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INTERACTIVE ONLINE SERVICES IN TEACHING RUSSIAN AT THE UNIVERSITY LEVEL

Isakova Ravshana Karimjanovna
National University of Uzbekistan named after Mirzo Ulugbek
Head of the Department of Languages, Associate Professor
E- mail: i.ravshana@nuu.uz
Begmatova Navruza Abduxamedovna
Teacher,
National University of Uzbekistan named after Mirzo Ulugbek
E- mail: n.begmatova@nuu.uz
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Abstract. The integration of digital technologies into higher education has created new opportunities for improving the quality of foreign language teaching and learning. Interactive online services have become important educational tools that facilitate communication, provide immediate feedback, support independent learning, and increase student engagement. This article examines the pedagogical potential of interactive online services in teaching Russian at the university level. Particular attention is paid to the use of digital platforms for developing students' grammatical competence, vocabulary, reading comprehension, listening skills, speaking abilities, and written communication. The article analyzes the educational possibilities of such services as Wordwall, Quizlet, Kahoot!, LearningApps, and Google Forms. It also considers the methodological principles necessary for their effective integration into Russian language instruction. The analysis suggests that interactive online services can complement traditional teaching methods by creating a more flexible, student-centered, and communicative learning environment. However, their effectiveness depends on the alignment of digital activities with learning objectives, students' language proficiency, technological accessibility, and the quality of pedagogical guidance. The article concludes that the systematic use of interactive online services can contribute to the modernization of university-level Russian language teaching and support the development of students' communicative competence and independent learning skills.

Keywords: interactive online services, Russian language teaching, higher education, digital technologies, language learning, communicative competence, online platforms, interactive learning, digital education.

Introduction. The development of digital technologies has significantly influenced the organization of the educational process in higher education institutions. Modern universities increasingly employ digital resources to support teaching, improve access to educational materials, and create opportunities for interaction between teachers and students. Language education is one of the areas in which these developments have considerable pedagogical potential.

Teaching Russian at the university level involves more than the acquisition of grammatical rules and vocabulary. Students must also develop the ability to understand spoken language, read academic and professional texts, express their ideas clearly, and participate in communication in different social and educational contexts. Achieving these objectives requires systematic practice, meaningful interaction, and regular feedback.

Traditional classroom methods remain essential, but they may not always provide sufficient opportunities for individual practice and immediate assessment. Interactive online services can help

address these challenges by offering digital exercises, online quizzes, collaborative activities, multimedia materials, and tools for independent learning.

Interactive online services are digital platforms or web-based applications that enable users to participate actively in educational activities. Unlike static electronic resources, they allow students to answer questions, complete exercises, receive feedback, exchange information, and monitor their learning progress.

The relevance of this topic is associated with the need to improve the methodological support of Russian language teaching in higher education and to identify effective ways of integrating digital resources into university curricula.

The purpose of this article is to examine the pedagogical opportunities offered by interactive online services in teaching Russian at the university level and to identify methodological approaches to their effective application.

The objectives of the article are to clarify the role of interactive online services in language education, analyze their potential for developing different language skills, describe practical examples of their classroom application, and formulate recommendations for university language teachers.

Theoretical foundations of interactive online learning. The use of interactive online services in language education is connected with broader developments in computer-assisted language learning and technology-enhanced learning.

Chapelle (2001) emphasized the importance of evaluating computer-assisted language learning activities in relation to language learning objectives, interaction, and the opportunities provided for learners to engage with the target language. This perspective suggests that digital tools should be selected according to their educational value rather than their technological novelty.

Richards and Rodgers (2014) discussed the relationship between teaching methods, learning objectives, classroom procedures, and instructional materials. From this perspective, interactive online services can be integrated into different approaches to language teaching, particularly those that emphasize communication, meaningful practice, and learner participation.

The educational potential of digital resources is also associated with multimedia learning. Mayer (2021) explains how the combination of verbal and visual information can support learning when multimedia materials are designed appropriately. In Russian language instruction, this principle can be applied through audiovisual dialogues, illustrated vocabulary exercises, pronunciation demonstrations, and interactive reading tasks.

Godwin-Jones (2018) examined the role of emerging technologies in language learning, highlighting the importance of considering how digital tools support language practice and learner autonomy.

These perspectives indicate that interactive online services should not be treated merely as supplementary entertainment. Their value depends on how effectively they support linguistic objectives, encourage meaningful participation, and provide opportunities for practice and feedback.

It is also important to distinguish between using technology and achieving pedagogical innovation. The introduction of an online platform does not automatically improve learning outcomes. The teacher must determine what students should learn, how the digital activity contributes to that objective, and how the resulting performance will be evaluated.

Types of interactive online services for teaching Russian. A wide range of online services can be incorporated into university-level Russian language instruction. Their functions vary, making it possible to select appropriate tools for different learning objectives.

Online services for vocabulary development. Vocabulary acquisition is a fundamental component of learning Russian. Students need to understand new words, remember their meanings, recognize them in context, and use them appropriately in speech and writing.

Digital flashcards, vocabulary games, matching exercises, and thematic word lists can support these processes.

For example, Quizlet can be used to create digital vocabulary sets related to university life, professions, education, tourism, science, and everyday communication. Students can review words, match terms with definitions, and practice recalling vocabulary independently.

A teacher working with the topic "My Future Profession" might prepare a vocabulary set containing words such as специальность, профессиональные навыки, опыт работы, собеседование, and квалификация.

Students can first learn the meanings of these words and then use them to construct sentences, describe their professional interests, or participate in a simulated job interview.

The main pedagogical advantage of vocabulary services is that they support repeated practice and allow students to revise material outside the classroom.

Online services for grammar practice. Russian grammar presents challenges for many university students, particularly those whose first language has different grammatical structures. Difficulties may arise in the use of grammatical cases, verb conjugation, gender, number, agreement, and sentence construction.

Interactive platforms such as Wordwall and LearningApps can be used to create exercises involving sentence completion, matching grammatical forms, ordering words, identifying errors, and selecting appropriate endings.

For example, when studying the prepositional case, students may complete the following sentences:

1. Я учусь ... университете.
2. Мы говорим ... русском языке.
3. Книга лежит ... столе.
4. Студенты читают текст ... учебнике.

Students select the appropriate prepositions and grammatical forms. The teacher can then discuss common errors and explain the relevant grammatical rules.

Interactive grammar exercises provide opportunities for repeated practice and help teachers identify areas in which students require additional support.

Nevertheless, automated exercises should be supplemented with activities that require students to explain grammatical choices and use the relevant structures in original sentences.

Online quizzes and assessment services. Online quizzes can be used to assess students' understanding of vocabulary, grammar, reading materials, and cultural information.

Kahoot! supports interactive quizzes and classroom competitions, while Google Forms can be used to create structured assessments and collect student responses.

For instance, after studying the topic "The Russian Language in Professional Communication," students may complete a quiz involving terminology, sentence structures, and appropriate expressions used in formal situations.

Online assessment provides several practical benefits. Teachers can review students' answers, identify recurring difficulties, and adjust subsequent lessons according to the results.

Students can also receive feedback and recognize which aspects of the material require further revision.

However, online quiz results should not be interpreted as a complete measure of language proficiency. Speaking fluency, pronunciation, spontaneous interaction, and extended writing require additional forms of assessment.

Online services for collaborative learning. Collaborative learning is important in language education because communication involves exchanging ideas, responding to others, and negotiating meaning.

Digital collaboration tools can help students prepare shared documents, write short texts, organize vocabulary lists, and discuss educational topics.

For example, students can work in small groups to prepare a short presentation entitled "The Role of the Russian Language in Professional Communication." Each group collects relevant vocabulary, writes a short text, and presents its findings in Russian.

Collaborative online documents can also support peer correction. Students exchange written assignments, identify grammatical mistakes, and suggest improvements under the teacher's guidance.

These activities encourage responsibility, cooperation, and active use of the target language.

Multimedia services for listening and pronunciation. Listening comprehension and pronunciation are essential components of communicative competence. Students need opportunities to hear authentic or appropriately adapted Russian speech and to practice recognizing pronunciation patterns, intonation, and connected speech.

Online audio and video resources can be used to introduce dialogues, interviews, short lectures, and everyday conversations.

For example, students may watch a short video about university life and complete three stages of work:

- Before listening: predict the topic and review key vocabulary.
- During listening: identify the main idea and answer comprehension questions.
- After listening: summarize the content or discuss the topic with a partner.

Teachers can also use recordings to help students identify word stress, distinguish similar sounds, and practice intonation in questions and statements.

The selection of multimedia materials should reflect students' language proficiency and the objectives of the lesson. Short, well-structured recordings may be more appropriate for beginners than long, linguistically complex videos.

Methodology for integrating interactive online services into Russian language lessons. The effective use of interactive online services requires systematic planning. Digital activities should be connected with the overall structure of the lesson and should contribute to clearly defined learning outcomes.

A practical approach involves five stages.

Stage 1. Setting learning objectives. The teacher identifies the specific language knowledge or skills students are expected to develop. These may include mastering a grammatical case, acquiring professional vocabulary, understanding an audio recording, or participating in a dialogue.

Stage 2. Selecting the appropriate service. The teacher chooses a platform according to the task, students' language proficiency, available devices, and internet access.

Stage 3. Organizing the learning activity. Students receive instructions, complete individual or group tasks, and use Russian to solve the assigned problems.

Stage 4. Providing feedback. The teacher analyzes responses, explains common errors, and offers additional practice where necessary.

Stage 5. Evaluating learning outcomes. Students demonstrate their understanding through a follow-up task, a short written assignment, an oral response, or an assessment activity.

The following table presents examples of how interactive online services can be used in university-level Russian language teaching.

Table 1.

Interactive online services and their pedagogical applications

Online service	Main educational function	Example of application
Quizlet	Vocabulary learning and revision	Learning professional and academic terminology
Wordwall	Interactive exercises and educational games	Practicing grammatical cases and sentence structures
Kahoot!	Quizzes and interactive assessment	Revising grammar and checking comprehension
LearningApps	Creating interactive learning tasks	Matching words, definitions, and grammatical forms
Google Forms	Assessment and collection of responses	Conducting grammar tests and reading comprehension checks
Google Docs	Collaborative writing	Preparing and editing short texts in Russian

The table demonstrates that different online services can support different aspects of language learning. Their selection should be determined by the specific objective rather than by a preference for a particular platform.

For example, vocabulary revision may be effectively organized through digital flashcards, whereas the development of extended writing skills requires more complex tasks involving text composition, editing, and feedback.

An example of an interactive Russian language lesson. To illustrate the practical application of interactive online services, consider a university lesson entitled “Education and Future Professional Activity.”

Learning objectives:

- Expand students’ vocabulary related to higher education and professional development.
- Practice the use of Russian grammatical structures in context.
- Develop reading comprehension and written communication.
- Encourage active participation and independent learning.

First activity: Vocabulary development. Students use digital flashcards to revise terms related to university studies and professional careers. They then construct sentences using the new vocabulary.

Second activity: Grammar practice. Students complete an interactive exercise on grammatical cases and prepositions. The teacher reviews common errors and provides explanations.

Third activity: Reading comprehension. Students read a short text about the importance of higher education and answer questions through an online form.

Fourth activity: Collaborative communication. Students work in pairs to discuss their future professions. They prepare questions and answers and use the vocabulary introduced during the lesson.

Fifth activity: Assessment and reflection. Students complete a short quiz and identify which language structures they need to practice further. The teacher uses the results to plan subsequent lessons.

This example demonstrates how several online services can be combined within a single lesson. The activities progress from vocabulary acquisition to grammar practice, comprehension, communication, and assessment.

The teacher remains responsible for organizing the learning process, interpreting assessment results, and ensuring that digital activities contribute to the development of communicative competence.

Advantages and limitations of interactive online services. Interactive online services offer several advantages for university-level Russian language teaching.

First, they increase opportunities for active student participation. Instead of receiving information exclusively through lectures or explanations, students can respond to questions, complete exercises, and engage in collaborative tasks.

Second, digital platforms can provide rapid feedback. Students can recognize mistakes and repeat activities, while teachers can identify areas requiring further instruction.

Third, online resources support independent learning. Students can revise vocabulary, practice grammatical structures, and complete selected activities outside scheduled classes.

Fourth, digital tools facilitate differentiated instruction. Teachers can prepare tasks of varying difficulty to accommodate students with different levels of language proficiency.

Fifth, multimedia materials can support the integration of listening, reading, speaking, and writing within a connected learning experience.

Despite these advantages, several limitations should be considered.

One challenge is unequal access to devices and reliable internet connections. Teachers should therefore prepare alternative activities that can be completed without continuous internet access.

Another limitation concerns digital distraction. Students may focus on scores, competition, or interface features instead of the linguistic objectives of the task.

There is also a risk of overreliance on automatically assessed exercises. Correctly selecting an answer does not necessarily demonstrate that a student can use the relevant language structure independently in communication.

Finally, the use of online services requires appropriate digital literacy and careful lesson planning. Teachers need to ensure that the selected tools are accessible, appropriate for the educational context, and consistent with institutional requirements for data protection.

Consequently, interactive online services should complement rather than replace teacher explanations, classroom discussions, printed materials, and direct communicative practice.

Discussion. The pedagogical analysis indicates that interactive online services can contribute to the development of a more flexible and student-centered approach to Russian language teaching.

Their value lies in the opportunities they provide for repeated practice, immediate feedback, collaborative learning, and independent study. When integrated appropriately, these tools can connect classroom instruction with students' individual learning activities outside the university.

However, the effectiveness of interactive online services depends on the relationship between the digital activity and the learning objective. A vocabulary game may be useful for memorizing terminology, but it cannot independently ensure that students can use these words appropriately in a professional conversation.

Similarly, an online grammar quiz can help identify errors, but students also need opportunities to apply grammatical knowledge in spontaneous speech and extended writing.

The teacher's role therefore remains central. Teachers must select appropriate materials, provide linguistic guidance, encourage reflection, and assess students' ability to transfer knowledge to new communicative situations.

A further consideration is the importance of evaluating the actual outcomes of digital learning. Student satisfaction and participation may provide useful information, but they should be distinguished from measurable improvements in language proficiency.

Future empirical studies could investigate the impact of interactive online services through student questionnaires, classroom observations, interviews, and comparisons of language performance before and after an instructional intervention. Such research could help identify which platforms and teaching strategies are most appropriate for particular student groups and language skills.

The present article is a theoretical and methodological analysis. It does not report original experimental findings; therefore, the educational benefits discussed here should be examined empirically in specific university settings.

Conclusion. Interactive online services have considerable potential for improving the organization of Russian language teaching in higher education. They provide opportunities for vocabulary development, grammar practice, online assessment, collaborative writing, listening comprehension, and independent learning.

Services such as Quizlet, Wordwall, Kahoot!, LearningApps, and Google Forms can be incorporated into different stages of the educational process, depending on the learning objectives and students' needs.

The successful implementation of these resources requires clear pedagogical goals, appropriate task design, accessible digital infrastructure, timely feedback, and systematic assessment. Online exercises should be combined with communicative activities that require students to use Russian in meaningful academic, social, and professional situations.

It can be concluded that the purposeful integration of interactive online services can support the modernization of university-level Russian language instruction and create additional opportunities for developing students' communicative competence, digital literacy, and independent learning skills.

Further empirical research is necessary to establish the extent to which particular interactive services influence students' motivation, language proficiency, and long-term educational outcomes.

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