

INTERACTIVE METHODS OF TEACHING RUSSIAN TO STUDENTS OF NON-LINGUISTIC UNIVERSITIES

(Using the "Brownian Movement" technique as an example)

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Abstract

This article examines the specific features and application of interactive methods for teaching foreign languages in higher education institutions. It also explores the feasibility of using interactive methods such as "Brownian Movement," which can make lessons more diverse, enabling students to demonstrate verbal independence, and develop their communication and speaking skills.

Keywords: Language competence; interactive method; interactive learning; interactive teaching technologies.

Introduction

Аннотация

В статье рассмотрены особенности и специфика применения интерактивных методов преподавания иностранного языка в высших учебных заведениях. Рассмотрена целесообразность использования из интерактивных методов «Брауновское движение», позволяющих сделать занятия более разнообразными, дающих возможность студентам проявить речевую самостоятельность, реализовать коммуникативные умения и речевые навыки.

Ключевые слова: языковая компетенция; интерактивный метод; интерактивное обучение; интерактивные технологии обучения.

Annotasiya

Ushbu maqola oliy ta'lim muassasalarida xorijiy tillarni o'qitishda interaktiv usullarning o'ziga xos xususiyatlari va qo'llanilishini o'rganadi. Shuningdek, unda darslarni yanada xilma-xil qilish, talabalarga og'zaki mustaqillikni namoyish etish va muloqot va nutq qobiliyatlarini rivojlantirish imkonini beradigan "Braun harakati" kabi interaktiv usullardan foydalanishning maqsadga muvofiqligi o'rganiladi.

Kalit so'zlar: til kompetensiyasi; interaktiv usul; interaktiv o'rganish; interaktiv o'qitish texnologiyalari.



Communication plays a vital role in everyone's life. A person's mental health depends on the process and its results – their mood, feelings, and emotions can be positive or negative, depending on how well they communicate with others. One of the most important functions of communication is the exchange of information. We communicate constantly, even when silent (through our gestures, movements, and facial expressions). Of course, not every lesson should be conducted as a game, but such methods can be periodically practiced to prevent monotony during a lesson or to learn how to correct emerging behavioral problems in students/teachers. The choice of game-based assignment directly depends on the goals the teacher wants to achieve in communicating with students. Therefore, first-year students at non-linguistic universities are required to demonstrate additional foreign language proficiency in their professional activities. This necessitates the search for new constructive ideas to optimize and intensify the teaching of Russian as a foreign language, acquire new knowledge, and improve language proficiency [2.58].

Achieving a high level of proficiency in Russian requires fundamental language training in higher education. Therefore, it is imperative for teachers to master the latest language teaching methods, specialized teaching technologies, and techniques in order to optimally select a teaching method to achieve the primary goal of mastering a foreign language at a professional level. At the same time, the main problem remains student passivity and inertia during the learning process, since not all, even the most modern pedagogical technologies, methods, and tools, can fully ensure the active participation of students in the educational and cognitive activities. Modern universities face the challenge of developing an active personality, motivation, and interest in students. Therefore, the process of activating educational and cognitive activity in higher education institutions, taking into account the specialization and specific features of the curricula, is one of the priority areas for improving the educational and cognitive process [4.27].

The Russian language is crucial for developing well-rounded and competent specialists at non-linguistic universities. While working on professionally oriented texts, students acquire new information and systematically expand their vocabulary. Teaching practices at non-linguistic universities demonstrate the insufficient content and foundation of existing textbooks and the lack of standardization of assignments for mastering terminological vocabulary. This circumstance underscores the need to create realistic learning conditions so that each student can fully utilize and develop their individual potential. This is most effectively facilitated by teaching a specific sublanguage of the specialty, which represents the ability to mobilize the system of knowledge, skills, abilities, and mental and personal qualities necessary for perceiving new information, assimilating foreign terminology, and using it in oral or written communication [6, 89]. Developing professional communicative competence occurs through expanding and enhancing students' essential vocabulary, which is a combination of techniques and efforts that mobilize mental stimulation to seek out opportunities and conditions to compensate for existing knowledge, skills, and abilities. Students from national groups in non-linguistic faculties must be targeted and systematically guided by such a strategy and effective techniques.



Interactive learning partially addresses another important objective. This involves relaxation, relieving stress, shifting attention, changing modes of activity, etc. In this sense, interactive learning as a form of educational process is truly capable of optimizing the essence, content, and structure of pedagogical interactions.

Interactive learning technology is a system of methods for organizing interactions between teacher and students in the form of educational games, guaranteeing pedagogically effective cognitive communication, resulting in conditions for students to experience success in their learning activities and mutual enrichment of their motivational, intellectual, emotional, and other spheres. It is important to skillfully guide the teacher toward achieving the set educational goals [8, 103].

Using the "Brownian Motion" technique, students move around the classroom to gather information on a given topic. Common topics include "Hobbies," "Friends," "Clothing," "Home," and "Family," while simultaneously practicing various grammatical constructions.

Each participant receives a sheet of paper with a list of questions and tasks: "Find out how many people in your group enjoy sports," or "Who is wearing classic clothes today?", "Who has a desk by the window at home?", "Who has a close friend who is studying at university?", "Who has a family with six people?"

The teacher helps formulate the questions and answers, ensuring that interactions are conducted in Russian. Sometimes we also use a form of interaction called "Take a Position." A statement is read, and students are asked to approach a poster with the word "YES" or "NO." It is recommended that they explain their position. Group work can be used as a logical continuation.

Examples of the "Brownian Motion" Game

All players stand randomly in the room, eyes closed. At the leader's signal, everyone begins moving (in any direction) without speaking. At the signal, the players stop and open their eyes. The second stage is played the same way, but now the players are required to hum. At the signal, everyone stops and opens their eyes.

The children move chaotically through space, trying not to collide with each other. They try to distribute themselves evenly throughout the space to avoid crowding or empty spaces.

The teacher sets the "temperature" (speed) of movement.

Cold - move slowly.

Warm - walk normally.

Hot - break into a run.

Alternatively, the teacher can use their palms to indicate speed.

Note: The game can be made more challenging. During Brownian Motion, the teacher calls out the number 1, 2, or 3 at any time. As soon as the number is called, a specific action must be performed. For example, 1 - squat, 2 - jump, 3 - clap. It's a great way to train memory and attention.

"Together." Everyone stands in a circle. Choose a partner and quickly shake their hand. The teacher tells you which parts of your body you'll need to use to quickly "greet" each other. And when the teacher says, "Together!" You switch partners.

- Right hand to right hand!



- Back to back!
- Touch each other.
- Toe to toe!
- Side to side!
- Knee to knee!
- Pinky to pinky!
- Heel to heel!
- Touch each other.
- Elbow to elbow!
- Fist to fist!

Shake hands.

These are just a few examples of the use of interactive technologies in foreign language learning. We emphasize that these technologies significantly intensify the learning process and contribute to improving the quality of instruction.

In summary, it should be noted that interactive methods are appropriate and justified in the training of future specialists, as they are promising technologies in foreign language teaching and define dialogue as the leading form of interactive learning and cognitive interaction. This requires the comprehensive use of interactive methods, tools, and forms of foreign language teaching selected based on the principles of communication and collaboration to achieve optimal results. In conclusion, it should be noted that all interactive methods and techniques develop communication skills, help establish emotional connections between students, teach teamwork, listen to the opinions of their peers, and establish closer ties between students and the teacher. Experience shows that the use of interactive methods and techniques in foreign language lessons relieves students' nervous tension, provides an opportunity to change the forms of activity, and refocus attention on the key issues of the lesson topic.

Interactive learning also leads to the development of students' professional and personal qualities, including increased activity, critical thinking, the development of the ability to argue their opinions, increased responsibility for decision-making, the development of the ability to collaborate and work in teams, and the development of the capacity for further self-education—in other words, all the qualities that a modern specialist should possess. [7, 112].

Before choosing teaching methods, a foreign language teacher must be guided by the specific objectives of the educational process, the results of which meet the requirements for developing students' specific practical skills. Practical assignments based on interactive technologies enable effective study of the course material. Thus, conditions are created for learning a foreign language at a qualitatively new and high level and for using these acquired skills in practice. Students learn to communicate in Russian, participate in discussions, use grammatical constructions, and activate their active (passive) vocabulary through communicative activities. Thus, the use of interactive technologies in the educational process helps students achieve a smooth transition from the acquisition of lexical speech skills to their inclusion in independent communicative activities at a higher professional level.



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