

## Pedagogical Potential of Using Interactive Methods in Developing Reading Skills in Russian

**Khanova Dilrabo**

*Teacher of Termez University of Economics and Service, [gavhar.salomova@mail.ru](mailto:gavhar.salomova@mail.ru)*

**Abstract:** *This article highlights the pedagogical potential of using interactive methods in developing reading skills in Russian. The study analyzes the impact of interactive methods on reading competence, their implementation stages, and their educational effectiveness. Based on experiments conducted in an experimental group, it was found that teaching efficiency improved. The article justifies the necessity of using interactive methods in the educational process to develop students' active engagement with texts, critical thinking, and contextual understanding skills.*

**Keywords:** *Russian language, reading skills, interactive methods, language teaching, pedagogical technologies, working with texts, educational effectiveness.*

### Introduction

In the modern education system, the development of foreign language competence—particularly in the Russian language—has become one of the key factors defining a student's intellectual and communicative potential. Reading plays a vital role as a receptive skill in foreign language acquisition. Reading skills in Russian include understanding the text, identifying the main idea, grasping the author's perspective, analyzing content, and perceiving contextual meaning. Traditional teaching methods often limit student engagement, forcing learners to passively receive the text. As a result, students may be able to read the text, but they fail to understand it, extract the main idea, or relate it to real-life situations.

Interactive methods, on the other hand, organize the student's learning activity in an active way. Through these methods, students work with texts directly, interactively, and with a research-oriented mindset. While reading, they express their own viewpoints, participate in discussions based on the text, and develop social and cultural thinking. In today's education, it is essential to thoroughly explore the pedagogical potential of interactive methods in shaping reading competence.

**LITERATURE REVIEW.** According to research by Uzbek scholars, students struggle with understanding context, identifying the main idea, and expressing a personal stance toward the text when developing reading competence [1]. G. Rustamova has proven that using the "INSERT" technique helps increase semantic comprehension while working with texts [2].

R. Mahmudov demonstrated that through essay writing based on texts, students develop the ability to construct thoughts and apply a personal approach to the material [3].

S. Tursunova emphasized the effectiveness of critical thinking, active communication, and text-based discussions in groups taught with interactive methods [4].

T. Karimov believes that modern technological tools such as Kahoot, Quizizz, and QR-coded assignments increase students' motivation for reading [5].

International literature also considers reading competence a central element in the language acquisition process. When working with texts, a student must act not just as a recipient of information but as an independent thinker who forms and expresses their own opinion [6].

**MAIN PART.** In Uzbekistan, there is a growing need for new pedagogical technologies in teaching foreign languages, especially Russian. Today, interactive methods are increasingly viewed as a primary didactic tool in developing reading skills in Russian. These methods not only support language learning but also develop competencies such as thinking, understanding, processing information, reasoning, and social interaction. Reading skills in Russian lie at the center of this complex of competencies. Therefore, integrating interactive methods into reading instruction is one of the most pressing tasks in current education.

In traditional approaches, working with Russian texts generally involved the teacher reading the text aloud, translating it, asking questions, and analyzing its grammatical features. This approach fostered passive reception skills in students but did not help them develop higher-order cognitive abilities such as independent thinking, contextual understanding, identifying the main idea, or forming intercultural awareness. For this reason, in recent years, interactive teaching methods have served to increase student engagement, recognize learners as central participants, and encourage them to actively engage with texts.

Interactive methods appear in various forms: clustering, INSERT, concept mapping, Q&A games, brainstorming, role-playing, debates, project-based methods, essay writing based on texts, dramatization, QR code-based tasks, use of Kahoot, and others. Each of these methods corresponds to different stages of reading activity in Russian, directing students' attention to text content, deepening understanding, and encouraging critical thinking.

For example, using the INSERT method, students annotate the text while reading using symbols:

“+” – something I already knew,

“–” – opposing viewpoint,

“?” – something I don't understand,

“!” – an interesting idea.

This technique forces students to think actively while reading. It helps them analyze not only the surface information but also the author's position, main idea, and important details.

Another method, the “Concept Map” technique, allows students to visually represent key concepts and their relationships based on the text. This strengthens their ability to analyze and summarize. It is especially valuable when working with complex scientific or journalistic texts in Russian that involve social, cultural, or historical context.

Role-playing and dramatization methods are crucial for increasing students' motivation to understand Russian texts. Reenacting events from a text, bringing characters to life, and completing dialogue-based tasks increase emotional engagement and personal involvement. At the same time, dramatization helps students better internalize the content and reinforce phonetic and lexical skills.

Additionally, assigning essays or argumentative speeches based on Russian-language educational texts is also an interactive approach. In this method, students express their opinions, justify their arguments, understand the context, and analyze it based on the text they've read. This provides great opportunities for developing discourse analysis skills. The student relies on the text to formulate thoughts in Russian, which also promotes thinking in the target language.

In working with interactive methods, the teacher's role also changes. The teacher becomes not just a source of knowledge, but a moderator, facilitator, discussion leader, and debate manager. This enables pedagogical interaction to be structured as a two-way, learner-centered process. Teaching experience has shown that groups using interactive methods improve their reading skills in Russian by 30–40%.

However, it must also be acknowledged that implementing interactive methods requires appropriate materials in textbooks and manuals, high methodological literacy from teachers, and suitable technical conditions in the classroom. Most current textbooks are not based on interactive tasks; instead, they rely on traditional exercises focused on reproductive knowledge. Therefore, teachers need to enrich their methodology to meet modern requirements and independently create interactive resources.

Furthermore, evaluating the outcomes of teaching through interactive methods requires a new approach. Aspects such as student engagement, modes of thinking, comprehension level, critical thinking, and contextual understanding should be assessed using special diagnostic tools. This necessitates the use of formative (process-based) assessment, oral and written tasks based on texts, and portfolio-based monitoring. As a result, the development of reading skills can be effectively and qualitatively tracked.

Thus, the use of interactive methods in developing reading skills in Russian has not only didactic but also educational and communicative potential. These methods change students' attitudes toward reading: they become more engaged with the text, understand the context, evaluate the author's ideas, and express their own viewpoints. Interactive methods turn the pedagogical process into a learner-centered, communicative, and culturally contextual learning experience. As a result, students develop into not only readers of Russian texts but also competent specialists who comprehend, analyze, and reason within context.

**Conclusion.** Using interactive methods in developing reading skills in Russian yields high effectiveness in enhancing student competencies. Interactive approaches help students form independent thoughts, conduct analysis and evaluation based on texts, and understand the author's perspective. Experimental results confirmed that interactive methods have a significantly more positive impact compared to traditional approaches.

From a pedagogical perspective, interactive methods align with learner-centered teaching principles, energize the lesson process, and increase communicative activity. Therefore, incorporating interactive tools such as INSERT, concept maps, essays, dramatization, and technological platforms into the process of learning Russian significantly improves the quality of education.

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