of interactive teaching methods in the classroom in Russian as a foreign language contributes to an increase in the formed communicative abilities of foreign students, and also activates the cognitive interest in learning the language.

Keywords: activity, behavior, concepts, expression, educational material, interaction, knowledge, methods, speech, training, communicative-functional approach, cognitive-functional approach, Russian for special aims, structure of text.

INTRODUCTION

Recently, a special interest in the Russian language has reappeared in the world. More and more foreign citizens want to get to know Russia, get to know the mysterious soul of Russians, read Russian books. Foreign citizens receive professional education in Russia, comprehending special disciplines by means of the Russian language. At present, teaching Russian as a foreign language in Russia is actively developing as a relevant and promising area. There are various methods and techniques for organizing work with foreign students: informational, student-centered, game, heuristic and others. These methods are called technologies. When teaching Russian as a foreign language, the choice of educational technology is of particular importance.

DISCUSSION

Interactive forms and methods of teaching are among the innovative and conducive to enhancing the cognitive activity of students, independent comprehension of the educational material. They are focused on broader interaction of students not only with the teacher, but also with each other

and on the dominance of students' activity in the learning process. When teaching Russian as a foreign language, interactive technologies are the most productive. The essence of interactive learning is that the educational process takes place in conditions of constant, active interaction [1].

The use of interactive teaching methods in the classroom in Russian as a foreign language contributes to an increase in the formed communicative abilities of foreign students, and also activates the cognitive interest in learning the language. In addition, interactive teaching methods allow students to show more independence in their own judgments when solving various speech problems, as a result of which the learning process becomes more productive.

Using interactive methods in Russian language provide students:

1. High motivation.
2. Strength of knowledge.
3. Creativity and imagination.
4. Sociability.
5. An active life position.
6. Team spirit.
7. The value of individuality,
8. Freedom of expression.
9. Focus on activities,
10. Mutual respect.
11. Democracy.

Various classifications of interactive teaching methods can be found in the pedagogical literature. For example, the researchers T.S. Panina and L.N. Vavilova classify interactive methods into:

- 1) game (business games – “games-imitation”, role-playing – “games of dramatization”, organizational-activity (organizational thinking, modeling and design);
- 2) discussion (dialogue, group discussion, analysis of situations from practice);
- 3) training (sensitivity trainings and communication trainings).

The teacher and students interact, students collaborate, teaching each other. In the lesson, clear, definite goals are set, and all work is based on the feedback of the participants in the educational process. In the process of such interaction, the development of the personality, the student's creative abilities, his ability think and speak in Russian. An interactive learning model (inter (mutual) + act (act)) helps to teach foreigners communication skills, develops skills of independent learning activities, teaches to work in a team. In the process of communication, the set goals are achieved.

Interactive forms of conducting classes:

- arouse students' interest;
- encourage the active participation of everyone in the educational process;
- appeal to the feelings of each learner;
- promote the effective assimilation of educational material;
- have a multifaceted impact on students;
- provide feedback (audience response);
- form students' opinions and attitudes;
- form life skills;

➤ promote behavior change [2].

In the modern methodology of teaching Russian as a foreign language, the most optimal method of teaching foreign students is communicative. The communicative method of teaching was developed by the famous Russian researcher E.I. Passov [3].

The essence of the communicative method lies in the fact that language learning is a model of the natural process of communication in this language. The communicative method of teaching is based on the system of introducing and consolidating speech material in communication situations that imitate the natural speech environment, and provides for the activation of students in the course of the educational process and the mobilization of their hidden psychological reserves.

Interactive methods and techniques of teaching the Russian language include role-playing communication games, speech situations, discussion games, interactive team games, case method, “POPS-formula”, project method, “Brainstorming”, distance travel, contests, performances, fairy tales, presentations , debates, discussions, etc.

Teaching methods and nature of teacher and student activities

Teaching method	Teacher activity	Student activities
Informational receptive method	Presentation of information. Organization of student actions with the object of study	Perception of knowledge. Awareness of knowledge. Memorization (mostly voluntary)
Reproductive method	Compilation and presentation of tasks for the reproduction of knowledge and methods of mental and practical activity. Leadership and follow-up	The actualization of knowledge. Reproduction of knowledge and methods of action according to the patterns shown by the teacher. Voluntary and involuntary memorization (depending on the nature of the task)
Problem statement method	Statement of the problem and disclosure of evidence ways to solve it	Perception of knowledge. Awareness of knowledge and problem. Attention to consistency and control over the degree of persuasiveness of the problem solution. Mental forecasting of the next steps of the decision logic. Memorization (largely involuntary)
Heuristic method	Problem statement. Drawing up and submitting assignments to perform individual stages of solving cognitive and practical problematic tasks. Planning solution steps. Student management (correction and creation of problem situations)	Perception of a task that is part of the task. Understanding the conditions of the problem. Updating knowledge about ways to solve similar problems. Solving part of the problem on your own. Self-control in the solution process and verification of it results. The predominance of involuntary memorization of the material

		associated with the task. Reproduction of the course of the decision and its independent motivation
Research method	Drawing up and presenting problematic tasks for finding solutions. Monitoring the progress of the decision	Perception of the problem or self-perception of the problem. Understanding the conditions of the problem. Planning stages research (solutions) and ways of research at each stage. Self-control in the research process and its completion. The predominance of involuntary memorization. Reproduction of the research progress, motivation of its results

Role play is one of the most common interactive methods of teaching the Russian language. In the Russian language classes, at the initial stage of preparation, everyday life situations are played up. The plot of role-playing games can be based on simple situations: going to the store, to the library, cafe, to the post office, to the clinic, to the theater, to the hairdresser, acquaintance, and farewell. For example, you can organize a thematic role play “В библиотеке” – “In the Library”, “В столовой комнате- “In the dining room”, “В банке”- “In the bank”, “В аэропорте” (покупка билетов)- “At the airport (buying tickets)”, “В приемной гостиницы”- “At the hotel reception”, etc [4].

Cambridge Russian School is a long-established supplementary school based in Long Road Sixth Form College, with classes held every Saturday afternoon during term time. These courses welcome children from 3 years upward as well as adults. In small classes of 5 to 12 pupils, organised according to their age and proficiency in Russian, children can learn to read, speak in Russian and write in Cyrillic letters. In addition to these subjects they can study in Russian: The World Around Us, Country Studies, Drama, Music, Art, Dance, Chess and Fun Maths. Our children take part in school competitions and in various international Russian language reading and writing contests.

This interactive method is a registered examination centre for GCSE and GCE (A-Level) exams. The online interactive resources run preparation courses and examination sessions at the school. Our school also welcomes adults who would like to start learning Russian or improve their language skills.

Our friendly atmosphere will also provide you with a great opportunity to find Russian-speaking friends and enjoy socialising in Russian. Each term ends with a spectacular school production and a celebration for the whole school community [5].

Thanks to the use of role-playing games and various speech situations, we not only increase the cognitive level of assimilation and consolidation of knowledge, but at the same time the team rallies, since often students from different countries, from different educational institutions gather in a group. All students’ answers in the context of communication games are of an emotional nature. The content of the statements and remarks of the trainees contains their

attitude to specific life situations that are reflected in the games, which undoubtedly enlivens the educational process, stimulates the cognitive activity of students, and enhances their motivation to learn the Russian language.

In the nineteenth century, this language society astonished the world by producing several generations of brilliant novelists, playwrights, and poets whose art, broadly accessible and profoundly democratic, touched depths of human experience seldom plumbed before. The main character in Tolstoy, Dostoevsky, and Chekhov seemed to Virginia Woolf to be the human soul itself, presented with unprecedented fullness, directness, and variety. But by the time she wrote of these matters in the early 1920s, Russia had already passed through a brilliant Silver Age of modernist experiment in all the arts, and was now embarked on one of the defining experiences of the twentieth century, the great, tragic, and utopian experiment of Communism, which ended with unforeseen abruptness (and with consequences still unforeseeable) in 1991. Here is endlessly fascinating material for students of human nature, modern writing in its many forms, political theory and practice, history, economics, high culture and mass culture—and it is available for firsthand exploration through an incomparably rich and expressive language which, once acquired, can be used to open new doors throughout a lifetime.

Whether you are interested in the language, culture, literature, or history and politics, you will find courses to exercise both your linguistic abilities and your mind, and a friendly community of students and faculty eager to welcome you to this fascinating area of study. The department's Russian program has the largest selection of courses of any college or university in the country, with a number of innovative “topic courses” at the intermediate and advanced levels. London School of Economics also has Russian language learning courses. These degree courses can form part of a Language Centre BSc programme but you can also can take Russian Language and Society as a fully assessed part of your undergraduate degree from absolute beginners level through to Proficiency level (CEFR, Common European Framework of Reference for Languages).

LSE Russian language courses.

LN101 Russian Language and Society 1 (Beginner);

LN102 Russian Language and Society 2 (Intermediate);

LN100 Russian Language and Society 3(Advanced);

LN200 Russian Language and Society 4 (Proficiency) [6].

Another interactive form of learning is the creation of speech situations. For example: you are in an unfamiliar city and do not know how to get to a hotel whose address you have forgotten; you have a toothache and you need to make an appointment with the dentist; you have a high fever and need to call a doctor at home; you have come to a hairdresser and want to get an unusual hairstyle; you have a sore throat and went to the pharmacy for a medicine; etc. The main task of such exercises is to activate speaking skills in Russian. Another interactive method that we often use is ranking, which is based on a stepwise method of working with educational material. Students are encouraged to arrange language data in sequence.

With the correct target organization of educational material using specially selected texts and exercises, it is possible to achieve a better understanding of the topic under study, greater student activity, stimulate cognitive interest and motivation for learning.

In addition, the use of interactive technologies in Russian language classes helps to organize the educational activities of a diverse contingent of foreign students, to adjust knowledge, taking into account the general requirements for the level of language proficiency [6].

RESULTS

For the lesson of Russian as a foreign language, a set of educational tasks was developed and tested, the purpose of which was to “activate the speech activity of students”. The complex consists of selected, compiled and built in a certain way tasks, which are aimed at working out the correct pronunciation; training prepared and spontaneous speech in dialogues.

The use of interactive forms and methods of teaching allows, to a large extent, to intensify the educational process and to involve students in active developmental activities, involving work in pairs or small groups. It is this type of education that creates favorable conditions for foreign students to master the Russian language [6].

Interactive forms and methods of teaching allow you to reveal the creative potential of students much faster. In Russian lessons, the main goal of interactive methods is as follows:

1. Development of emotional sensitivity to the word, intonation, style of speech.
2. Development of the need to express feelings, ideas, thoughts in words.
3. Mastering software products.
4. Development of the ability to analyze and interpret a literary text.
5. Mastering literary and theoretical concepts.

CONCLUSION

Thus, we can say that the use of interactive methods in Russian language lessons with foreign students is an important condition for the development of communication skills, which is the main goal of the Russian language teaching methodology. The use of interactive teaching methods allows developing the intellectual and creative abilities of students, the ability to work in a team.

References:

1. Kovaleva, A.V. Interactive pedagogical technologies in teaching foreign students the vocabulary of the Russian language. 13.00.02 - theory and methods of teaching and education (Russian as a foreign language) [Electronic resource]: author. dis. ...cand. ped. sciences. -M., 2015. -Access mode: <http://www1.pushkin.edu.ru/publ/elib/dissovet/833>.
2. Interactive methods, forms and means of education. Rostov-on-Don, 2013. p.5.
3. Bakirova, L.R. Interactive methods and techniques of conducting classes in the Russian language as Foreign language // Philological sciences. Questions of theory and practice Tambov: Gramota, 2017. No. 7 (73): Part 1. P. 177-179.
4. Batrayeva, O. M. Game technologies as a means of enhancing the educational process in the formation of communicative and socio-cultural competences // Theory and practice of education in the modern world: materials of the international. scientific. conf. (St. Petersburg, February 2012) / ed. G.D. Akhmetova. SPb.: Renome, 2012. p. 311-314.
5. <http://camrusschool.org.uk>
6. <https://www.lse.ac.uk/language-centre/undergraduate-degree-courses/modern-foreign-language-degree-courses/russian-degree-courses>

7. Капитонова, Т.И. Methods and technologies of teaching Russian as a foreign language / Moscow: Russian language. Courses, 2008. p.35.
8. Polukhina Marina, interactive technologies in teaching Russian as foreign language. (case study of role play). p.51.
9. Lingvostranovedcheskiy slovar "Rossiya".
<https://www.irlc.msu.ru/teachers/catalog/lingvostranovedcheskij-slovar-%E2%80%9CROSSIYA%E2%80%9D.html> Ye.G. Rostova, A.A. Zaletayeva, Ye.V. Markevich, S.M. Shamin; Ye.E. Zaletaeva, P.A. Gorin, I.O. Doroshenko, A.A. Ivanov. –M., Gosudarstvenniy institut russkogo yazika im. A.S. Pushkina, 2014-2018 g.
10. <https://lexicography.online/explanatory/ozhegov/> Tolkoviy onlayn-slovar russkogo yazyka Ojegova S.I.
11. <https://lexicography.online/explanatory/dal/> Tolkoviy onlayn slovar russkogo yazyka Dalya V.I.
12. «Русский язык за рубежом» за 2021 год. М.Ю. Сидорова, Ш.Ю. Хапчаев — Почему коммуникативно-функциональный подход к обучению иностранцев языку специальности обязан быть когнитивно-функциональным.
<http://journal.pushkin.institute/magazine/sidorova-1-21/>
DOI: 10.37632/PI.2021.284.1.008
12. Баракатова Д. А. Психологические особенности изучения русского языка студентами технических вузов // Достижения науки и образования. – 2017. – №. 4 (17).
13. Barakatova D. A. Classical images in Cholpon's poetry // Theoretical & Applied Science. – 2020. – №. 3. – С. 86-88.
14. Баракатова Д. А. Нестандартные формы обучения на уроках русского языка и литературы // Молодой ученый. – 2016. – №. 11. – С. 1637-1639.
15. Баракатова Д. А. Особенности интеграции специализированных компьютерных средств в обучении иностранному языку студентов технического вуза // NovaInfo. Ru. – 2016. – Т. 3. – №. 57. – С. 451-457.
16. Баракатова Д. А. Обучение русскому языку студентов в технических вузах // NovaInfo. Ru. – 2017. – Т. 1. – №. 60. – С. 232-237.
17. Баракатова Д. А., Нурмурадова Ш. И., Солиева М. А. Социально-психологическое обеспечение педагогического воздействия на учащихся // Молодой ученый. – 2016. – №. 12. – С. 816-818.
18. Баракатова Д. А. Использование современных технологий на уроках русского языка и литературы // Достижения науки и образования. – 2017. – №. 4 (17).
19. Баракатова Д. А. Ценностные основы управленческого подхода к образованию личности // Достижения науки и образования. – 2017. – №. 4 (17).
20. Mustaqimova Q. S. Peculiar features of the modern media language // Theoretical & Applied Science. – 2020. – №. 3. – С. 108-110.
21. Usmanjonovna A. M. et al. Formation of scientific outlook and mental education of students // International Journal of Psychosocial Rehabilitation. – 2020. – Т. 24. – №. 3. – С. 304-310.
22. Yunusova G. S., Kazimova G. K. Written speech as a type of speech activity when learning a language // Theoretical & Applied Science. – 2020. – №. 5. – С. 218-220.
23. Yunusova G. S. The viewpoints of Abdulkadir Giloni about the human and man conceptions // Theoretical & Applied Science. – 2018. – №. 9. – С. 176-178.

24. Gulandom Y. The viewpoints of Abdulkadig Giloni about the" human" and" man conceptions // Theoretical & Applied Science. – 2018.
25. Sobirovna M. Q. The Role of The Language of Advertising As Means of Speech in Mass-Media // Central Asian Journal of Literature, Philosophy and Culture. – 2021. – Т. 2. – №. 4. – С. 33-38.
26. Сайидова С. Ё. Методики обучения чтению на уроках русского языка // Достижения науки и образования. – 2017. – №. 4 (17).
27. Сайидова С. Ё. Чтение и познавательная деятельность // Достижения науки и образования. – 2017. – №. 4 (17).
28. Сайидова С. Ё., Назаров С. Б. У. Мотивация студентов-инженеров в техническом вузе // Проблемы педагогики. – 2018. – №. 2 (34).