

# The Use of Interactive Methods and Techniques Used in Teaching Foreign Languages

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**Abstract:** The article discusses various aspects of the use of computer technology in teaching Russian as a foreign language. Also given are traditional and non-standard, time-tested and only recently appeared methods of teaching foreign languages. Many methods target creative, self-directed and independent learning, critical thinking, judgment and expressing one's thoughts.

**Keywords:** Method, Russian as a foreign, polyglot, bilingualism, technology, interactivity, technique.

**Introduction:** Learning foreign languages provides enormous advantages for a person. It means the freedom of communication, career prospects, education, and international experience. But in addition to all that, it's also excellent training for the brain. Scientists have long observed people learning languages and have discovered many fascinating things. It turns out that knowledge of foreign languages not only changes one's worldview but also physically alters the brain by thickening the cerebral cortex. According to one study, first, the brain is under such strain that various parts of the cortex develop actively, and the amount of gray matter actually increases. Interestingly, the greatest gains were seen in subjects who began studying a second language in adulthood. Now that's what we call active training! Secondly, the hippocampus develops. This part of the brain, responsible for forming and storing memories, is significantly more developed in language learners than in those with different hobbies. Thirdly, active neurogenesis occurs — the generation of new neurons and the formation of connections between them is more active in polyglots, making the brain more flexible and better at absorbing new information. In other words, if you want to study better — learn languages!

Naturally, such brain restructuring brings about certain consequences. Learning any foreign language significantly improves cognitive skills, and there is plenty of research to support this. So what are the advantages of polyglots? One is stronger and more reliable memory. Considering how much must be

memorized during language learning, this is a natural effect and can be seen even in children. Bilingual children at age 5 already show better memory than their peers, and this difference only increases with age. Enhanced attention and focus is another benefit. Language learning involves systematic training and requires perseverance and attention. Adults often show better focus because they understand the importance of concentration in achieving goals. Learning languages helps train your attention to detail. Another interesting finding scientists made was rationality and multitasking. When we solve important problems in our native language, we often rely not just on logic, but also on emotion, tradition, and moral norms. But thinking in another language filters out the emotional noise, allowing for more rational decision-making. The brain of a language learner becomes flexible and capable of switching between tasks quickly without losing productivity — a highly valued trait in the job market.

Learning foreign languages also keeps the mind young. Thanks to neurogenesis, polyglots easily acquire new skills at any age. Furthermore, age-related conditions like dementia develop significantly later. Language learning extends the youth and health of the brain by more than five years.

There is some debate in language learning approaches. Proponents of the academic school argue that theory, grammar, and language structures are key, while their opponents believe that practical language use and live communication are the priorities in today's world.

## Literature Review

A.V. Kovaleva states:

"Using techniques from interactive pedagogical technologies (games, cooperative learning, critical thinking development) is an effective way to motivate foreign students to learn vocabulary as part of all types of speech activity." [1]

Various aspects of using computer technologies in teaching Russian as a foreign language (RFL) have been explored in the works of S.A. Khavronin [2], V.A. Krasilnikova [3], A.A. Atabekova [4], A.D. Gartsov [5], G.M. Starygina [6], and others.

E.V. Dzyuba's article highlights four types of games used in professional education for RFL: linguistic games, role-playing games, games with cultural and country-specific content, and creative games. Vocabulary learning in RFL can benefit from games, critical thinking techniques, and cooperative learning.

## METHODOLOGY

One of the most difficult aspects of language learning is memorizing new words. Though rote memorization has many fans, there are much more effective and engaging techniques today. This article discusses both traditional and unconventional methods, so readers can find what suits them best.

## RESULTS

Creative teaching methods motivate learners to study a foreign language actively and consciously. These methods promote independent learning, critical thinking, and self-expression. They engage all types of speech activity: speaking, listening, reading, and writing. Communication and feedback are crucial in these settings, supported by diverse teaching methods.

Paul Pimsleur's Method — Based on spaced repetition. New material is reviewed at specific intervals:

1. 5 seconds
2. 25 seconds
3. 2 minutes
4. 10 minutes
5. 1 hour
6. 5 hours
7. 1 day
8. 5 days
9. 25 days
10. 4 months
11. 2 years

Set reminders in apps like Quizlet, Mnemosyne, Tinycards, Anki, Flashcards+, or SuperMemo.

Hermann Ebbinghaus Method — A similar but simpler repetition system:

1. Immediately
2. After 30 minutes
3. After 3 hours
4. After 24 hours
5. After 30 hours
6. After 2 weeks
7. After 2 months

Sebastian Leitner Method — Requires three boxes to categorize words based on familiarity. Cards move between boxes depending on how well they are remembered.

Mnemonic Techniques — Use associations, sounds, imagery, or stories to improve memory. Examples include:

- Associating words with sounds (e.g., "hiss" = cat hissing)
- Visual stories (e.g., "generation gap" as people shouting across a canyon)
- Memory palaces — placing words in familiar spaces in your home

Aivazovsky Method — Choose a picture, study it, then describe it with new vocabulary. This ties words to images and improves recall.

Grouping by Meaning — Organize vocabulary into logical or thematic groups using your own associations. Speaking aloud enhances retention.

Listening Practice — Podcasts and audio materials are especially helpful for auditory learners. Choose topics of interest, and follow with or without subtitles.

Mind Maps — Visual diagrams to connect vocabulary with a central theme. Tools include:

MindMeister, MindMup, XMind, TheBrain, iMindMap, etc.

Traditional Methods — Tried and true:

- Vocabulary notebooks
- Flashcards placed around the house
- Rewriting words and sentences by hand
- Consistent, daily practice

## CONCLUSIONS

1. The essence of interactive methodology lies in ensuring all students are engaged and actively communicating. Group work, knowledge sharing, and a supportive atmosphere help deepen understanding and foster higher levels of cooperation.

2. A wide range of interactive methods is

effective in secondary school language teaching, including:

- o Group and pair work
- o Carousel and brainstorming methods
- o “Jigsaw” method
- o Mind maps
- o Conferences and discussions
- o Role-playing, business games, debates

All these aim to develop communicative skills and speaking proficiency.

Final advice:

- Don't force methods that don't suit you.
- Try new things often to keep the brain engaged.
- Use new words in real contexts.
- Join language clubs or find like-minded learners.

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