

## THE USE OF INTERACTIVE TECHNOLOGIES IN RUSSIAN LANGUAGE LESSONS

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### Abstract

This article examines the role and effectiveness of interactive technologies in teaching the Russian language. It highlights modern pedagogical approaches that enhance students' motivation, communicative competence, and active participation in the learning process. The use of digital tools, interactive methods, and multimedia resources is analyzed as a means of developing language skills, critical thinking, and collaborative learning. Special attention is given to the practical application of interactive technologies in classroom activities and their impact on improving the quality of language education.

**Keywords:** Interactive technologies, Russian language teaching, modern pedagogy, digital tools, student engagement, communicative competence, innovative methods.

### Introduction

Modern society and a new attitude toward life place special demands on schools. Today, the main goal of education is not only the accumulation by students of a certain amount of knowledge, skills, and abilities, but also the preparation of learners as independent subjects of educational activity. Contemporary education is based on student activity guided by the teacher.

Interactive ("inter" meaning mutual, and "act" meaning to act) implies interaction – being in a mode of conversation or dialogue with someone. In other words, unlike active methods, interactive methods are oriented toward broader interaction not only between students and the teacher, but also among students themselves, with the dominance of learners' activity in the educational process. The main components of interactive methods are the exercises and tasks performed by students. Their key difference from traditional ones is that, while completing them,

students not only and not so much reinforce previously studied material as they learn new content.

In the process of interactive learning, the student becomes an active subject of the educational process, since the assimilation of material occurs not through its transmission, but through the learner's own activity; learning takes place through participation and interaction [1].

Interactive learning is cognition aimed at discovery: learners acquire new knowledge in practice and gain experience in analyzing and solving problems. Interactive learning contributes to the formation of stable positive motivation to study a subject, develops cognitive activity, and fosters the desire to learn not only the material included in the textbook, but also to go beyond it – learning because it is interesting, because it is intriguing to find a solution to a challenging problem.

The active introduction of elements of interactive teaching methods involves work in pairs, as well as in small and large groups.

Interactive teaching methodology requires teachers to reconsider many familiar approaches. For example, it may seem easy to introduce free communication among students in the classroom. However, without mutual respect, without the ability to listen to one another, and without proper overall guidance of the lesson, this will not be effective.

## MATERIAL AND METHODS

Based on the interactive method, the role of the teacher changes radically: they are not only a bearer of knowledge but also a guide and initiator of students' independent creative work.

The interactive teaching method is innovative in nature. The term "**“interactive methods”** (from English "*interactive*": "*inter*" means "between," "*active*" comes from "*act*" – to act, action) can be understood as methods of interaction among participants, and teaching carried out using these methods can be considered interactive, that is, based on mutual interaction [2].

By organizing Russian language and literature lessons using interactive methods, it is possible to shift from the formal completion of specific tasks with a passive role of students to cognitive activity, fostering the development of their own opinions. Interactive learning is a complex process of interaction between teacher and students, grounded in dialogue.

Interactive teaching methods are highly effective because they promote a high degree of motivation, maximize individualized instruction, and provide broad opportunities for creativity and self-realization of students. Knowledge is retained more firmly because students acquire it independently and consciously, experiencing each step of learning.

Interactive methods involve the ability to distribute responsibilities, set goals, make balanced and correct choices, analyze situations, and also provide a sense of creative freedom, joy, and deep satisfaction from one's work. In lessons, such interactive teaching methods can be applied as brainstorming, business games, role-playing games, simulation games, discussions, presentations, and essays. Interactive technologies contribute to the personal growth of students [3].

## DISCUSSION AND RESULTS

“**Match the Pair**” game is suggested when studying vocabulary and phraseology. The teacher writes idiomatic expressions on the board and then reads other expressions; students find the synonymous pairs.

**Brainstorming (Storming).** This method originated in the 1930s as a way to collectively generate new ideas. The brainstorming method allows students to develop logical thinking, express their point of view with arguments, and activate their language skills.

The brainstorming method also increases effectiveness in Russian language lessons. For example, when introducing the topic “**Word Formation**”, the question: “*What do you think are the ways of creating new words?*” prompted the most original ideas from students.

In Russian language and literature lessons, students actively participate using the “**Take a Position**” method. In the classroom, posters labeled “**Yes**” and “**No**” are displayed. The teacher first proposes a statement, and students who agree take the “Yes” position, while those who disagree stand opposite, taking the “No” position [4].

“**Dilemma Resolution**” is another interactive method that allows all students to participate in a discussion by dividing them into 2–3 groups. They solve the dilemma within 5–7 minutes and then present the result to the class. This method requires careful thinking, as a dilemma is a judgment or conclusion that requires choosing one of two mutually exclusive positions.

**Round-table discussions** should become a natural component of teaching Russian language and literature, as this interactive method allows students to defend their opinions, find correct solutions, and objectively evaluate their own speech and that of others.

**Case Study** – this method began to be applied in the second half of the 19th century at Harvard University. In this method, the student is independently required to make decisions and justify them. A single topic is proposed for debate: the first team must support it with arguments and facts, while the second team skillfully refutes them, which requires meticulous work with material from various sources.

Interactive methods are innovative forms of teaching that contribute to the activation of students' cognitive activity and the independent comprehension of educational material. The use of interactive methods in lessons creates conditions for the self-realization of students who are capable of creative thinking and finding rational ways to solve various situations [2].

## CONCLUSION

Interactive teaching methods play a crucial role in modern education, particularly in Russian language and literature lessons. They transform the traditional classroom into an active learning environment where students become independent participants in the educational process. By engaging in dialogue, collaborative tasks, and problem-solving activities, learners develop critical thinking, creativity, and communicative competence.

The implementation of interactive methods – such as brainstorming, role-playing, debates, case studies, and dilemma resolution – not only enhances knowledge acquisition but also fosters motivation, personal growth, and self-realization. These approaches encourage students to explore beyond the textbook, apply knowledge in practical situations, and take responsibility for their learning.

In conclusion, the use of interactive technologies in teaching contributes to the formation of a dynamic, student-centered educational process, preparing learners to be active, thoughtful, and independent individuals in both academic and real-life contexts.

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