

EXPLORING THE EFFECTIVENESS OF INTERACTIVE TECHNOLOGIES  
IN RUSSIAN LANGUAGE INSTRUCTION VIA ROLE-PLAYING GAMES

Yakubova Feruzakhon Askarovna  
Senior Lecturer Tashkent International University of Kimyo  
yakubovaferuza72@gmail.com

Chernobrovkina Irina Viktorovna  
Senior Lecturer Oriental University, Tashkent, Uzbekistan.  
eipyvy@gmail.com

ABSTRACT	KEYWORDS
The article examines the role of interactive technologies in teaching Russian as a foreign language, with an emphasis on the use of imitation (role-playing) games as an effective method to improve language skills and cultural understanding. The author emphasizes the importance of integrating modern educational approaches to create a dynamic and engaging learning environment that promotes the active participation of students in the educational process. Based on the analysis of theoretical foundations and practical examples, the article demonstrates how role-playing games supported by authentic materials and digital tools can significantly increase students' motivation, improve their communication skills and facilitate understanding of complex language structures through contextualized learning. The author discusses the methodology of developing and conducting role-playing games, including the preparation of scenarios, the selection of authentic materials, the use of technologies to ensure interactivity and strategies for evaluating student success.	Interactive technologies, Russian as a foreign language (RCT), imitation (role-playing) game, teaching methods, intensification of learning.

Introduction

The purpose of learning a foreign language (including Russian as a foreign language) is to master a level sufficient for communication. The main task in teaching Russian to students at the initial stage is the formation of reading, writing, speaking and listening skills [1, p. 81;]. A greater effect can be achieved by combining traditional types of work with new types. Creating interactive learning situations is one of the main ways to optimize and intensify learning in modern society [2, p. 23]. Specially prepared authentic materials help to activate mental activity, increase interest in the subject of study and achieve better results. With the correct targeted 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, adjust their knowledge, taking into account the general requirements for the level of language proficiency [3, p.34].

University pedagogy and psychology associate the improvement of the quality of training of future specialists in non-philological areas in Russian as a foreign language with a constantly increasing volume of educational material and previous or even shortened terms of study with the optimization and intensification of the educational process. A feature of teaching Russian as a foreign language (RCT) at a university is the need to learn "from scratch" and select the lexical and grammatical minimum and sequence of presentation of the material, taking into account the need to stay in a new cultural and linguistic environment.

The teacher faces important tasks, such as: assistance in adapting to a new environment providing students with such knowledge of the Russian language that will not only help them overcome language difficulties in everyday situations, but also gain knowledge in technical specialties. The issue of the need to create conditions for the development of cognitive interests and creative potential of students becomes especially relevant. Thus, the main objectives of teaching RCT are acquisition of students' communication skills, skills of independent work in the study of neutral and scientific speech styles, formation of motivation for learning, creation of conditions for the emergence of a personal psychological attitude.

## **Literary Review**

The term "interactive" is derived from the English word interact, meaning "joint actions, influence on each other." In modern language teaching methodology, interactivity is understood as the possibility of interaction, dialogue with someone or something. The implementation of this technology allows making the student the main driving element in the process of language acquisition, with personal experience of applying the learned material becoming the main source of educational knowledge. The role of the educator within the use of interactive educational technologies is not to convey ready-made knowledge but to stimulate students to search for it independently, guide them in this search, and, if necessary, adjust the results of their activities. Interaction between participants in the educational process takes place as dialogical, mutual two-way communication between the student and the educator, as well as multi-directional communication among students.

The value of such multi-directional communication is conditioned by the fact that in real situations of producing, spreading, receiving, and using knowledge, there is no strict boundary between individual and collective cognitive processes. As a result, communication becomes a condition for forming a certain system of representations of reality, involving both verbal and non-verbal components. Even when knowledge is independently acquired by an individual student, so-called self-communication is realized.

Authors also consider it important to emphasize another aspect of the application of interactive technologies: they allow organizing effective educational activities in a group with a diverse contingent of students, differentiating this activity, and ultimately adjusting knowledge according to the general requirements for language proficiency. An educator should not only refrain from imposing but, in some cases, even from expressing their own assessment of the facts discussed during the learning process. It is worth noting that it is necessary to constantly appeal to the personal experience of students, thereby

increasing motivation for learning and creating a sensation that the problem being discussed concerns each student personally. [4, 5, 6, p.106]

Interactive technologies are often and productively used in modern higher education institutions, allowing for effective foreign language classes. Researchers identify the main tasks of using these technologies as forming and developing all skills of speech activity, improving the quality of learning material assimilation, and increasing and actively maintaining interest in language learning on a regular basis. The technologies mentioned in the article allow students to use personal experience, both educational and communicative, develop communicative skills for interpersonal interaction, and present the results of their own academic work and communication skills within the framework of constructive educational (work) behavior in a group.

## Methodology

The methodology of teaching Russian as a foreign language includes a significant number of interactive learning technologies developed and described by many researchers. These technologies range from pair or mini-group work (either stable or organized for a specific class or assignment) to chain responses, brainstorming, and various types of discussion classes. The integration of interactive technologies into teaching Russian as a foreign language, especially through simulation (role-playing) games, opens new avenues for enhancing education and student engagement. The methodology encompasses several key stages, starting from preparation to reflection and feedback. The first step involves a careful selection of authentic materials that match the interests and language proficiency levels of the students. Materials should be diverse and include video, audio, and textual resources that facilitate immersion in the language environment. [7]

Scenario development: Creating scenarios for role-playing games based on real-life situations allows students to practice language skills in context. Scenarios should be flexible to allow for adaptation to different levels of language competence.

Engaging students: Encouraging students to actively participate in role-playing games where they can experiment with the language, making mistakes in a safe and supportive environment. It is important to create an atmosphere where mistakes are viewed as learning opportunities.

Using technology: Integrating modern technologies, such as interactive boards, language learning apps, and collaborative platforms, enhances interaction and feedback between students and teachers.

Reflection and feedback: After conducting role-playing games, it is important to organize reflection sessions where students can share their experiences and discuss what they learned from the exercise. The teacher should provide constructive feedback, highlighting the successes of the students and pointing out aspects that need further improvement.

Implementing such methodology not only contributes to the development of language skills but also to the cultural enrichment of students, making the learning process more interesting, dynamic, and effective. [8,9]

## Results

Currently, there is a significant number of classifications in the methodological literature that systematize types of educational games according to various classification criteria. Based on the goals and objectives of teaching, educational games used in Russian as a Foreign Language (RFL) classes can be divided into linguistic (aspectual) and speech games. Linguistic games, which help to assimilate

different aspects of the language (phonetics, vocabulary, grammar, syntax, stylistics), are accordingly divided into phonetic, lexical, grammatical, syntactical, and stylistic games. Linguistic games contribute to the activation of students in the classroom, developing their speech initiative. Speech games are aimed at forming skills in certain types of speech activities. Each type of speech activity corresponds to a specific type of educational game, aimed at teaching listening, teaching monologic and dialogic speech, teaching reading, and teaching writing. In terms of the form of implementation, there are subject games, active games with a verbal component, plot or situational games, role-playing games, competitive games, intellectual games, and interaction games. We propose several game technology options for use in the process of teaching RFL.

- "Take a stand." Some kind of statement is proposed, students must agree or refute the judgment and explain their position. At the initial stage, you can offer another version of the game. When working on the thematic field "Professions", perform the following tasks: find the necessary words in the presented list, dividing them into two columns – positive and negative features of the future profession, list 10 positive features of the future profession, list 10 negative features of the future profession, describe the future profession using new vocabulary, answer 5 why (why are you Have you decided to become a doctor? Why should work be fun? etc.);
- "Hat". Students are invited to write questions related to the topic being studied. Then the question cards are folded into a hat (box, basket, etc.). Everyone takes a card from the hat, reads the question and immediately answers it. After answering, he passes the hat to the neighbor. To spice up the game process, you can use a stopwatch so that students know that they have to answer in less than one minute. The "black box". There are items in the black box. Students must guess the subject by asking questions, the answer to which can only be "yes" or "no". For example: Is it big? Is it red? Can I eat this? Can I wear this?
- "Round the world trip". It is relevant when studying spatial relations (Prepositional case in the meaning of place, static verbs, Prepositions for indicating location, etc.). The word is proposed. The first student must determine its location, the second one must determine the location of the next word, etc. For example: Students in the classroom. A class at the university. The University is located on Dzerzhinsky Avenue. Dzerzhinsky Avenue in Minsk.
- "Assistant". The teacher gives the installation: "Let's help the Russian chef prepare a dish (for example, borscht)." The student takes the pictures of food on the table, puts them in a saucepan, naming each item in Russian: "These are potatoes (beets, carrots, onions, salt)." Later, the student briefly describes the subject he is taking: "This is sugar. It is white in color, tastes sweet," etc.
- Collective "design" in which the following tasks can be given, aimed at developing the creative potential of students, creativity:
  - "A historic event." The essence of the task consists in the formation by students of an image of representation in the process of perception of a literary text, using information from which it is necessary to depict (make a statement) the events of a literary work. Previously, participants are provided with a small excerpt of a literary text describing certain historical events. The roles can be assigned by the students themselves.
  - "I am a commander." The participants are required to portray the qualities and character of the great commander Amir Temur. A film about Amir Temur is shown by the teacher beforehand. Students should try to convey the manners, speech of a historical figure, as well as the events of that time, as accurately as possible. Dialogues can be taken from the film or compiled by students themselves.

- Russian Verbs, for example, is a puzzle game that will help you memorize the basic verbs of the Russian language and their declension variants. Tasks include matching words and sentences, choosing the correct verb form, and matching infinitives and verb forms. [10, 11, 12]

One of the reasons why games can be effective in learning Russian is that they can be built around plots that attract attention. It can be a story, adventure, fiction, detective story, etc. You can learn new words and expressions used in a particular topic, which can help you better understand and remember the language. In addition, the games can be complemented with sound effects, music and interactive elements, which makes the process of learning Russian even more interesting and exciting. These elements can help you learn the correct pronunciation of words and phrases in Russian. In addition, the games offer a variety of learning options, from watching videos to completing text perception tasks in various forms, thereby making learning not only useful, but also interesting and fun. [13]

## Discussion

The introduction of interactive technologies in teaching Russian as a foreign language opens up new horizons in teaching methods. Imitation (role-playing) games are one of the most effective approaches in this direction, allowing students to actively participate in the learning process and practice language in the context of real life situations. This method contributes not only to the improvement of language skills, but also to the development of intercultural competence, which is an integral part of learning any foreign language. The main purpose of simulation games is to create a safe and supportive environment where students can experiment with language, overcoming the language barrier and fear of mistakes. These games offer a rich set of contexts for communication, encouraging students to actively interact and collaborate. [14]

The choice of authentic materials and the creation of scenarios reflecting real-life situations are of critical importance. This not only ensures realistic learning, but also promotes deep immersion in the linguistic and cultural environment. However, the effective application of this method requires careful planning and the willingness of the teacher to adapt the approach to the level and interests of the students. The discussion of the use of interactive technologies in teaching the Russian language highlights the importance of innovative approaches in education. Simulation games, being one of these methods, demonstrate significant potential for increasing student motivation and learning efficiency, making the language learning process more interesting, dynamic and effective. [15]

## Conclusion

Interactive technologies play a key role in modern teaching of Russian as a foreign language, providing students with a unique opportunity to immerse themselves in the language environment through active participation and interaction. The use of imitation (role-playing) games in the learning process serves as a powerful tool for the development of communication skills, allowing students not only to learn new vocabulary and grammar, but also to train the ability to use language in real life situations. This, in turn, helps to increase motivation and interest in learning a language, making learning more dynamic and effective. Authentic materials used in the framework of role-playing games enrich the learning process, providing students with the opportunity to get acquainted with the culture and traditions of the Russian-speaking community. This not only contributes to a deep understanding of the language, but also forms a respectful attitude towards culture.



In conclusion, the introduction of interactive technologies and methods, such as imitation role-playing games, into the teaching of Russian as a foreign language is not only a necessity, but also an important step towards ensuring a deeper and more comprehensive study of the language. These methods contribute to the creation of a stimulating and supportive learning environment where each student can demonstrate and develop their language skills by actively participating in the learning process and cultural exchange.

## References

1. Bykhun N.S. Interactive technologies in the modern education system / Science and modernity. No. 38. 2015. pp. 81-86.
2. Goncharenko N.V. Interactive technologies of teaching Russian as a foreign language // Collections of conferences of SIC Sociosphere. 2016. No. 55. pp. 22-25
3. Eferova A.R. Modern interactive methods of teaching English in the formation of critical thinking / Educatio. No. 9. 2015. pp. 33-35.
4. Interactive methods of teaching Russian and foreign languages: a collective monograph / under the general editorship of T.M. Balykhina. M.: RUDN, 2016. 356 p.
5. Kapitonova, T.I. Methods and technologies of teaching Russian as a foreign language / ed. by A.N. Shchukin, L.V. Moskovkin, A.N. Shchukin. M.: Russian language. Courses, 2008.
6. Korneeva L. Interactive teaching methods / Higher education in Russia. No. 12. 2004. pp. 105-108.
7. Kryuchkova L.S. Practical methods of teaching Russian as a foreign language. studies. a manual for a novice teacher, for students of philology and linguists specializing in Russian linguistics. Moscow: Flint: Nauka, 2009. 480s.
8. Savchenko T.V. O.V. Sineva, T.A. Shorina. Russian as a foreign language. The RCT methodology. Teaching grammar. "Russian language". M., No. 7. 2007. 2015. 24 p.
9. Suvorova N.V. Interactive learning: New approaches / Teacher. 2000. No. 1. p.
10. Teremova R.M., Gavrilova V.L. The method of projects from the perspective of interactive and communicative organization of teaching foreign students the Russian language / The World of the Russian word. No. 3. 2014. pp. 78-82
11. Anosova A. G. Grammatical and communicative exercises with game elements as a way to activate Russian language proficiency as a foreign language // Izvestia of the Southern Federal University. Philological sciences. 2013. No. 3. pp. 79-85.
12. Kostikova L. P. The use of electronic resources for the formation of intercultural competence of future international experts. Ryazan, 2014.
13. Matvienko S. V., Vasilyeva E. V., Polyakova N. Yu., Evdokienko V. V. Psychological difficulties arising in the process of distance learning and ways to overcome them // Education and law. 2021. No. 1. pp. 195-199.
14. Razin A. 11 principles of effective gamification of RCTs online [electronic resource]. URL: <https://youlang.ru/blog/11-printsipov-effektivnoy-geymifikatsii-rki-v-onlayn>.
15. Romanova E. A., Volkova M. A., Li B. Features of the use of modern information technologies in learning the Russian language: a comparative analysis of the preferences of foreign students of universities in Russia and China // Prospects of science and education. 2021. No. 1 (49). pp. 276-287.