



INTERACTIVE METHODOLOGY AS A PEDAGOGICAL SYSTEM IN TEACHING RUSSIAN AS A FOREIGN LANGUAGE TO GRADUATES OF NATIONAL SCHOOLS

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Article history:	Abstract:
Received: 26 th December 2025 Accepted: 24 th February 2026	The article presents a systemic methodological analysis of interactive teaching as an integral pedagogical model in teaching Russian as a foreign language to university students who graduated from national schools. Unlike fragmentary use of interactive techniques, the study conceptualizes interactive methodology as a structured pedagogical system aimed at overcoming linguistic barriers and ensuring communicative adaptation in a multilingual academic environment. The research is grounded in communicative linguodidactics, constructivist theory, and activity-based pedagogy. The article proposes a model of interactive instruction that integrates psychological support, collaborative learning, and formative assessment as core components of effective foreign language acquisition.

Keywords:

INTRODUCTION

The linguistic situation in higher education institutions of Uzbekistan reflects a complex multilingual reality. A considerable proportion of students enter pedagogical universities after completing national-language schooling, where Russian is taught as a subject rather than used as a medium of instruction. As a consequence, these students demonstrate limited communicative competence in Russian and experience difficulties in academic interaction.

Traditional explanatory and grammar-centered approaches prove insufficient in addressing the communicative needs of such learners. Therefore, there is a methodological necessity to reconceptualize foreign language instruction not as transmission of linguistic knowledge but as organization of meaningful communicative experience.

The purpose of this article is to substantiate interactive methodology as a holistic pedagogical system that ensures gradual linguistic adaptation and communicative development among non-native university students.

1. Conceptual Framework of Interactive Methodology

Interactive methodology is not merely a collection of techniques but a pedagogical paradigm based on the following principles:

- learner-centered instruction;

- dialogic interaction;
- activity-based learning;
- integration of cognitive and affective components.

Within communicative linguodidactics, language is understood as a social tool for interaction. Consequently, language acquisition occurs most effectively when learners participate in authentic or quasi-authentic communicative situations.

The systemic nature of interactive methodology distinguishes it from occasional use of interactive exercises. It presupposes structural transformation of the educational process.

2. Psycholinguistic Characteristics of Students from National Schools

Graduates of national schools often display:

- restricted lexical repertoire;
- underdeveloped spontaneous speech skills;
- high level of communicative anxiety;
- dependence on native-language interference.

These characteristics require methodological solutions that combine linguistic development with psychological adaptation. Interactive learning reduces communicative tension and encourages gradual immersion into Russian-speaking academic discourse.



3. Structural Model of Interactive Instruction

The proposed model includes three interrelated components:

3.1 Communicative Core

The educational process is organized around communicative tasks that simulate academic and social contexts. Language structures are introduced functionally, not in isolation.

3.2 Collaborative Interaction

Pair and group work serve as mechanisms of peer support and cognitive cooperation. Students co-construct meaning and develop dialogic competence.

3.3 Formative Assessment

Assessment is continuous and diagnostic. Emphasis is placed on communicative effectiveness rather than mechanical accuracy.

4. Pedagogical Outcomes of Systemic Interactive Learning

Systematic implementation of interactive methodology leads to:

- development of sustainable communicative competence;
- reduction of linguistic anxiety;
- increased intrinsic motivation;
- formation of academic speech culture.

Interactive methodology ensures not only language acquisition but also social integration within the university environment.

CONCLUSION

The study confirms that interactive methodology, when conceptualized as a coherent pedagogical system, significantly enhances the effectiveness of teaching Russian as a foreign language to graduates of national schools. Its systemic character, psychological orientation, and communicative focus allow for comprehensive linguistic adaptation in higher education.

Interactive teaching should therefore be regarded not as a supplementary strategy but as a methodological foundation of modern RFL instruction in multilingual contexts.

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