Importance of Using Interactive Methods in Russian Language Lessons

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Abstract:

This article is devoted to the relevance of using interactive methods of teaching Russian as a foreign language in medical universities. This allows to activate the learning process, as a result of which students develop skills, knowledge and competences necessary for communication in various fields.

Keywords: interactive methods, skills, knowledge, skills, motivation, educational process, pedagogical technologies

1. Introduction

Nowadays, the new organization of society, new attitude to life, also places new demands on the education system [1]. Today, the main goal of education is not only the accumulation of a certain amount of knowledge and skills by the student, but also the preparation of the student as an independent subject of educational activity. Therefore, great attention is paid to the field of education in Uzbekistan. Active methods and forms of teaching have been used in pedagogical practice since ancient times. They combine a group of pedagogical technologies that achieve high activity in the educational activities of students [2].

Recently, another method has become widespread – "interactive education" [3]. Modern education has reached such a level that the most important thing in the educational process is the need to create pedagogical technologies that ensure the development of each student's personality and activities. The actual importance of this topic is that information competence increasingly determines the level of education of a person [4,5].

Informatization of education is the process of development of modern or interactive technologies aimed at the implementation of the educational sphere and psychological-pedagogical goals and providing them with the methodology and practice of their common use [6]. The relevance of the above is determined not only by the social order, but also by the needs of a person for self-determination and self-expression in the conditions of the modern information society. Therefore, the teacher's qualifications, his/her ability to solve professional pedagogical problems using information and interactive technologies become an important component of his/her/her professional skills.

Today's students differ from students of previous periods, because the introduction of interactive forms of teaching Russian as a foreign language allows us to activate the learning process. As a result, students develop sufficient and necessary speech skills to communicate in various communicative situations [7,8].

In addition, the activities of teachers are also changing. Students have the

opportunity to independently manage the educational process, initiate new ideas, and gain knowledge. As we can see, "the activity of the teacher replaces the activity of students, and the task of the teacher creates an opportunity to create conditions for their initiative" [9].

The topic of the study is the process of student development with interactive methods of teaching the Russian language [10,11]. The novelty of the topic lies in the practical application of interactive teaching methods and methods in Russian language classes. The purpose of this article is to use interactive teaching methods as a means of effective development of skills, competences and knowledge in Russian language classes, which helps students to speak, write and read correctly, that is, to speak. Also, interactive methods provide an opportunity to acquire communicative skills and abilities for direct application in any communicative situations that occur today, as well as for use in medical practice.

2. Method

A mixed-methods approach is used in this study to investigate the value of interactive techniques in Russian language instruction. Participants are drawn from academic institutions and internet resources, including Russian language teachers and learners with different levels of ability. Surveys are intended to gather quantifiable data on participants' opinions about the value and efficacy of interactive approaches in language teaching. The questions cover perceived effects on learning outcomes, preferences for certain activities, and experiences with interactive approaches. To find patterns and correlations in data, data analysis techniques include correlation analysis and descriptive statistics. To learn more about the viewpoints of participants, focus groups and interviews are also used to collect qualitative data. The purpose of thematic analysis is to identify recurring themes and experiences pertaining to the application of interactive approaches.

The goal of this thorough approach is to shed light on the advantages and difficulties of using interactive methods in Russian language training. In the end, the study aims to improve language learning strategies by highlighting how interactive techniques support efficient communication and language learning in Russian language instruction.

3. Results and Discussion

The task of the teacher is as follows [1,9]:

1) Using interactive teaching methods in the theory and practice of teaching the Russian language;
2) Increasing the effectiveness of student development by using interactive methods;
3) Forming basic concepts necessary for using interactive methods of teaching: "interactive education", "interactive teaching methods";
4) Demonstrating the practical use of interactive teaching methods in teaching the Russian language.

The Russian language is one of the richest languages in the world. But it is a very complex language. For many students, the process of mastering the lexical system of the Russian language is not easy [12,13]. Difficult for Russian-speaking students, even for non-Russian-speaking students. Therefore, the teacher's task is to teach the material in an understandable and interesting way, and we use interactive methods and technologies to make these lessons interesting and effective. The main components of this technique are: search activity that draws attention to the lexical means being studied. The main task of the teacher is to interest students, to motivate them, to help them understand the Russian language, and for this it is necessary to look for new methods of teaching the language, that is, interactive methods, and to use them together with traditional methods - this is how to describe the activity of a teacher. Each lesson is creative, and this can only

be achieved if students are instilled with the desire for active creative activity [14]. By understanding how independent the student is in solving the tasks assigned to him, it is possible to assess the strength of his/her knowledge. And knowledge is solid when mastering the material is meaningful, when the student himself plays an active role in acquiring knowledge.

All these possibilities are implemented using interactive methods. The practical value of this final project work is that it confirms the possibility of changing, supplementing and improving teaching and training methods. Studying theory helps to successfully apply interactive methods in practice, which significantly improves the quality of educational and pedagogical activities and allows sharing experience with colleagues [15]. The emergence of innovations in education is always determined by the need for practice. The reorientation of the goals of higher medical education has led to a change in the strategy of educational activities, and now in higher vocational schools, the educational strategy is being replaced by the development strategy.

The requirements for the professional training and personal qualities of a doctor are constantly increasing, and to meet them, innovative development training takes into account a number of important organizational and methodological aspects. In professional learning, students need to have competence-based experiences, and for this, the teacher must rely on the students' experience and level of development [3,16,17]. A lifelong learning strategy can be implemented if the future professional acquires teaching and research qualifications during the student years. The teachers of the medical university should encourage students to learn a certain subject and develop interest in continuing their studies in the future, and for this the educational process itself should be interesting. Since developmental education is possible only with the independent actions of students, at the same time there is a need to teach students methods, methods and skills of self-education [18].

The strategy for the development of innovative education also implies a change in the role positions of teachers and students. According to collaborative pedagogy, the teacher remains the leader in conducting lessons, but consciously abandons the function of traditional information management in the learning interaction and creates an effective learning activity for each student [1,17,18]. The teacher provides activation of students' educational interests and aspirations through organization. The new educational strategy has created a need for active and interactive teaching methods, implementing new tactical approaches in its implementation. An important condition for the implementation of the basic educational programs of the training of specialists is the wide use of active and interactive forms of training together with extracurricular activities for the formation and development of professional abilities of students in the educational process of the higher medical school [21].

The main characteristics of a graduate of a medical university are his/her/her competence and mobility, which leads to a shift of attention to the real cognitive process in the study of academic subjects, the effectiveness of which depends entirely on the student's cognitive activity. If we consider the student as a subject of educational activity, we must take into account that the student is included in the educational process with different levels of activity. Cognitive activity means a personal characteristic acquired, strengthened and developed in a specially organized cognitive process based on the individual and age characteristics of students.

4. Conclusion

In order to make the educational process interesting, creative and high quality in medical universities, teachers use active and interactive methods of teaching students during the educational process. The specific features of interactive teaching of students allow combining traditional methods with interactive methods, and interactive methods themselves, which, when used correctly, provide an innovative effect in the lesson.

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