

INTERACTIVE TECHNOLOGIES FOR DEVELOPING COMMUNICATIVE  
COMPETENCE IN RUSSIAN LANGUAGE LESSONS

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<https://doi.org/10.5281/zenodo.20475615>

**Аннотация.** В данной статье рассматриваются научные подходы к интерактивным технологиям и задачно-ориентированному взаимодействию в обучении русскому языку. Проводится обзор исследований, посвященных развитию коммуникативной компетенции посредством диалогового обучения и аутентичных интерактивных заданий. На основе проанализированной литературы в статье предлагаются методические рекомендации и схемы организации интерактивных учебных занятий, включая ролевое взаимодействие, чтение по методу «джигсоу» с взаимным обучением и задания по ведению переговоров на основе ролевых игр. Кроме того, в статье дается ориентированное на оценку описание механизмов обратной связи и представлены форматы заданий в стиле экзаменационных, направленные на измерение коммуникативных результатов.

**Ключевые слова:** коммуникативная компетенция, интерактивные технологии, интерактивное обучение, задачный подход, ролевое взаимодействие.

**Abstract.** This article examines scientific approaches to interactive technologies and task-based interaction in Russian language education. It reviews research devoted to the development of communicative competence through dialogue-oriented instruction and authentic interactive tasks. Based on the analyzed literature, the article proposes classroom methodologies and designs for interactive learning activities, including role-based interaction, jigsaw reading with peer teaching, and simulation-driven negotiation tasks. The paper also provides an assessment-oriented description of feedback mechanisms and presents exam-style task formats aimed at measuring communicative outcomes.

**Keywords:** communicative competence, interactive technologies, interactive learning, task-based approach, role-play.

**Annotatsiya.** Ushbu maqola rus tili o'qitishda interaktiv texnologiyalar va vazifaga asoslangan o'zaro ta'sirga oid akademik yondashuvlarni tahlil qiladi. Unda dialogga asoslangan o'qitish va haqiqiy interaktiv vazifalar orqali kommunikativ kompetentsiyani rivojlantirishga qaratilgan tadqiqotlarga umumiy nazar tashlanadi. Tahlil qilingan adabiyotlarga asoslanib, maqolada interaktiv darslarni tashkil etish bo'yicha metodologik tavsiyalar va ramkalar taklif etiladi, jumladan rolli o'yin, tengdoshlarga o'qitish bilan jigsaw o'qish va rolli o'yinga asoslangan muzokara vazifalari. Bundan tashqari, maqolada fikr-mulohaza mexanizmlari baholashga yo'naltirilgan tavsif beriladi va kommunikativ natijalarni o'lchashga mo'ljallangan imtihon uslubidagi vazifalar formatlari taqdim etiladi.

**Kalit so'zlar:** kommunikativ kompetentsiya, interaktiv texnologiyalar, interaktiv o'qitish, vazifaga asoslangan yondashuv, rolli o'yin.

In Russian language education, *communicative competence* is understood not only as grammatical correctness but also as the learner's ability to use language to achieve interaction goals in real discourse. This includes:

- initiating and responding to communication (asking, answering, reacting);
- clarifying meaning and performing "interaction repair" (e.g., уточнение, переформулирование);
- negotiating content and building coherence across turns;
- applying discourse conventions (politeness formulas, opening/closing remarks, strategies of confirmation and clarification).

Contemporary Russian language instruction increasingly emphasizes interaction-centered methods. The rationale is that communicative competence develops most effectively when learners are systematically placed into communicative situations where language becomes a tool for achieving outcomes (not merely an object for form-focused drills).

Studies on communicative skill development using interactive technologies highlight that dialogue-based forms and authentic task structures:

- increase learner motivation by making communication meaningful,
- raise speaking activity by requiring participation in structured interaction,
- support the development of pragmatic and discourse skills (not only accuracy).

Research on simulation technologies in Russian language learning indicates that global simulation environments can promote communicative competence development by forcing learners to solve interaction tasks across shifting communicative contexts and roles. In addition, scholarship on the application of interactive technologies in Russian lessons commonly argues that these tools activate students and contribute to improved learning outcomes when instruction is organized around clear communicative tasks and feedback criteria.

Across studies, effective communicative competence development through interactive methods depends on several interrelated variables:

1. **Learner** **engagement**

Learners must be active participants rather than passive recipients. Engagement grows when tasks require linguistic action (questioning, responding, requesting clarification) rather than silent comprehension only.

2. **Interaction** **structure**

Communicative effectiveness increases when the teacher designs:

- roles (who speaks, who decides, who requests),
- turn-taking and interaction rules (how long, when to speak, what counts as completion),
- task constraints (what information is missing or restricted).

3. **Meaningful** **communicative goals**

Task design should ensure a *communicative need* to speak (e.g., information gap, decision-making necessity, role constraints, missing data, or conflicting viewpoints).

4. **Feedback** **mechanisms**

Feedback supports improvement when it is:

- timely (during or immediately after interaction),
- criteria-based (linked to communicative functions and discourse strategies),
- actionable (students know what to fix: politeness, clarity, confirmation strategies, repair moves).

A reliable approach to implementing interactive instruction in Russian language classes is to combine the following components:

1. **Communicative task (goal/problem)**

The task should require interaction to reach a communicative outcome (e.g., selecting a plan, solving misunderstanding, completing a form with missing information).

2. **Interaction design (roles, turn rules, constraints)**

Each student receives a specific communicative role. Turn rules ensure that interaction moves forward (e.g., one participant must ask at least two clarification questions; the other must confirm details using required strategies).

3. **Feedback (peer/teacher criteria and repair targets)**

Feedback should be organized through a checklist or rubric aligned to communicative functions (not only grammar). Students use the feedback to improve their next attempt (“feedback → repair → revised performance”).

This structure is consistent with research findings that dialogue-based formats and interactive dialogic tasks improve speaking competence and communicative engagement.

**Activity 1. Role-play with an information gap:** «Турист и местный житель»

**Purpose:** Develop question-asking, clarification, polite interaction strategies, and confirming/repairing understanding.

*Setup*

- Students work in **pairs**:
  - **Tourist**: has incomplete information about a museum visit.
  - **Local**: has a “knowledge card” with complete details but cannot provide all information unless the Tourist asks appropriately.

*Materials (teacher-prepared)*

- **Tourist card (incomplete):**

Example: “Музей открыт с ...? Сегодня ...? Нужны ли билеты? Где находится вход?”

- **Local card (complete facts + constraints):**

Example: “Открыт с 10:00 до 18:00. Сегодня выходной? Вход только через левую дверь. Отвечать вежливо, избегать прямых ответов без вопросов. Подтверждать детали, когда Tourist переспрашивает.”

*Interaction rules*

- Tourist must ask at least **two clarification questions** (e.g., “А во сколько открывается? Правильно ли я понял, что...?”).
- Local must provide answers using **confirmation and completion** strategies (e.g., “Да, вы правильно поняли. Музей открыт...”, “Нет, уточню: ...”).

*Required language functions (teacher focus)*

- **polite requests:** “Подскажите, пожалуйста...”
- **clarifying questions:** “Вы имеете в виду, что...?”
- **confirmation:** “Правильно ли я понял(а), что...?”

**Activity 2. Jigsaw reading + peer teaching:** «Станция ‘Понимание’»

**Purpose:** Develop summarization, discourse competence, and meaning-based questioning (not grammar-only).

*Setup*

- Students form groups of 4.
- Each student receives one **segment** of a coherent Russian text (about a topic agreed by the teacher: culture, travel, environment, education, etc.).
- Students read independently, then teach peers.

*Step-by-step procedure*

1. **Individual reading and language preparation** (5–7 minutes)  
Students highlight key ideas, not every word.

2. **Mini-planning for teaching** (2 minutes)  
Each student chooses 3–4 key points to include in their explanation.

3. **Peer teaching** (8–10 minutes total)  
Each student teaches their segment using required discourse markers:

- **во-первых...**
- **во-вторых...**
- **итак...**
- (optional) **например..., таким образом...**

4. **Peer comprehension questioning**  
After teaching, each peer asks **one critical question about meaning**, such as:

- “Почему автор считает, что...?”
- “Какая причина/следствие описывается здесь?”
- “Что это меняет в ситуации героя/персонажа?”

**Activity 3. Simulation task (global interaction cycles):** «План города / Глобальная симуляция»

**Purpose:** Develop negotiation strategies, decision-making discourse, argumentation, and interactive revision based on questions. Teams must collectively produce and revise an urban development plan based on constraints and feedback from other committees. Each student belongs to a **committee** (e.g., Transport Committee, Budget Committee, Culture & Events Committee).

To conclude, reviewed research and proposed teaching designs support the claim that interactive technologies and task-based interaction significantly contribute to the development of communicative competence in Russian language lessons. When activities are organized through clear communicative goals, role-based interaction, and feedback loops, learners demonstrate increased speaking activity, improved pragmatic strategies, and more meaningful communicative performance. Consequently, interactive task design can produce measurable improvements in communicative outcomes and better prepare learners for real-life language use.

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