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A TECHNIQUE FOR DEVELOPING STUDENTS' VERBAL ACTIVITY DURING RUSSIAN LANGUAGE CLASSES

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Abstract. This article examines theoretical and methodological approaches to developing students' verbal activity during Russian language classes in contemporary educational settings. Particular attention is paid to communicative competence, interactive teaching methods, learner-centered instruction, and the integration of innovative pedagogical technologies into Russian language education. The study aims to develop a comprehensive instructional technique that promotes students' active participation in verbal communication, improves their linguistic proficiency, and enhances their ability to express ideas accurately, coherently, and confidently in Russian. The research is based on a theoretical analysis of scientific literature, comparative examination of language teaching approaches, and pedagogical modeling. A structured instructional model is proposed that integrates communicative tasks, role-playing activities, problem-based discussions, collaborative learning, and digital educational resources. The article also introduces criteria and indicators for assessing verbal activity, including linguistic accuracy, speech fluency, communicative initiative, interactional competence, and discourse coherence. The findings of the theoretical analysis suggest that systematic implementation of communicative and interactive instructional techniques can create favorable conditions for developing students' verbal activity and increasing their motivation to learn Russian. The proposed model provides practical recommendations for Russian language teachers and establishes a methodological foundation for further empirical investigation.

Key words: Russian language teaching, verbal activity, communicative competence, interactive methods, speech development, pedagogical technology, student-centered learning, communicative approach, language proficiency, educational innovation.

Introduction. The development of students' verbal activity is one of the fundamental objectives of modern language education. In contemporary educational environments, language learning is increasingly understood not merely as the acquisition of grammatical rules and vocabulary but as the development of the ability to communicate effectively in different social, academic, and professional contexts. Consequently, Russian language instruction should focus on creating pedagogical conditions that encourage students to participate actively in oral communication, express their thoughts independently, and use linguistic resources appropriately.

Russian remains an important language of intercultural communication, education, science, and professional interaction in many countries, including Uzbekistan. The development of students' Russian-language communicative competence is therefore relevant to their academic mobility, professional development, and participation in multilingual environments. Traditional approaches to Russian language instruction have frequently emphasized grammatical explanations, memorization of vocabulary, translation exercises, and reproductive learning activities. Although these methods contribute to linguistic knowledge, they may not provide sufficient opportunities for spontaneous

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verbal communication. Students who demonstrate satisfactory knowledge of grammatical structures may nevertheless experience difficulties when participating in conversations, expressing opinions, responding to unexpected questions, or constructing coherent oral statements. Such difficulties indicate the necessity of developing instructional techniques that integrate linguistic knowledge with practical communication. From a psycholinguistic perspective, verbal activity involves a complex interaction of cognitive, linguistic, motivational, and social processes. According to Vygotsky (1978), language and thought develop through social interaction, while meaningful communication contributes to the development of higher psychological functions. These theoretical perspectives suggest that effective language instruction should provide students with opportunities to use language as a means of accomplishing meaningful communicative objectives. The relevance of the present study is determined by the need to improve Russian language teaching methodologies through the systematic application of communicative, interactive, and student-centered pedagogical approaches.

The aim of the study is to develop a theoretically grounded instructional technique for enhancing students' verbal activity during Russian language classes and to identify methodological principles, teaching strategies, and assessment criteria that support its implementation.

The following research objectives are established: To examine the theoretical foundations of verbal activity development in language education. To identify pedagogical factors influencing students' participation in Russian-language communication. To develop a structured instructional technique integrating communicative and interactive teaching methods. To establish criteria and indicators for evaluating students' verbal activity. To formulate practical recommendations for improving Russian language instruction.

Literature Review. The development of verbal activity has been investigated within linguistics, psycholinguistics, educational psychology, and foreign language teaching methodology. The theoretical foundations of speech development are closely associated with the sociocultural theory of L. S. Vygotsky. According to this perspective, language learning is mediated through social interaction, and learners develop higher levels of competence through participation in collaborative activities with more knowledgeable individuals. Vygotsky's concept of the zone of proximal development is particularly relevant to Russian language instruction because it explains how students can perform increasingly complex communicative tasks with appropriate pedagogical support. A. A. Leontiev contributed significantly to the psycholinguistic understanding of speech activity by examining speech as a purposeful process connected with human needs, motives, and communicative intentions. His theoretical framework emphasizes that speech development requires meaningful situations in which learners have a reason to communicate. E. I. Passov developed a communicative approach to foreign language education, emphasizing the importance of situational communication, speech-oriented exercises, and the functional use of linguistic material. His methodological principles are relevant to the development of Russian-language speaking skills because they prioritize authentic communication over isolated linguistic drills. Hymes (1972) introduced the concept of communicative competence, arguing that language proficiency includes not only grammatical knowledge but also the ability to use language appropriately in social contexts. Canale and Swain (1980) subsequently proposed a theoretical framework of communicative competence that includes grammatical, sociolinguistic, and strategic dimensions. These perspectives have influenced contemporary approaches to communicative language teaching. Littlewood (1981) emphasized the importance of communicative activities that encourage learners to use language for meaningful purposes. His work

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distinguishes between activities designed to develop communicative skills and those intended to facilitate social interaction. Richards (2006) further explained that communicative language teaching requires meaningful interaction, learner participation, and the integration of language skills. Ellis (2003) investigated task-based language learning, demonstrating the methodological importance of tasks that require learners to process and produce language in pursuit of communicative outcomes. Within the context of Russian language education, these theoretical approaches provide a foundation for designing classroom activities that stimulate speech production, increase learner autonomy, and improve interactional competence.

Research Methodology. The present study adopts a theoretical and methodological research design aimed at constructing an instructional model for developing students' verbal activity in Russian language classes. The research does not involve a completed classroom experiment or an empirical sample. Instead, it uses established linguistic and pedagogical theories to formulate a model suitable for subsequent classroom testing.

The methodological framework includes four complementary approaches. Theoretical analysis is employed to examine scientific literature concerning speech activity, communicative competence, language acquisition, and interactive teaching. Comparative methodological analysis is used to identify the instructional characteristics of traditional, communicative, task-based, and collaborative approaches. Pedagogical modeling is applied to construct a systematic instructional technique comprising motivational, preparatory, communicative, and reflective stages. Criteria-based assessment design is used to establish indicators for evaluating verbal activity and monitoring students' communicative development. The proposed technique is primarily intended for secondary school and undergraduate students studying Russian as a second or foreign language. Its specific content and complexity should be adapted to learners' age, proficiency, and educational context.

Results and Discussion. The principal outcome of the theoretical and methodological analysis is a structured technique that integrates linguistic preparation with meaningful verbal interaction. The proposed approach assumes that students develop communicative competence more effectively when language is practiced in situations requiring purposeful interaction. Communicative instruction should therefore include tasks that encourage learners to exchange information, negotiate meaning, express personal opinions, and respond to the contributions of others.

Interactive methods for increasing verbal participation. Interactive teaching methods are central to the proposed technique because they create opportunities for students to participate actively in the learning process. Table 1 presents selected interactive methods and their expected pedagogical functions.

Table 1. Interactive methods for developing verbal activity in Russian language classes

Teaching method	Instructional application	Expected learning outcome
Role-playing	Simulating everyday and professional situations	Improved situational communication
Group discussion	Discussing social and educational issues	Development of argumentation skills
Problem-based learning	Solving practical problems through communication	Enhanced reasoning and verbal expression
Dialogue construction	Creating and performing conversations	Improved conversational fluency

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Storytelling	Describing experiences and events	Development of coherent speech
Debate	Defending different viewpoints	Improved persuasive communication
Project-based learning	Presenting collaborative projects	Increased communicative independence

Source: Author-developed synthesis based on communicative and task-based language teaching principles.

Role-playing is particularly useful because it enables students to practice speech in simulated social contexts. For example, students may participate in situations such as В магазине (At the Shop), В университете (At the University), На собеседовании (At a Job Interview), or В библиотеке (At the Library). These activities require learners to select appropriate vocabulary, construct grammatically meaningful sentences, and respond to unexpected communicative situations. Group discussions and debates, in contrast, are more appropriate for students with intermediate or advanced proficiency because they require extended speech production, logical argumentation, and spontaneous interaction.

The role of motivational factors. Motivation is a significant factor influencing students' willingness to communicate in Russian. Students may possess sufficient linguistic knowledge but remain reluctant to speak because of anxiety, fear of making mistakes, limited confidence, or insufficient opportunities for participation. The proposed technique addresses these difficulties through the creation of a supportive communicative environment. Teachers should encourage students to express ideas without excessive interruption and distinguish between errors that prevent understanding and minor inaccuracies that do not substantially affect communication. Corrective feedback should be provided constructively, with attention to maintaining students' confidence and willingness to participate. Motivational strategies may include the use of personally relevant topics, collaborative activities, authentic audiovisual materials, and tasks connected with students' academic or professional interests. Furthermore, students should be given opportunities to select discussion topics and evaluate their own progress. These strategies are consistent with learner-centered approaches that emphasize autonomy, meaningful engagement, and personal responsibility for learning.

Integration of digital technologies. Digital educational technologies provide additional opportunities for developing verbal activity. Audio-recording applications, interactive learning platforms, video communication tools, and digital storytelling resources can support language practice beyond the classroom. For instance, students may record short monologues in Russian, listen to their own speech, identify pronunciation difficulties, and produce revised versions. Collaborative digital projects may involve creating video interviews, educational podcasts, or multimedia presentations. Artificial intelligence-based language tools may also support supplementary speaking practice by generating conversational prompts and providing preliminary feedback on language use. However, automated feedback should be critically evaluated because such systems may produce inaccurate corrections or fail to recognize contextual and pragmatic features of communication. The teacher remains responsible for selecting appropriate tasks, interpreting learner performance, and ensuring that digital activities contribute to clearly defined educational objectives.

Assessment criteria for students' verbal activity. A comprehensive assessment system should consider both the frequency of student participation and the quality of communicative performance.

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The following criteria are proposed.

Table 2. Criteria and indicators for assessing students' verbal activity

Assessment criterion	Main indicators	Maximum score
Linguistic accuracy	Appropriate grammar, vocabulary, and pronunciation	20
Speech fluency	Continuity, pace, and reduced unnecessary hesitation	20
Communicative initiative	Willingness to initiate and sustain communication	20
Interactional competence	Listening, responding, turn-taking, and clarification	20
Discourse coherence	Logical organization and meaningful connections between ideas	20
Total		100

Source: Author-proposed analytical assessment rubric. The weights are illustrative and require empirical validation.

Each criterion can be assessed on a five-level scale, with scores converted to a maximum of 20 points.

The proposed overall verbal activity index is calculated as follows:

$$VAI=\frac{\sum_{i=1}^{5} S_i}{100}\times 100\%$$

where:

VAI— Verbal Activity Index;

S_i— score obtained for the ith assessment criterion, with a maximum of 20 points;

5— number of assessment criteria.

Since the total possible score is 100, the numerical index corresponds directly to the percentage of the maximum score.

For illustration, consider a hypothetical student who receives the following scores:

Criterion	Illustrative score
Linguistic accuracy	16
Speech fluency	15
Communicative initiative	18
Interactional competence	17
Discourse coherence	16
Total	82

Thus:

$$VAI=\frac{16+15+18+17+16}{100}\times 100\%=82\%$$

The resulting index is 82%. This example demonstrates the calculation procedure and does not represent actual empirical findings.

The rubric may be used for diagnostic, formative, and summative assessment, provided that teachers establish clear performance descriptors and apply consistent scoring procedures.

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Proposed pedagogical experiment. To evaluate the effectiveness of the proposed technique, a controlled pedagogical experiment could be conducted in future research. Students would be divided into an experimental group receiving instruction based on the proposed communicative technique and a comparison group receiving conventional Russian language instruction. Both groups would complete comparable pre-intervention and post-intervention speaking assessments. A possible intervention period would be 8–12 weeks, depending on lesson frequency and curriculum requirements. The evaluation should consider students' initial Russian language proficiency, learning motivation, attendance, and previous exposure to the language.

The average change in verbal activity scores could be calculated using:

$$\Delta VAI = \overline{VAI}_{post} - \overline{VAI}_{pre}$$

where:

$\overline{VAI}_{post}$— mean verbal activity index after instruction;

$\overline{VAI}_{pre}$— mean verbal activity index before instruction.

For comparing the experimental and comparison groups, the difference-in-differences indicator may be applied:

$$D = \left(\overline{VAI}_{E,post} - \overline{VAI}_{E,pre}\right) - \left(\overline{VAI}_{C,post} - \overline{VAI}_{C,pre}\right)$$

where *E*denotes the experimental group and *C*denotes the comparison group.

A positive value of D would indicate a greater average improvement in the experimental group, although statistical analysis and consideration of possible confounding factors would be necessary before attributing the difference to the instructional technique. Appropriate statistical procedures, such as analysis of covariance, may be used to compare post-intervention performance while accounting for baseline differences. This research design would provide a basis for evaluating the proposed model under real educational conditions.

Discussion of methodological implications. The proposed instructional technique reflects a shift from predominantly teacher-centered language instruction toward communicative and learner-centered educational practices. Its principal methodological contribution is the integration of motivational activation, linguistic preparation, interactive communication, and reflective assessment within a unified instructional sequence. The model recognizes that linguistic accuracy and communicative fluency should not be treated as competing educational objectives. Instead, grammatical knowledge should support meaningful communication, while communicative activities should provide opportunities to consolidate linguistic structures. The theoretical analysis also highlights the importance of differentiated instruction. Students with limited Russian proficiency may require structured dialogues, visual support, sentence starters, and carefully selected vocabulary. More advanced learners may benefit from debates, problem-solving discussions, extended presentations, and critical analysis of authentic materials. Therefore, the effectiveness of the proposed technique is likely to depend on its adaptation to learners' linguistic abilities, motivational characteristics, and educational needs. Another important consideration concerns the teacher's professional competence. Successful implementation requires teachers to organize communicative situations, facilitate group interaction, provide constructive feedback, and assess oral performance consistently. Professional development programs should therefore include training in communicative language teaching, interactive classroom management, and performance-based assessment. The present article offers a theoretically grounded instructional proposal rather than experimentally verified evidence of

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effectiveness. Its conclusions should consequently be interpreted as methodological implications that require further empirical validation.

Conclusion. The development of students' verbal activity during Russian language classes represents an essential component of contemporary language education. Effective instruction should promote not only linguistic knowledge but also the ability to use Russian confidently, independently, and appropriately in meaningful communicative situations. The theoretical analysis conducted in this article establishes that verbal activity is a multidimensional phenomenon involving linguistic, cognitive, motivational, communicative, and reflective components. Consequently, its development requires a systematic pedagogical approach integrating these dimensions. The proposed instructional technique consists of four interconnected stages: motivational activation, linguistic preparation, communicative practice, and reflection and assessment. This structure provides a methodological framework for organizing Russian language lessons around purposeful verbal interaction. Interactive methods, including role-playing, dialogue construction, collaborative discussion, problem-based learning, and project-based activities, are identified as promising instructional strategies for increasing opportunities for speech production and developing communicative competence. The article also proposes a criteria-based assessment system that considers linguistic accuracy, speech fluency, communicative initiative, interactional competence, and discourse coherence. This system may support the monitoring of students' communicative development, although its reliability and validity require empirical testing. The integration of digital technologies offers additional opportunities for independent speaking practice, feedback, and collaborative learning. Nevertheless, digital tools should complement rather than replace pedagogically guided communication. In conclusion, the proposed technique provides a theoretical and methodological foundation for improving Russian language instruction. Future research should investigate its effectiveness through controlled classroom studies involving students with different levels of language proficiency and educational backgrounds.

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