



Article

# Integration of Communicative and Interactive Methods in Teaching Russian as a Foreign Language

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**Abstract:** This article presents an integrative review of current research on the combination of communicative and interactive methods in teaching Russian as a foreign language. The relevance of this topic is determined by the changing goals of language education: teaching Russian as a foreign language is increasingly less limited to mastering grammatical structures and basic vocabulary, as the central outcome is the learner's ability to engage in real-life verbal interactions, understand the sociocultural context, use digital resources, and solve communicative problems in educational, professional, and intercultural situations. It has been found that the integration of communicative and interactive methods is most productive when learning is structured around the speech situation, learning interaction, authentic material, digital support, and reflection on communicative experience.

**Keywords:** Russian as a Foreign Language, Communicative Method, Interactive Learning, Digital Technologies, Case Study Method, Authentic Materials, Speech Situation, Game-Based Learning, Intercultural Communication

## 1. Introduction

Modern methods of teaching Russian as a foreign language are developing in the context of changes in the very nature of language education. While previously foreign language teaching was often built around explaining the language system, reinforcing grammar rules, and performing reproductive exercises, in modern linguodidactics, developing the learner's ability to use the language in real-life communication is becoming increasingly important. This means that knowledge of the form must be correlated with the speech act, the communicative situation, the communicative task, the addressee, the cultural context, and the conditions of interaction [1].

In this regard, the communicative approach remains one of the fundamental approaches to teaching Russian as a foreign language. Its pedagogical meaning lies in the fact that language is mastered not as a set of isolated rules, but as a means of semantic interaction. However, in modern conditions, a communicative approach alone in the traditional sense is no longer sufficient. The digitalization of education, the expansion of online formats, the growing role of multimedia resources, social networks, gaming technologies, and interactive platforms require the integration of communicative methods with interactive technologies [2][3].

Interactive methods enhance the communicative approach by shifting the learner from a passive recipient to a participant in the speech act. Discussions, role-playing, case studies, situational tasks, peer review, working with video material, digital simulators,

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forums, online whiteboards, quests, or the tandem method create conditions in which the learner not only reproduces the language material but also selects a speech strategy, responds to the partner, makes decisions, argues for a position, and evaluates the results of communication [4].

This issue is particularly relevant for the Uzbek educational context, where Russian functions in a multilingual and intercultural environment. In such conditions, teaching Russian as a foreign language requires not only the development of language skills but also the development of speech activity, sociocultural sensitivity, the ability to engage in dialogue, and a willingness to use Russian in academic, professional, and everyday communication [5][6].

The communicative method in teaching Russian as a foreign language can be defined as a teaching system focused on developing the ability to use Russian to solve real or simulated speech problems. This approach focuses not only on the correctness of linguistic form but also on the appropriateness of the utterance, its semantic completeness, its targeted nature, its functionality, and its relevance to the communicative situation.

Interactive teaching in Russian as a foreign language (RFL) is an organization of the learning process in which language acquisition occurs through active interaction between learners, the teacher, the digital environment, the educational text, media resources, or professional situations. Unlike direct explanation, interactive teaching involves dialogue, collaborative problem-solving, exchange of opinions, role-playing, mutual assessment, and reflection.

The integration of communicative and interactive methods does not mean a mechanical combination of different techniques in a single lesson, but a methodically constructed system in which the interactive form serves to achieve a communicative goal. For example, role-playing is not an end in itself; it is valuable when it simulates a real-life speech situation. A digital platform is effective not because it utilizes technology, but because it organizes feedback, training, speech action, and independent student activity [7]. Theoretically, the integration of communicative and interactive methods relies on several principles. The first is situationality: language material should be introduced and reinforced within the context of a communicative task. The second is subjectivity: the learner should be an active participant in the speech act. The third is dialogicity: learning is built through interaction. The fourth is authenticity: speech material should be linked to real or realistic communicative practices. The fifth is reflexivity: the learner should be aware of the speech tools they use, the mistakes they make, and how they can improve the communicative outcome [8].

From the perspective of educational technology, digital interactive tools play a special role. They allow for individualized learning, independent work, feedback, expanded access to authentic materials, and the creation of a blended learning environment [2; 3; 6]. However, digitalization alone does not guarantee communicative effectiveness. Methodological results only emerge when technology is integrated into the speech task.

## **2. Materials and Methods**

This article is an integrative review of scientific publications on communicative and interactive methods in teaching Russian as a foreign language. The review focuses primarily on research conducted between 2020 and 2025, although some earlier sources are included as methodologically significant for understanding interactive learning, discussion, role-playing, and professionally oriented communication.

The source base consists of Russian, Russian-language international, and Uzbek publications presented in scientific journals, electronic libraries, university publications, and academic platforms. The review includes works devoted to interactive technologies, digital platforms, Moodle, OnlineTestPad, social networks, synchronous online lessons,

authentic video materials, case studies, construction methods, game technologies, situational tasks, and blended learning . The inclusion criteria were: substantive connection to the teaching of Russian as a foreign language; the presence of a methodological or theoretical analysis of communicative and interactive methods; publication primarily between 2020 and 2025; and the applicability of the findings to the teaching of Russian as a foreign language at a university, school, or digital environment. The exclusion criteria included a lack of connection to Russian as a foreign language, the exceptionally popular nature of the text, the inability to establish the publication's scientific focus, or the absence of methodological content.

The analysis methods included thematic coding of sources, comparison of methodological approaches, identification of recurring pedagogical mechanisms, and a summary of research gaps. This approach allows the sources to be viewed not as a collection of individual publications, but as a system of research areas.

### **Analysis of Scientific Literature**

An analysis of contemporary publications shows that a communicative focus remains the fundamental principle of teaching Russian as a foreign language. Moreover, it is increasingly interpreted not only as teaching speaking, but as developing comprehensive communicative competence, encompassing linguistic, speech, sociocultural, strategic, and interactive components [9].

Research on the development of communicative skills using interactive technologies emphasizes that students' verbal activity is enhanced by incorporating dialogue tasks, communicative situations, problematic questions, and authentic materials into the learning process [10]. Studies on synchronous online learning also emphasize the importance of a communicative environment in which students must not only perceive the teacher's explanation but also participate in verbal interaction.

A communicative approach is especially important for the initial and intermediate stages of education, as it is during this period that students develop a readiness to use Russian as a means of real-world communication. Studies of video materials, news reports, and songs demonstrate that authentic content can serve as a means of bringing educational communication closer to natural speech situations [11].

### **3. Results and Discussion**

Interactive technologies in teaching Russian as a foreign language (RFL) serve the function of activating speech activity. They create conditions in which learners must not only know the language form but also use it in situations of choice, reaction, discussion, or problem solving.

The most productive interactive methods include discussion, role-playing, case studies, situational tasks, quests, pair and group work, peer review, project assignments, game mechanics, and digital simulators [12]. These forms have one thing in common: they create a speech imperative: learners speak not because they must reproduce a sample, but because they must achieve a communicative goal.

The case study method occupies a special place among interactive technologies. In professionally oriented teaching of Russian as a foreign language, it allows for the simulation of real-life communicative situations requiring analysis of context, choice of speech strategy, argumentation, and decision-making [13]. The construction method also aims to develop communicative competence through the construction of speech models, structuring of utterances, and active student participation in the creation of linguistic material.

Uzbek sources devote considerable attention to situational tasks, interactive technologies, and modern methods of teaching Russian. These publications are important in that they reflect the local educational context in which Russian is acquired in a multilingual environment and the need for practical speech application.

Digitalization has significantly changed the methodology of teaching Russian as a foreign language. Digital platforms, online courses, Moodle, OnlineTestPad, social networks, interactive web platforms, gamification, and artificial intelligence expand opportunities for independent work, feedback, assignment variability, and speech practice [14]. The methodological foundations of digital interactive technologies in Russian as a foreign language are explored in studies that emphasize the importance of digital resources for developing verbal and metacognitive skills. Moodle is considered a tool for organizing online lessons, homework, testing, forums, and individualizing learning [15]. OnlineTestPad allows for the creation of interactive tasks and dialogue simulators, which is especially important for automated training and feedback.

Social media also have linguodidactic potential. Their value lies in the fact that they bring learning closer to natural digital communication practices, allowing the use of real texts, discussions, comments, and multimedia materials. However, the use of social media requires methodological control: without a clear communicative objective, they can become an entertainment backdrop rather than a teaching tool.

Artificial intelligence in teaching Russian as a foreign language is considered a promising tool for generating content, adapting assignments, organizing feedback, and supporting independent work. However, its use requires caution: AI does not replace the teacher, but can perform a supporting function provided the materials are methodologically verified.

Authentic materials play a significant role in integrating communicative and interactive methods. They create a connection between the classroom and the real language environment, allowing for the development of not only linguistic but also sociocultural skills. Research on authentic video materials shows that video content promotes the development of listening, speaking, speech etiquette, and sociocultural competence. News videos are particularly useful for working with current vocabulary, socially significant topics, argumentation, and discussion. Songs can enhance motivation, emotional engagement, and cultural perception of language.

The sociocultural component is especially important when teaching Russian as a foreign language to a non-native or national audience. Developing communicative competence is impossible without an understanding of speech norms, cultural connotations, set expressions, and the pragmatics of communication. Therefore, interactive work with authentic materials should include not only text comprehension but also discussion of cultural meaning, speech appropriateness, and context of use.

Game technologies occupy a prominent place in modern research on Russian as a foreign language. They help reduce speech anxiety, increase motivation, activate vocabulary, and create a natural need for communication.

Quest technologies are particularly productive because they combine game-based tasks, information retrieval, teamwork, and verbal activity. Gamification in a digital environment allows for structuring learning through levels, tasks, points, feedback, and achievement. However, the effectiveness of game technologies depends on their methodological integration: a game should not be an external motivational shell, but a means of achieving a communicative goal.

In Uzbek schools, game-based forms of teaching Russian are particularly important because they can reduce psychological barriers and activate speech practice in primary school students. It is important that game tasks are not limited to mechanical repetition of words, but include verbal interaction, choice of response, understanding of the situation, and response to a partner.

**Table 1.** Comparative analysis of approaches

Approach	Contents	Pedagogical Mechanism	Opportunities	Limitations
Communicative	Language Teaching as a Means of Communication	Speech situation, dialogue, semantic task	Develops the ability to use Russian in real-life communication	May not be active enough without an interactive format
Interactive	Learning through Interaction	Discussion, role-playing, case, group, quest	Encourages speech, motivation, and independence	Requires thoughtful organization and time
Digital	Using Platforms, Apps, and Online Courses	Feedback, individualization, multimedia	Expands access to practice and resources	Can be formalized without a verbal purpose
Authentic	Working with Real Texts, Videos, Songs, and News	Immersion in natural language and culture	Develops sociocultural and communicative competencies	Requires adaptation to the student's level
Gaming	Using Games, Quests, and Gamification	Motivation, task, teamwork	Reduces anxiety and enhances speech activity	Can be entertaining without a methodological purpose
Professionally-oriented	Language Teaching in the Context of a Specialty	Case, professional situation, terminology	Connects Russian as a foreign language with future professions	Requires subject area knowledge

The comparison shows that it's not a single method, but their integration, that has the greatest methodological potential. The communicative approach sets the goal—speech action. The interactive method defines the form—interaction. Digital technology expands the environment. Authentic material provides a connection with real speech. Reflection allows for understanding the results.

The integration of communicative and interactive methods in Russian as a foreign language can be represented as a system of interconnected components.

**Table 2.** Model of Communicative Competence Development in Russian Language Teaching

Model Component	Contents	Pedagogical Mechanism	Expected Result
Targeted	Developing Communicative Competence	Speech Task Setting	Readiness to use Russian in communication
Content-Based	Vocabulary, grammar, speech patterns, sociocultural material	Material Selection Based on the Communication Situation	Connection between linguistic form and communicative meaning
Interactive	Discussion, case study, role-playing game, quest, group work	Learning Interaction	Activation of speech activity
Digital	Moodle, OnlineTestPad, social media, AI, multimedia	Feedback, Individualization, Independent Work	Expanding language practice
Authentic	Video, news, songs, real texts	Contact with Natural Language	Development of sociocultural competence

Reflexive	Analysis of errors, speech strategies, and difficulties	Realization of Communicative Experience	Increasing student autonomy
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In a generalized form, the model can be represented as follows:

speech situation → interactive task → communicative action → feedback → reflection → development of communicative competence.

A literature analysis reveals that the problem of integrating communicative and interactive methods in Russian as a foreign language is developing in several directions. The first is related to the digitalization of education. Researchers are increasingly considering online platforms, social networks, artificial intelligence, and interactive services as means of developing speech activity. However, the question remains: which digital tools truly enhance communication, and which merely modernize the format of material presentation?

The second direction is related to professionally oriented learning. Case studies, discussions, and situational tasks help bring Russian as a foreign language learning closer to students' future professional activities. However, criteria for evaluating the effectiveness of such methods are insufficiently developed: the technology itself is often described, but the mechanism by which it influences communicative competence is not explained. The third area concerns authentic materials. Research confirms their value for developing communicative and sociocultural competence. However, a more precise methodology for selecting, adapting, and implementing such materials step-by-step, depending on the level of language proficiency, is needed.

The fourth area concerns the Uzbek context. Recent publications demonstrate interest in interactive technologies, modern methods, blended learning, and digital materials in teaching Russian. However, this body of research lacks research that thoroughly compares the communicative approach, interactive format, and local conditions of a multilingual audience.

This review allows us to formulate several theoretical generalizations. First, communicative and interactive methods in Russian as a foreign language are not alternative approaches. On the contrary, they complement each other: the communicative method defines the learning goal, while the interactive method defines the means to achieve it.

Second, the integration of methods should be built around the speech situation. Any interactive task in Russian as a foreign language should answer the question: what communicative task is the student solving? If such a task does not exist, interactivity becomes an external form.

Thirdly, digital technologies are productive only when methodologically subordinated to the speech goal. Moodle, OnlineTestPad, social networks, AI, and interactive platforms become effective when they help the learner speak, understand, respond, create text, receive feedback, and correct speech.

Fourth, authentic materials enhance the communicative focus of learning by immersing students in a real linguistic and cultural environment. However, their use requires adaptation, preliminary language preparation, and subsequent discussion. Fifth, further development of the Russian as a Foreign Language (RFL) methodology requires strengthening the diagnostic component. Research often describes methods and technologies, but less frequently proposes criteria for assessing their impact on speech activity, communicative independence, sociocultural competence, and the sustainability of language motivation.

#### 4. Conclusion

The integration of communicative and interactive methods in teaching Russian as a foreign language is one of the most promising areas of modern RFL methodology. Its pedagogical significance lies in the fact that language teaching ceases to be primarily an explanation of the linguistic system and becomes the organization of speech action, interaction, and meaningful communicative experience.

The communicative approach provides a targeted foundation for learning: developing the ability to use the Russian language in real or simulated communication situations. Interactive methods provide a procedural foundation: they create conditions for dialogue, collaboration, problem solving, role-playing, discussion, and reflection. Digital technologies expand the educational environment, while authentic materials connect the classroom with real-life speaking practice.

The review shows that the most productive model for teaching Russian as a foreign language is built on the unity of five components: the speech situation, the interactive task, the digital or classroom environment, authentic materials, and reflection. It is this unity that helps develop not only language proficiency but also readiness for independent use.

Promising areas for further research include developing criteria for assessing the effectiveness of interactive methods, studying the impact of digital platforms on language independence, analyzing students' communicative strategies in online environments, exploring the potential of artificial intelligence in Russian as a foreign language, and further exploring the multilingual context of Russian language teaching in Uzbekistan.

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