INTERACTIVE APPROACHES TO TEACHING RUSSIAN IN A MEDICAL UNIVERSITY CONTEXT

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Abstract: This article explores the effectiveness and necessity of incorporating interactive teaching methods into the Russian language curriculum for medical students. In a professional medical environment, language proficiency is not merely a communicative tool but a critical component of clinical competence. The author analyzes various interactive techniques—such as role-playing clinical simulations, case studies, and brainstorming—aimed at developing professional speech culture and overcoming communicative barriers. The study demonstrates that interactive methods significantly enhance student engagement, facilitate the mastery of specialized medical terminology, and prepare students for effective "doctor-patient" communication.

Keywords: Interactive methods, medical education, Russian as a second language, professional communication, clinical simulations, student engagement, pedagogical technology.

The modern paradigm of higher medical education requires not only deep theoretical knowledge but also highly developed communicative skills. For medical students in Uzbekistan and other CIS countries, the Russian language often serves as a medium for professional interaction and access to extensive scientific literature. Traditional passive learning (lectures and simple translation) is no longer sufficient to meet the demands of a modern healthcare setting. Consequently, the transition to interactive methods has become a priority.

The history of the Russian language in medicine is closely intertwined with the development of domestic medical science, especially during the periods of the Russian Empire and the Soviet Union. Great physicians and scientists, such as N.I.

Pirogov, I.M. Sechenov, I.P. Pavlov, V.M. Bekhterev, V.P. Demikhov, and many others, made colossal contributions to world medicine. Their works, written in Russian, became a source of fundamental knowledge in surgery, physiology, neurology, cardiology, and other fields.

The Essence of Interactive Methods in a Medical Context

Interactive learning is based on constant, active interaction between the teacher and students, as well as among students themselves. Unlike traditional methods, the student becomes an active participant in the educational process. In medical language training, this means simulating real-world professional scenarios where the language is used as a functional tool to solve clinical problems.

1. Key Interactive Techniques

2. – Role-Playing and Clinical Simulations: Students take on the roles of "doctor," "patient," and "medical consultant." This method is crucial for practicing "Anamnesis" (taking a medical history). Students learn to ask clarifying questions and explain complex diagnoses in plain Russian.

3. – Case Study Method: Analysis of real medical records or clinical cases in Russian. Students discuss symptoms, potential diagnoses, and treatment plans, which helps in mastering specialized terminology in a natural context.

4. – Brainstorming and Round Tables: Used for discussing ethical dilemmas in medicine or new trends in healthcare. This encourages spontaneous speech and the ability to argue a professional point of view.

5. – The Use of Multimedia and Digital Platforms: Interactive quizzes (e.g., Kahoot) and specialized medical language apps keep students engaged and provide immediate feedback.

The connection between the Russian language and medicine is multifaceted and profound. In a world where health and saving lives know no borders, language becomes not merely a means of communication, but a vital instrument in the hands of

a medical professional. The Russian language, possessing a rich scientific heritage and wide geographical dissemination, plays a special role in the global medical landscape, shaping terminology, ensuring communication, and preserving the unique cultural context of medical practice.

Benefits for Medical Students

Development of Soft Skills: Interaction fosters empathy and the ability to listen—essential traits for any physician.

Psychological Comfort: Group activities reduce the "language barrier" and the fear of making grammatical mistakes during professional speech.

Terminology Retention: Specialized medical vocabulary is better retained when used in a simulated diagnostic process rather than through rote memorization.

Challenges in Implementation

Despite the benefits, implementing these methods requires:

High linguistic and pedagogical qualification of the teacher.

Adequate technical equipment in classrooms.

The careful balance between "gaming" elements and rigorous academic standards.

Conclusion. The integration of interactive methods into Russian language classes at medical universities transforms the learning process from a static memorization of grammar into a dynamic professional training. By focusing on "learning by doing," these methods ensure that future doctors are not only grammatically correct but also communicatively confident in their professional Russian-speaking environment.

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