# TEACHING RUSSIAN AS A FOREIGN LANGUAGE ON INTERACTIVE BASIS

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## Abstract

The article is devoted to the problem of teaching students Russian as a foreign language on interactive basis. The authors justify the importance of using interactive technologies in the process of teaching Russian as a foreign language. Theoretical foundations of interactive educational technologies, the concept of "interactive learning", as well as methods and forms used to implement this technology in the process of teaching Russian as a foreign language are analyzed in detail in the article. The main content of the article is devoted to the description of pedagogical conditions favouring successful teaching of Russian as a foreign language through the use of interactive methods and forms.

Special attention is paid to the model of this process and its constituent components. In the description of interactive learning the emphasis is put on student-centred educational technologies and their potential for the development of students' motivation and interest to studies. The results prove the efficiency of applying the research method of teaching to develop communicative skills of students studying Russian as a foreign language. In the end, the article contains a conclusion on the importance of interactive learning for achieving high learning outcomes.

**Keywords**: interactive learning, Russian as a foreign language, pedagogical conditions, communication skills, cognitive independence.

## 1 INTRODUCTION

The relevance of the problem of interactive learning in studying Russian as a foreign language is caused by the increase of Russia's status on the international arena and by the growing interest in the Russian language, Russian culture as well as Russian system of education. As is known, the Russian language is the state language of the Russian Federation. Today there are more and more people aspiring to study the

Russian language not only as a means of interpersonal, professional and international communication, but also as a foreign language. The acquisition of communicative skills and skills in mastering Russian as a foreign language should correspond to linguistic, ethical, aesthetic and communicative components of speech culture. However, as evidenced by research studies the speech of foreign citizens wishing to live, work and study in Russia, does not meet the high level of its development. Therefore, further research is necessary to provide the definition and scientific justification of pedagogical conditions favoring successful development of communicative skills of students studying Russian as a foreign language. This proposition is the purpose of this article.

## 2. MATERIALS AND METHODS

The problem of developing communicative skills of students while delivering the course "Russian as a foreign language" is included in all curricula aimed at preparing students for teaching Russian as a foreign language. This is due to the requirements of the Federal state educational standard of higher education. It is also associated with the need of the modern society in professionals able and willing to work while having the sufficient level of the state language of the Russian Federation – the Russian language.

Relevant scientific, methodological and technical support of students leads to effective development of their communicative skills while studying Russian as a foreign language. It also allows educators to intensify students' acquisition of linguistic competences through their inclusion into artificial speech environment via the use of interactive technologies in the educational process (Biryukova N. A., Kolomiets D. L., Maltseva E. V. et al. 2017).

The goal of interactive learning is empowering students to be active learning participants as well as the development of their independent learning skills. Studies show that interactive learning is focused on the development of an ability to find solutions to the task independently while working in a team with other students as well as the teacher (Kondratenko E. V., Biryukova N. A., Kondratenko I. B. et al. (2016). Interactive learning assignments should involve students in joint activities performed to solve profession-related problems. This approach involves active communication between students, their involvement in active speech activities (listening, reading, speaking, writing), which is the main purpose of teaching Russian as a foreign language.

Successful organization of interactive learning of Russian as a foreign language at university involves the following pedagogical conditions:

1. Scientific support for interactive learning of Russian as a foreign language.

2. Creation of a model of the process of developing communicative skills of students studying Russian as a foreign language.

3. Methodological support for the process of developing communicative skills of students studying Russian as a foreign language.

4. Introduction of an online course for studying Russian as a foreign language.

5. Creation of an artificial language environment favoring the development of communicative skills of foreign students while studying the Russian language.

Scientific support involves identification, selection and theoretical justification of the principles, methods and forms of organizing interactive learning based on the use of current developments in Education.

Creating and testing the model of the process of developing communicative skills of students studying Russian as a foreign language is the next condition. the model consists of the following components:

- objective (development of communicative skills of students by means of their involvement in interactive learning while studying Russian as a foreign language);

- tasks (mastering the norms of the Russian literary language and the system of cultural values of Russian people; developing the ability and willingness to independently replenish linguistic and cultural knowledge necessary for studying Russian as a foreign language successfully; developing communicative skills as well as the skills of effective interethnic, interpersonal and professional communication);

- the content of the course "Russian as a foreign language" (mandatory and optional courses);

- organizational forms of education (lectures, seminars, laboratory classes; trainings, business and role plays, debates, conferences, etc.);

- principles (general didactic: scientific character, availability, consistency, etc.; psychological: motivation to study, interrelation between types of speech activities; enabling students to use their potential abilities, etc.; linguistic: reliance on the native language in teaching the Russian language, thematic material organization, its stylistic differentiation, etc.; specific principles: taking into account national and cultural features of students while covering certain topics in the course of Russian language studies);

- interactive learning methods (case study, project technology, portfolio, etc.; constant use of information and communication technologies);

- interactive learning (LMS MOODLE, teaching materials and textbooks for foreigners studying the Russian language, the computer program "Methodological kit for the teachers of Russian as a foreign language. PASCO");

- the result (high level of communicative skills of students studying Russian as a foreign language);

-  the levels of communicative skills of students studying Russian as a foreign language (low, intermediate, high).

Provision of methodological support includes the development of recommendations for teachers. The recommendations are focused on the ways teaching Russian as a foreign language should be organized with the use of practice-oriented methods (case study, project method, portfolio, etc.), information and communication technologies, e-learning system LMS MOODLE, computer programs "Methodological kit for teachers of Russian as a foreign language. PASCO" and interactive course of learning Russian as a foreign language.

Methodological support also includes the development of recommendations for students on the way they should prepare for lessons and perform tasks independently. Interactive learning provides the opportunity to use all types of independent work: from independent work aimed at reproducing a sample (a sample can also be jointly discussed, edited, and modified) to independent work requiring creativity, which involves the discussion of the most efficient solution to educational problems, issues, etc; the outcomes of independent work are also discussed. (Arefeva O. V., Arefeva S. A., 2013).

Studying Russian as a foreign language successfully is currently impossible without an online interactive course, which is certified by leading manufacturers of audiovisual equipment. Therefore, an urgent task is the development of such a course which will allow us to include and apply all the components of interactive learning remotely through the use of telecommunication technologies.

The creation of an artificial language environment for the development of communicative skills of students studying Russian as a foreign language at University acts also as a condition for the implementation of interactive learning. It becomes possible due to the use of texts tailored to educational purposes and being the main didactic unit. An activity-based approach involving speech development in the course of developing verbal acts is also implemented.

## 3. RESULTS

The organization of interactive learning involves the use of the research method, which affects the learning outcomes. Particular attention should be paid to methods and techniques of teaching Russian as a foreign language, aimed at the development of cognitive independence, being one of the main personal qualities required to master knowledge, skills and abilities in all academic subjects at university.

Cognitive independence of students is developed through their involvement in independent work in the process of interactive learning and is aimed at the development of cultural and general professional competences (Arefeva S. A., Arefeva O. V., Volkova T. A. et al. 2017).

The developed competences constitute the basis of cognitive learning activities and allow students to do various types of independent activities (reproductive, reconstructive variative, creative) using different types of independent work – from the work done based on a sample to the execution of research projects and doing problem solving tasks.

Thus, the importance of involving students in research activities is determined by the possibility of achieving learning outcomes through the use of interactive learning. Of particular importance is the development of cognitive independence being a personal quality of students.

## 4. CONCLUSION

Thus, interactive learning is a means of facilitating students' cognitive activity, increasing their interest in the

subject as well as developing motivation and values. The main results of using interactive learning presented in this article can be used in teaching Russian as a foreign language to foreign students studying at various programmes.

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