

THE IMPORTANCE OF USING INTERACTIVE METHODS IN TEACHING THE RUSSIAN LANGUAGE IN THE HIGHER EDUCATION SYSTEM

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ANNOTATION

The use of modern interactive teaching methods is a prerequisite for improving the process of teaching Russian as a foreign language in accordance with modern educational standards. The article presents some interactive methods and techniques that contribute to the development of students' competence. Arousing interest in your subject, maintaining student motivation, making the lesson interesting and effective in terms of mastering the material covered is not an easy task. However, there are many different pedagogical approaches to address this issue. Consider one of these methods - interactive learning.

Keywords: interactive teaching methods, modern education, Russian as a foreign language, higher education system, student.

The principle of interactive learning is that the learning process takes place in conditions of constant, active interaction. Teacher and students interact; students cooperate, teaching each other. The lesson sets clear, defined goals, and all work is based on feedback. At the same time, the motivation to learn the language increases, the student's personality, creative abilities, his ability to think and speak Russian develop.

The main forms of interactive learning include role-playing communicative games, speech situations, discussion games, interactive team games, case method, "POPS- formula", project method, brainstorming, distance travel, competitions, performances, fairy tales, presentations, debates, discussions, mind maps, watching videos and listening to audio materials, etc. Let us take a closer look at some of them:

Role-play is one of the most common interactive teaching methods. In the classes in Russian as a foreign language, at the initial stage of preparation, everyday life situations are played out. The plot of role-playing games can be based on simple situations: a trip to a store, a library, a cafe, a theater, a hairdresser, a post office, an acquaintance. For example, you can organize a role-playing game "In the store" (dialogue with the seller), where one student plays the role of a seller, and the other is a buyer, "In a restaurant", where one student plays the role of a visitor, and the other is at the hotel", etc.

For students who speak Russian at an advanced level, interactive team games such as "Brain Ring", "What? Where? When?", "Connoisseurs Club". Such interactive games allow students to expand their knowledge about the country whose language they are studying, as well as to test the general level of knowledge, erudition, and logic. The situation of the competition is able to stimulate the mental activity of foreign students, forcing them to express their thoughts faster in Russian.

Such role-playing games can be carried out when studying any topic, to control the assimilation of lexical and grammatical material.

Among other things, role-playing games help to quickly adapt to the Russian-speaking environment, understand the realities of life in Russia, prepare for situations of everyday communication, and remove the language barrier.

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 forgot; you have a toothache, you need to make an appointment with the dentist; you have a high temperature, you need to call a doctor at home; you have a sore throat, you went to the pharmacy for medicine, etc. The main task of such exercises is to activate your speaking skills in Russian.

Discussion games (discussion, debate, round table). The essence of these games is to discuss and analyze current topics that excite listeners. Students have the opportunity to express their opinion on the question posed. The teacher only guides students, develops the topic, asks leading questions. Discussion topics can be varied: from favorite films and music to environmental issues, unemployment, tolerance, etc. Such discussions require a relaxed atmosphere and help students communicate in Russian without fear, tension or excitement.

Case methods are a teaching method that uses a description of real situations. Students should familiarize themselves with the situation, understand the essence of the problem, suggest possible solutions and choose the best of them. The use of this method encourages students to conduct discussions on issues that do not have one solution, teaches students to substantiate their point of view with arguments.

Project method. A project is understood as work independently planned and implemented in a foreign language, for example, publishing a newspaper or magazine, a collection of articles, preparing an exhibition, performance, concert, report, etc.

Mental maps. Thanks to the visualization of thinking processes, the method of mental maps (mind maps) allows you to develop creativity, improve all types of students' memory, speed up the learning process, and form communication skills. In the methodology of teaching Russian as a foreign language, mind maps can be used at different stages of work and at all levels of language proficiency. In the process of presentation, memorization and consolidation of new material, this method can greatly facilitate any kind of work with language information. Brainstorming, or "basket of ideas", is an interactive technique usually used in small groups to collect all the information that is known on the stated topic, followed by discussion and systematization.

"PJEC-formula" (position - justification - example - consequence). The essence of this method is that the student takes a certain position on the question or problem set by the teacher, substantiates it, gives examples, arguments and comes to a conclusion (consequence). This technique helps learners to clarify their thoughts, as well as formulate and present their opinion in a clear and concise manner. The "PJEC - formula" teaches to briefly, clearly state, argue and prove one's thoughts and not deviate from the topic. Using this technique, you can practice using formulas to express your opinion ("I think ...", "I am sure", "I am definitely sure", "My opinion ...", "As for my opinion ..."); to express agreement and disagreement ("Agree", "Totally agree", "Absolutely agree with you", "I don't think", "I don't think so", "My opinion is different"). In addition, students learn to respond to someone else's (different, opposite) opinion, resolve conflicts and find compromises. Among the techniques that are used in the lessons of

Russian, as a foreign language by students of the basic level, there are “Mosaic” or “Puzzle”, “Snowball”, “Opposites”, “Guess the word”, “Poll”.

"Mosaic" as a methodical technique is that the text with information is divided into small pieces, like a puzzle. The teacher in a fragmented form submits the text with the initial information. The task of the students is to collect the full text.

It is advisable to use the “Snowball” technique at an elementary level of language proficiency, for example, when studying large groups of words or lexical-semantic groups: vegetables, fruits, dairy products, meat products, clothing items, colors, professions, animals, transport, 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 that also belongs to the same group, for example, banana, and already names two words in order. The next student names two words and adds his own. For example: an apple, a banana, an orange, etc. In this way, vocabulary on topics is practiced in a playful way and the vocabulary of students is replenished, knowledge gaps are eliminated.

The methodical technique "Opposites" is also aimed at expanding the vocabulary. You can use this technique both with minimal “starting” material and with extended vocabulary. The trick is to pick up the opposite word, that is, the antonym. On the “starting” 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 extended 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 technique that is used mainly at a basic level of Russian language proficiency. It consists in the fact that the student thinks of a word and explains it to the rest of the participants without naming it. The teacher can distribute the words to the students himself, focusing on any topic. For example, the word "winter": this is the time when it gets very cold in Russia it snows and people wear warm clothes. It is not so cold in my country at this time. We do not get that much snow. What is this?

Watching and discussing videos, listening to audio materials. Videos of various content can be used at any stage of the lesson in accordance with its theme and purpose, and not just as additional material.

Before showing the film, it is necessary to pose several (3-5) key questions to the trainees. This will be the basis for the following discussion. You can stop the film at pre-selected frames and have a discussion. Listening to audio materials, such as recorded news programs, TV debates, discussions, etc., helps students develop the necessary skills to understand rapid and spontaneous speech. An important aspect of interactive forms of learning is the work of students in small groups and in pairs. The teacher creates all sorts of situations where students can use their existing knowledge of the language in real communication. This type of work allows students to overcome the language barrier, learn to find errors in their speech and in the speech of their interlocutor, independently correct each other. Discussing various topics and questions in groups and pairs, students have the opportunity to work out the maximum number of options for speech constructions for the most complete and understandable expression of thought.

The function of the teacher is to organize and stimulate the process of communication, and then, as necessary, correct it, providing students with appropriate language assistance. When using

interactive forms of learning, team building and an atmosphere of cooperation in the group are created. Students have a desire not only to demonstrate their own knowledge, but also to direct them to a common result. Assimilation of educational material is much faster than using traditional teaching methods. Students develop speech skills that are sufficient and necessary for communication in different communicative situations.

The modern methods of teaching Russian as a foreign language are constantly evolving and improving, offering a wide range of interactive methods, while each teacher can independently develop and select new ones, combine and adapt existing ones depending on the language level of students, their abilities and motivation.

Thus, an important aspect of interactive forms of learning is the work of students in small groups and in pairs. The teacher creates all sorts of situations where students can use their existing knowledge of the language in real communication. This type of work allows students to overcome the language barrier, learn to find errors in their speech and in the speech of their interlocutor, independently correct each other. Discussing various topics and questions in groups and pairs, students have the opportunity to work out the maximum number of options for speech constructions for the most complete and understandable expression of thought. The function of the teacher is to organize and stimulate the process of communication, and then, as necessary, correct it, providing students with appropriate language assistance. Therefore, the use of interactive methods in the system of teaching Russian as a foreign language is an important condition for the development of creative and intellectual abilities of students. Thus, the use of interactive teaching methods, along with passive and active ones, is a prerequisite that meets modern educational standards and contributes to the formation of students' speech communicative competence.

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