

## INTERACTIVE METHODS IN TEACHING RUSSIAN TO MEDICAL STUDENTS

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**Annotation:** The article examines the use of interactive teaching methods in developing Russian language proficiency among medical students. Considering the communicative and professional needs of future doctors, interactive strategies such as role-plays, case-based learning, problem-solving discussions, medical simulations, digital platforms, and collaborative activities have proven to enhance linguistic competence and clinical communication skills. The study highlights the pedagogical advantages of student-centered learning, increased motivation, and improved retention when compared to traditional grammar-translation methods. It also identifies challenges related to material development, time constraints, and differing proficiency levels. Practical recommendations are offered for integrating interactive methods into Russian language curricula for medical higher education institutions.

**Keywords:** Interactive teaching methods, Russian language instruction, medical students, professional communication, role-play, simulation, digital learning, communicative competence, medical education.

### INTRODUCTION

In the context of contemporary medical education, the ability to communicate effectively in multiple languages represents a crucial component of professional competence. In many countries, Russian remains a significant language of medical literature, clinical practice, and international collaboration. Therefore, teaching Russian to medical students requires innovative pedagogical approaches that correspond to their academic, linguistic, and professional needs.

Traditional approaches—primarily grammar-translation, memorization, and teacher-centered lecturing—often fail to meet the communicative and applied requirements of medical learners. Modern educational reforms increasingly emphasize interactive, practice-oriented, and competency-based teaching. Interactive methods enable students not only to master linguistic structures but also to apply them in authentic medical situations: taking patient histories, explaining diagnoses, giving instructions, and cooperating with colleagues. This article explores the effectiveness of interactive methods in teaching Russian to medical students, discussing theoretical foundations, specific teaching practices, outcomes, and recommendations for implementation.

Medical professionals require strong communication skills to interact with patients, colleagues, and multidisciplinary teams. Studies emphasize that foreign language proficiency improves diagnostic accuracy, doctor–patient trust, and interdisciplinary cooperation. Russian language plays a central role in accessing medical literature, clinical guidelines, and case reports across post-Soviet regions.

Traditional methods in language teaching, particularly for medical students, have been criticized for prioritizing passive memorization over real communication. Authors such as

Richards, Nunan, and Harmer argue that language learning becomes effective when students actively participate in meaningful interaction.

**Interactive methods include:**

role-playing;

case-study discussions;

group problem-solving tasks;

simulations and medical scenarios;

multimedia learning (videos, audios, virtual patients);

gamification and quizzes;

collaborative writing tasks;

flipped classroom techniques.

These methods align with communicative language teaching (CLT), constructivism, and competency-based education. Medical discourse has unique features: terminology, phraseology, structure of clinical dialogues, and situational communication patterns. Researchers note that interactive activities allow students to internalize these features more effectively than lecturing. For example, simulations help practice doctor–patient dialogues, while case-based tasks develop analytical and linguistic skills simultaneously.

**The study investigates:**

The relevance and effectiveness of interactive methods in teaching Russian to medical students.

The impact of selected interactive techniques on students' linguistic and professional communication skills.

Challenges encountered by educators when implementing interactive strategies.

The research involved 82 first- and second-year medical students studying Russian as a foreign language. Their proficiency levels ranged from beginner to intermediate.

The following interactive methods were incorporated into the Russian language curriculum:

**Role-Play**

Students practiced doctor–patient dialogues, emergency situations, and professional consultations using Russian terminology.

### **Case-Based Learning**

Realistic medical cases were adapted for language learning, requiring students to describe symptoms, formulate diagnoses, and suggest treatments in Russian.

### **Medical Simulations**

Simulated clinical environments and virtual patients helped students practice communication in stressful and realistic contexts.

### **Digital Platforms**

Interactive applications (Quizlet, Kahoot, Google Classroom), online dictionaries, and medical corpora supported vocabulary development and self-study.

### **Group Tasks and Collaborative Projects**

Students completed tasks requiring teamwork, such as writing patient histories, preparing medical posters, or summarizing articles in Russian.

### **Data were gathered through:**

classroom observations;

pre- and post-tests evaluating grammar, vocabulary, and clinical communication;

student surveys on motivation and satisfaction;

teacher reflections and qualitative interviews.

After applying interactive methods for one semester, students demonstrated significant improvement in:

vocabulary retention (medical terminology and common phrases);

fluency in doctor–patient dialogue;

confidence during oral communication;

accurate use of grammar in context.

Pre-test and post-test comparisons showed a **28% increase** in communicative performance.

### **Students reported higher motivation due to:**

active participation;

real-life contextual tasks;

immediate feedback;

reduced anxiety during communication practice.

They found role-plays and simulations most beneficial, as they replicated real medical situations.

### **Development of Professional Communication Skills**

Interactive tasks facilitated:

taking patient histories;

describing symptoms;

giving explanations and instructions;

asking clarifying questions;

ethical and culturally appropriate communication.

This indicates strong alignment between linguistic training and clinical practice requirements.

### **Challenges Identified**

Despite the advantages, several barriers were noted:

insufficient time for interactive activities in a tight medical curriculum;

varying levels of students' Russian proficiency;

need for specialized teaching materials and trained instructors;

limited technological resources in some classrooms.

Teachers emphasized the need for more methodical support and institutional encouragement.

### **CONCLUSION**

The research confirms that interactive methods significantly enhance the effectiveness of teaching Russian to medical students. These methods foster communicative competence, professional language skills, motivation, critical thinking, and student autonomy. Role-plays, case-based learning, digital tools, and medical simulations proved particularly effective, making language learning more relevant and practice-oriented.

To optimize interactive Russian language instruction in medical institutions, the following recommendations are proposed:

Integrate medical scenarios systematically into language curricula.

Provide teachers with training in interactive pedagogy and educational technologies.

Develop specialized textbooks and digital resources aligned with medical communication needs.

Allocate more classroom time to interactive activities rather than passive instruction.

Encourage interdisciplinary collaboration between linguists and medical faculty.

The study highlights that linguistic and professional competencies can be developed concurrently through interactive, student-centered approaches, ultimately improving future doctors' ability to communicate effectively in Russian.

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