



FEATURES OF INTERACTIVE TEACHING METHODS IN RUSSIAN LANGUAGE CLASSES AT A MEDICAL UNIVERSITY

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ABSTRACT

The article examines the features of using interactive teaching methods in Russian language classes at a medical university. It reveals the importance of active interaction between teachers and students in forming communicative, professionally oriented, and sociocultural competencies of future doctors. The most effective interactive technologies—such as the case method, business and role-playing games, small-group work, problem-based discussions, and the use of digital educational platforms—are analyzed. Special attention is given to adapting interactive techniques to the specifics of medical terminology and professional speech situations. It is concluded that the use of interactive methods increases students' motivation, promotes the development of clinical thinking, enhances professional communication skills, and improves the quality of language training for future medical specialists

Interactive teaching methods occupy an important place in modern pedagogical science, as they are aimed at activating students' cognitive activity, stimulating their independence, and developing communicative skills. The theoretical foundation for the application of interactive technologies is formed at the intersection of pedagogy, psychology, didactics, and contemporary information and communication approaches.

The use of interactive methods is based on a learner-centered educational paradigm, within which the student is regarded as an active subject of the educational process, capable of independent knowledge acquisition, reflection, and self-assessment. The core of interactive learning lies in the organization of such an educational environment where interaction between the teacher and students becomes two-way, and the exchange of information is continuous and dynamic.

Interactive methods in language teaching represent a pedagogical technology based on organizing active and direct interaction among students, between students and the teacher, and with educational materials. In this approach, language acquisition is built on the principles of cooperation, dialogue, and practice-oriented activities.

The main goal is to make learning active, practical, and engaging so that each participant becomes not a passive listener, but an active contributor to the learning process.

Interactive methods are aimed at creating conditions that simulate real communicative situations, which contributes to the development of students' linguistic and communicative competence. Their application enhances cognitive activity, develops cooperation skills, the ability to argue one's point of view, and the use of the target language as a means of real communication.

According to one of the most influential scholars of the twentieth century in pedagogy and psychology, L. S. Vygotsky [1], learning develops through social interaction. Interactive methods expand the zone of proximal development, as students learn through communication, collaborative problem-solving, and dialogue. P. Freire emphasized that education is effective when students are active participants in the process. Interactivity fosters critical thinking and independence rather than passive perception of information. J. Dewey argued that learning should be based on experience. Interactive methods create situations of "learning through action" — practice, projects, and experimentation. According to H. Gardner [2], interactivity increases learning motivation, engagement, and emotional involvement of students. G. P. Shchedrovitsky [3] emphasized the role of collective forms of thinking. Interactive methods organize "joint cognitive activity," which enhances learning outcomes.

Russian and post-Soviet scholars such as A. A. Andreev, E. S. Polat [4], and V. P. Bepalko [5] note that interactive technologies activate cognitive activity, develop communicative competence, form professional skills, and improve the quality of learning outcomes.

Contemporary researchers (OECD, UNESCO, and 21st-century pedagogical didactics) highlight that interactive methods develop soft skills (communication, critical thinking, teamwork), foster adaptability, increase learner autonomy, and correspond to the competency-based approach in education.

Key Features of Interactive Methods in Language Teaching

1. Active Participation

Students do not merely listen to explanations; they analyze, discuss, complete tasks, and collaborate in groups. The main feature of interactive teaching methods lies in the active involvement of learners in the process of knowledge construction, where knowledge is not simply transmitted by the teacher but is created through interaction between the teacher and students, as well as among learners themselves. Students act as active participants who discuss, analyze, solve learning tasks, work collaboratively, express and justify their opinions, and jointly construct new knowledge.

2. Feedback

Continuous exchange of opinions, discussion of answers, and error correction occur throughout interaction. Feedback is a central characteristic of interactive learning, ensuring constant two-way communication between teachers and students and among learners themselves. This enables timely clarification of understanding, adjustment of actions, support, and evaluation of learning achievements.

3. Communicative Orientation

The communicative focus of interactive methods is expressed through active interaction among participants, including dialogue, discussion, and collaboration. The emphasis is not only on knowledge acquisition but also on developing the ability to express ideas, argue

positions, listen, and understand others. Interactive methods enhance speaking, listening, reading, and writing skills.

4. Pair and Group Work

One of the key features of interactive learning is organizing student activities in pairs and small groups. This format stimulates cooperation, idea exchange, and collective problem-solving. Group work develops listening skills, critical thinking, argumentation abilities, and shared responsibility for outcomes, increasing motivation through collaborative activity.

5. Practical Use of Language

Interactive teaching methods focus on the immediate use of language in real or simulated communicative situations. This enables learners not only to acquire grammatical and lexical norms but also to apply them in practice, improving fluency, comprehension, and communicative competence through dialogues, discussions, role-plays, and other interactive forms.

6. Development of Learner Autonomy

Interactive methods promote independence and responsibility for learning. Students actively search for information, analyze materials, formulate and solve tasks, make decisions, plan actions, and evaluate outcomes. This fosters critical thinking, initiative, self-control, and self-assessment.

The use of interactive teaching methods fully corresponds to the learner-centered approach, as it involves collaborative learning in which both students and teachers act as subjects of the educational process. The teacher primarily assumes the role of organizer and facilitator, creating conditions for student initiative. Interactive learning is grounded in students' personal experience and direct engagement with professional practice. Moreover, interactive educational technologies follow a different learning logic: not from theory to practice, but from practical experience to theoretical reflection.

Researchers identify several effects that justify the necessity and effectiveness of interactive learning: intensification of understanding, assimilation, and creative application of knowledge; increased motivation and engagement; stimulation of independent inquiry; development of non-standard thinking; transfer of activity organization skills; acquisition of new experiences; growth of knowledge, skills, and abilities; and continuous assessment of learning outcomes.

In conclusion, interactive teaching methods are characterized by a complex set of features that make the learning process active, meaningful, and communicatively oriented. These include active learner participation, continuous feedback, communicative focus, collaborative work, practical language application, and the development of autonomy, all of which contribute to the formation of communicative competence and effective language learning.

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