



USING INTERACTIVE METHODS IN THE RUSSIAN LANGUAGE LESSON FOR MEDICAL STUDENTS

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Abstract

An overview of foreign language teaching approaches is provided in this article. Simultaneously, innovative approaches to teaching Russian as a foreign language in higher education are introduced and assessed using case studies. In this article discusses information about using interactive methods in the Russian language lesson for medical students.

Keywords: Higher education, foreign language teaching methods, medical students, Russian as a foreign language, communicative tasks, speech.

Introduction

Teaching Russian as a foreign language should reflect not only new goals and material, but also new ways of presenting and mastering knowledge, altering the concept of content and its relevance in the development of creative personality. "Today, there is a social structure in place to train qualified medical specialists for professional self-development. As a result, not only speech skills and abilities must be put into practice, but also an appropriate set of instructional aids and methods targeted at developing the professional qualities of the future doctor, the construction of which can assist individualize medical students' professional training. The primary purpose of person centered Russian language teaching is to produce a person who is prepared to live independently.

The learning process prepares students for creativity and ingenuity, as well as personal responsibility for the final product they generate in the framework of self-education, self-management, and vocational education, in accordance with these goals. At the same time, the student's creative individuality should be considered, including intellectual and creative initiative, mental abilities, non-standard thinking, the uniqueness of self-awareness methods, and the quest of complete knowledge. On the basis of the pharmaceutical and medical faculties of Medical University, a research of the severity of the components of students' creative originality was undertaken in different groups of students using questioning and self-assessment methods.





Furthermore, we collected observations by incorporating the substance of students' issues in the Russian language learning process.

First and foremost, we looked at the state of language preparedness among freshmen by assessing the factors that impede the practical growth of the Russian language. The complexity of employing this strategy is defined by the fact that it incorporates all of the systems that either impede or contribute to an individual's growth. To determine the nature of the difficulties in learning a foreign language, students were asked the following questions:

- 1) Are you confident in your ability to communicate in a foreign language? Indicate which side you feel the information, skills, and talents are lacking.
- 2) What are some of the challenges you confront when studying a foreign language?
- 3) How do you deal with failures and difficulties? (it is difficult to look for mistakes, try to overcome them, failures and difficulties).
- 4) On a scale of 3 - substantial, 2 - moderate, 1 - insignificant, and 0 - no problem, rate the amount of difficulty in learning Russian. The desire for pupils to communicate, as well as the various methods they employ to express themselves, is of significant interest.

The majority of them consider making mistakes to be the most important task (89 percent). Only a few students emphasized the significance of communication content in Russian. Students' comments revealed that, although having a generally favorable attitude toward learning Russian, they lacked self-discipline, curiosity, and rarely "exceeded what was offered." The characteristics of changing ownership of Russian language activities were highlighted as one of the conditions for the establishment of creative originality in pupils during the process of learning Russian language. As a result, determining the kind and amount of formation of language abilities that would allow them to successfully carry out changing activities in the context of communication with others was one of the responsibilities of examining students' language readiness. To this aim, newcomers were forced to take a test in the classroom to determine their starting level of language ability when they arrived at the university. Students could use this test to assess their understanding of oral monologue and dialogic speaking. At the same time, mastering solutions to solve these difficulties is one of the criteria for exhibiting students' creative individuality overseas. In this group, the ability to solve learning difficulties on one's own, as well as the development of language prediction in context, may be crucial. The first level test includes written assignments that demonstrate how students can employ linguistic material, grammatical events, and structures. The idea is to create the task on your own. "Please ask questions on the following sentences," for example. Your questions





will help you see your creativity better. "(Practice the ability to ask specific questions that begin with suggested question words.)

Most students, based on past experience, are enthusiastic about such assignments. As a result, the teacher's concept of completing various tasks enables students to reach their full creative potential. The next step is to figure out how to communicate about a daily "Dating" topic. The concept of "situational orientation" is directly related to communicative tasks in modern Russian language teaching methodology; the measurement of the situation is determined by how successfully the learning task can be shaped to stimulate the student's speech and direct his or her speech to the management of a particular situation.

The following feature of showing pupils' creative individuality is particularly important at this point. Individuality is self-sufficient in such a context, manifested through emotional reactions and human situations. The act of resolving an emotional problem is a personal response to the situation. The student's allusion to their own personal experiences shifts the conversation from academic to emotional. As a result, students acquire an emotional response to a task that allows them to express themselves creatively while speaking in Russian. The teacher then urges pupils to get to know one another by preparing a dialogic statement, which further complicates the process. We identify individual options for student development at this stage, such as how broad and variable the dialogue will be, whether the questions will be discussed by only one or two speakers, whether students will build their dialogue around the proposed model for a monologue statement, or whether they will build their dialogue around their own ideas.

The ability to conceive and find linguistic tools to creatively tackle a specific problem via the lens of motives and the student's creative growth process was significant and important in our study. We aim to illustrate how the subject-subject interaction occurs in the process of communication in Russian language when we look at creativity as an individual trait, not as a set of individual features, but as a knowledge of its uniqueness. The test to determine the initial level of knowledge of Russian language has the unique feature of allowing students to determine the specifics of their creative individuality development: the task's variability allows group members to determine not only the reproductive level of language skills but also the specifics of their creative individuality development. The study of creativity through intellectual activity, which combines these two components: knowledge (general mental ability) and motivation, is one of the current trends in the development of students' creative originality. The pupils' motivation is significantly higher, in the sense that they want to learn how to communicate with them. The objective, goal, and purpose of the creative speech





activities in accepting and solving the communicative task in the student are all provided in the communicative task structure. The study also revealed that pupils have a strong grasp of the need of improving their language skills. Speech structures, on the other hand, are difficult to use. This view is supported by their limited knowledge of dialogic and monologic speech, which prevented some of them from expanding their linguistic repertoire. According to a comparison of the development of students' creative uniqueness, students who graduate from secondary schools with an in-depth study of Russian language are more creative than students from other educational institutions.

This, in part, we believe, is attributable to the fact that the first groups of students have a high level of language preparation and self-education skills development. When we state that we teach the communicative function of language, we imply that the more developed the communicative function of the learner, the clearer the chance to apply all aspects of creative communicative speech activity. However, the better developed this function is in a person, the more likely they are to engage in complicated collaborative activities. Because "the necessity to live in a complicated and uncertain social environment causes a person to face the challenge of finding himself in numerous activities and diverse social networks at the same time," this problem is becoming increasingly relevant in higher education institutions.

Equally significant is the functional diversity of texts (conversation, prospectus, newspaper story, menu, interview, statistics, song, aphorism, photograph, map, lyric, announcement, and so on). Over-informatization is a concern with university textbooks. Content, genre, and style should be diversified, with a focus on problematic and critical approaches to presenting a text from a descriptive documentary, juxtaposing language and culture. Open concepts have a lot of teaching potential because they allow for both student and instructor innovation and originality. Modeling the framework of professional activity in its topic and social plan is one of the most essential parts of developing students' creative originality in foreign language classes. This setting is taken into account in modern Russian language training. However, most textbooks only reflect the university's overall profile, ignoring the possibilities for interaction between a specific specialty, student, and teacher, which, psychologically and practically, prepares students to work in a new environment of international cooperation; students prefer technologies such as professional analytical training, medical discussions, and computer technology. To put it another way, textbooks do not sufficiently contribute to the development of a linguist capable of comprehending, comprehending, interpreting, and mastering





Russian language culture, i.e., to the establishment of intercultural understanding and worldview.

Conclusion

The main flaws in Russian as a foreign language teaching technologies in practical classes are: the teacher's role as a knowledge translator and the student as an object of the pedagogical process, which is expressed in the direction of increasing students' language knowledge; a lack of independence, critical thinking, and consciousness; inability to reflect on the information being studied, inability to reflect on one's own experience. As a result, crucial indications of pupils' creative individuality are formed at a distinct level.

Students had a good attitude toward studying Russian and the quest of diverse consciousness, according to motivational markers. Communication and receptivity abilities, as well as a foreign language culture and comprehension of one's own culture, are all fostered. Only a few pupils are familiar with the many approaches to studying Russian. The priorities for the development of creative individuality of students in the process of learning Russian language were recognized based on the gathered data, and the next technology of language instruction was determined.

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