THE USE OF INTERACTIVE METHODS IN TEACHING THE RUSSIAN LANGUAGE IN TECHNICAL UNIVERSITIES OF KAZAKHSTAN

INTRODUCTION

Education and science play an increasingly significant role in the development of modern society. The number of years people spend on education has been steadily increasing over the past century, and this phenomenon has become truly global. Thence, one would probably agree that education strengthens its importance in social and economic life, and its development becomes an important indicator of the well-being and sustainable development of any given country (VOLCHIK, MASLYUKOVA, 2019).

Innovations, which, in the first place, are understood as new developments, are designed to ensure the development of an individual, an organization, a society. With the high rates of change in the requirements for specialists in the labor market, the trend towards lifelong learning is becoming increasingly important. For supporting the growth of science and education is necessary the finding the most effective pathways for achieving a sustainable result (LYSYTSIA et al., 2019).

The history behind interactive methods in the educational system originates in the ancient Greek culture. It was during that period of the heyday of the ancient Greek city-states of Democritus, Socrates, Seneca, and Plato. They used activation methods in their pedagogical work, which stimulated the activity of students and contributed to an increase in their learning efficiency. Students were perceived as equal members of the educational process, having the right not only to dispute the point of view of the rhetorician but also to argue with him (BELOKH, 2009). Group and pair discussions, solutions to issues raised by the rhetorician and the introduction of roundtable and brainstorming methods, all this made it possible to achieve visible results.

The term “interactive learning” originates from “active learning”, developed in the 1930s by R. W. Revans (2011). The very first mention of “interactivity” was noted in the 1960s. The phenomenon which characterized the term was the result of the information revolution and the accelerated development of the media accompanying it.

And in 1975 G. Fritz applied “interactivity” in terms of pedagogy (IVANOVA, 2010). By interactive pedagogy, the author understood the activity, the purpose of which was to build a process of targeted mutual influence and participants’ interaction in the educational process.

In the USSR, the ideas of interactive learning were explored in the 1960s by Sh. Amonashvili, A. Sukhomlynsky, F. Shatalov, N. Lysenkova, who played a large role in the spread of interactive teaching methods. At the end of the 1980s, M. Klarin, V. Slastenin proposed to distinguish an interactive learning model in teaching models in addition to the traditional active and passive (POLAT, 1999). Since this period, researchers became more active on this topic. There were many scientific papers written and professional seminars organized to exchange experiences, which led to the appearance of a kind of “methodological boom” in the educational environment, the purpose of which was to popularize interactive teaching methods.

About Kazakhstan itself, being part of the USSR, it adopted a new methodological basis, that was actively developing, improving and applying an interactive approach in practice. Researchers and educators developed techniques for the full implementation of educational tasks.
According to many researchers, the 1990s, in fact, have become an era of interactivity. All-around computer applications and global Internet connectivity have led to the use of computers for studying. Thus, some authors draw semantic parallels between interactive learning and information technology, associate the term with networking. In this context, distance learning is of increasing interest. Researches have been conducted into student’s perception at a distance and prerequisites for interactive learning in computer-mediated distance education (ÖSTLUND, 2008).

But there is also another point of view on this issue. Some researchers consider interactive learning in a broader meaning, as the ability to interact, the possibility of finding someone (a person) or something (personal computer - PC) in contact.

MATERIALS AND METHODS
In this paper authors use scientific and psychological evidence of success of following interactive methods: brainstorming, playing imitative, non-imitative, and gaming non-imitative. The evolution of the pedagogical system of Kazakhstan and approaches to learning was carried out based on Organization for Economic Co-operation and Development (2017) official documents on the development of the educational system of Kazakhstan in 2017 and a monograph by D. Kassymova, Zh. Kundarkbayeva, B. Zhanguttin, and U. Markus (2012) on the matter of the general historical development and specifically the pedagogical process development of Kazakhstan.

Current and long-term prospects of improving the education system in Kazakhstan were assessed based on the N. Nazarbayev's "Intellectual Schools" website documentation (n.d.), which considers the implementation of a trilingual system and creates strategic goals and guidelines for the development of the entire set of education in the country.

Interactive techniques relevant for teaching the Russian language at technical universities of Kazakhstan were brought in from an extensive literature articles by educators-practitioners: Bogdanova (2017); Rabinovich, Bagramyan (2015), and others. In the course of the research, were identified methods and techniques that allow you to effectively develop the communication skills of students studying Russian as a foreign language, as well as improve writing skills, which are more complicated than to develop speaking skills according to teachers.

As a conclusion were identified the main problems that a teacher of the Russian language may encounter when teaching students of technical universities of Kazakhstan using interactive methods and highlighted the necessity to overcome them on the way to developing a new education system of the country.

RESULTS AND DISCUSSION
Interactive methods as a combination of the advantages of traditional methods
Revealing the concept of interactive teaching methods can say that they are understood as teaching methods in which students interact widely with teachers and with each other (PRIVALOVA, 2014). Consequently, the interaction vectors of all subjects of the educational process are targeted not only from the teacher to students in the form of a directive but also from students to the teacher, as well as from one student to another. This leads to a change in students’ activity and their deep involvement in the educational process.

Traditional passive and active methods, despite the past efficiency, are not capable of ensuring the proper assimilation and transformation of knowledge among students in the context of a rapidly changing environment, considering market requirements. This means that the development of innovative technological areas, their evolution, is closely related to the saturation of these areas with high-quality staff with the required potential and skills. Training a specialist of the proper level requires improvements in the quality of the educational process, and therefore, calls attention to the methods used in training.

Interactive methods combine the advantages of active and passive traditional methods, increasing the learning efficiency. A fundamental change of roles in the implementation of
interactive methods is characterized by clearing out the previously active role of the teacher, moving it to the position of a “guide”. The teacher coordinates the lesson to achieve the pre-defined educational goals, without monitoring, allowing students to dominate in the implementation of the methodological process.

An important moment is the development of cooperation and teamwork abilities, which is activated by creating democratic, friendly, positive relationships among students (VAGANOVA, ERMAKOVA, 2014). It can be said that interactive methods are based on the socially humanistic qualities of a person. The use of interactive methods determines the existence of comfortable learning conditions in which each student feels his intellectual viability, can be active and smart.

The exchange of knowledge for students to achieve their educational goals when implementing interactive methods is impossible without the full participation of all members of the group, and also implies a general presentation and discussion of ideas, thoughts, and possible means of solving the problem that students proposed. In this regard, interactive methods can take the form of group or pair work. Individual work is less commonly used, which is more often associated with project activities that are part of interactive methods. However, today modern innovative tool for interactive education of students are distance technologies which implement various models and means of education (ABAKUMOVA, 2019).

The impact of interactive methods on the educational system

The active use of interactive methods in teaching students has a positive impact not only on the quality of education; it also leads to the improvement of the educational system of the country itself. The national educational system of Kazakhstan now keeps evolving, the goal of which is to achieve the convertibility of diplomas of European state universities (KASSYMOVA et al., 2012). This goal involves a change in the teaching methods of students to more effective, which determines the further restructuring of the country’s educational system in accordance with international standards.

Changing the set of methods in the Kazakhstan education system, as well as using experimental combinations of methods (active, passive, interactive) in practice, can increase consistency, improve goal setting, and the results of the educational process. And subsequently, they will provide an opportunity to increase the presence, demand, and importance of the country’s professional personnel in the European labor market.

But the important task to transform the methodological educational base is not only the education of valuable specialists but also shaping specific creative, divergent thinking among students of higher educational institutions. Today, the development of a non-standard, extraordinary approach to solving any issues is one of the urgent needs of modern life, both in terms of professional and personal growth.

Using interactive methods in teaching students stimulates cognitive activity, increases the motivational attitude, and activates the ability to independently and creatively solve problems (that is, take responsibility for finding an effective way to achieve this goal in an unfavorable environment). All these qualities contribute to shaping creative, divergent thinking of future specialists, develop a dynamic activity approach and independence.

The language policy of the Republic of Kazakhstan

The educational process in a higher education institution should be built based on interactive technologies, implying the utmost stimulation of student learning, their maximum possible involvement in the process of making decisions, building dedication, will, ability to evaluate their actions, exactness, and perseverance in achieving goals. Considering the specifics of the educational process in the context of teaching students of technical universities of Kazakhstan the Russian language we are able to note the following. The language policy of the state is based on several basic laws: The Constitution of the Republic of Kazakhstan (2019), the Law “On Languages in the Republic of Kazakhstan” (Office for the Development of Languages of the Kostanay Region, 1997). Legislative regulations determine the development of the country’s language system in several directions (Organization for Economic Co-operation and Development, 2017):
• expanding the social and communicative functions of the Kazakh language;
• maintaining the cultural functions of the Russian language;
• developing the languages of other nationalities living on the territory of the Republic of Kazakhstan;
• mastering other languages of world intercultural communication.

The state program provides an opportunity to create a comfortable linguistic space in Kazakhstan, which is determined by the social situation, as well as the place where it is used.

**Features of the professional activities of students**

Students of Kazakhstani universities should be fully proficient in the Russian language, as one of the means of intercultural communication, understanding current and past improvements, and the ability to access an important scientific and cultural layer. Students of technical universities need a professionally oriented focus on the process of teaching the Russian language, including motivated and communicative activity, taking into account the peculiarities of oral and written professional communication.

The reality of professional activity is that students of technical universities should not only master professional terminology but also be able to communicate formally and informally. The types of professional communication include:

• counseling;
• participation in conferences, meetings, conversations with colleagues;
• preparation of business documentation for the profile (GRACHEVA, 2016).

About the above mentioned, a teacher of students of technical universities of Kazakhstan should pay attention not only to professional but also to social orientation. To do this, it is necessary to make students interested and stimulated by a clear idea of the prospects for using the acquired knowledge and a subsequent increase in professional demand.

The ultimate goal of teaching Russian to students of technical universities is to achieve a language level that will be sufficient for the successful implementation of professional skills. Students should not only read and translate texts related to their expertise but also efficiently use the language in different fields.

**The main objectives of teaching Russian in technical universities**

The main objectives of teaching the Russian language in a technical university in Kazakhstan are the following:

1. Improving communication skills in reading, writing, listening, and speaking. Students should be able to read specialized literature and texts of different genres. Mastering dialogue speech is a must, which allows you to exchange professional information and advance as a specialist in the field. Monologue speech provides an opportunity to speak before the public on the field-related topic: report, participation in the conference. And finally, listening skills allow you to effectively absorb what has been said and identify meaningful nuances.

2. Learning phonetics, grammar, and rules on how to build words and lexical units. This knowledge contributes to the above-mentioned listening skills and conducting dialogue and monologue speech.

3. Mastering professional vocabulary and terminology. Note that the ability to work with reference and scientific literature is also an important skill.

When teaching students of technical universities of Kazakhstan, the Russian language it is necessary to take into account the features of their future specialty, and therefore use field-
related texts in terms of their specialty, identify the typological specificity of these texts and the scientific sublanguage.

Thus, teaching Russian to students of Kazakhstani technical universities is an important educational task which requires the use of the most effective methods, including interactive methods. The introduction of innovative digital and interactive methods of foreign languages learning for students of technical universities is not only possible but necessary, because it contributes to the informational culture formation of the personality, improves the efficiency and effectiveness of the educational process, as well as qualitatively improves the level of professional training of students, without reducing the leading role of the teacher in the educational process (BOGDANOVA, ZHARKOVA, 2018).

The most effective interactive methods
Teaching the Russian language using interactive methods has the following scientific and methodological basis (BARAKATOVA, 2016):

- educational process based on cooperation and experience mastering;
- integration of different learning styles;
- the use of research and search methods during studies;
- involvement of play methods in the learning process.

The following tasks are set for students to achieve efficient learning (BARAKATOVA, 2017):

- high-quality learning;
- psychological activity;
- desire to acquire knowledge (sufficient motivation);
- ability to work and achieve goals;
- willingness to interact and collaborate with the teacher and colleagues;
- ability to set goals depending on their importance;
- ability to organize learning activities to achieve specific goals within the time period.

There are several types of interactive teaching methods (BOGDANOVA, 2017): brainstorming, playing imitative, non-imitative, and gaming non-imitative. In the authors’ opinion, the best interactive methods for teaching students of technical universities of Kazakhstan the Russian language are game methods and their creative varieties. This allows you to maintain and develop students’ interest in learning, as well as provide a high level of digestion of knowledge. Therefore, it is not surprising that almost all the existing interactive courses of Russian as a foreign language are game-based (TROTCIUK, 2020).

Due to the limited volume of the article, it is not possible to mention all the existing techniques but let’s consider some of them (RABINOVICH, BAGRAMYAN, 2015; DABYLTAÆVA, DZHAMALDINOVA, 2015; LOBANOVA, TUMAKOVA, 2015).

Business simulation games
Business games belong to a variety of interactive techniques that enable students to learn to creatively comprehend and interpret knowledge acquired at the university (ALYOSHINA, 2014). An important aspect of the use of business games not only increases the level of knowledge and significantly accelerates their assimilation but also teaches students collective forms of creativity and social communication. Business games can be considered an excellent way to develop theoretical knowledge of the Russian language in practice while training communication and dialogue skills.

A business game is characterized by the presence of a simulation model of professional activity, whether it is a segment of specific work, a specific business event (meeting, staff selection) or an imitation of the production process. The main element of the game is a
problematic situation, intentionally formed in the offered conditions. In the course of collective student activity, all participants, according to the goals of their roles, make decisions that should ultimately lead them to the main objective of the business game.

Let's consider the business game “Employment”, which contributes to the consolidation of material on the topic of business and speech etiquette, speech politeness, principles of corporate communication. All students are involved in the game, divided into pairs. The teacher gives instructions: “One of you becomes an employer whose purpose is not to hire the applicant. The employer can emphasize the incompetence and inability of the applicant to take this position, while the applicant must do his best to change the opinion of the employer. A joint discussion may concern only the activity of company X (you think out its activity and specifics yourself during the dialogue). You have two minutes for a discussion, after which each of the students individually implements his strategy in detail on paper without consulting with a partner. It is desirable to describe specific speech means. You have ten minutes on this task. When time's up, the employer and applicant go to the board and act out a dialogue, the rest of the participants are watching the process. The dialogue takes five to seven minutes. As a result, the audience decides whether the applicant got a job or not.”

When giving instructions, the teacher should draw the students’ attention to the need for applying knowledge of speech etiquette, courtesy and ways to combat objections. Besides this, the teacher notes the importance of a competent selection of arguments and counterarguments to correctly act out the verbal attacks of the dialog partner.

When all students act out dialogs and the audience evaluate their skills, the teacher should emphasize the value of the classes by their proximity to the real-life situation. The importance of analyzing one’s experience and diagnosing one’s strengths and weaknesses in the communication process should be also noted.

Cinquain

A cinquain is an interesting methodological technique, which consists in writing a poem. Each poem is subject to the rules of writing; it should briefly, clearly, and at the same time figuratively reflect the main thing on the discussed material (PUTISTINA, 2015).

A cinquain is close to haiku by structure, which should concisely describe a phenomenon, become a reflection of the author’s opinion. Cinquain stimulates the critical thinking of students, activates their mental activity, and, at the same time, embodies a manifestation of free creativity. The uniqueness of cinquain lies in its versatility. It’s suitable for the study and practices any material, regardless of its area of expertise. In this regard, the method is suitable for teaching the Russian language in technical Kazakh universities. Students directly learn the material, develop and enrich their vocabulary, learn to create literate lexical compositions.

A teacher who gives a task to write cinquain at the stage of comprehension can assess the effectiveness of the current topic studied by students and add variety to the learning process. In this case, a cinquain will act as an emotional discharge after giving the main material. If the teacher offers to write the cinquain at the reflection stage, it enables to assess how deep the students understand the current topic, and the student himself helps to structure the accumulated information and make it more memorable thanks to the imaginative system involved in the cinquain. The structure of writing a cinquain (ANIFIMOVA, 2013):

1. 1 line - a topic, can have only one word, should be a noun.
2. 2 line - two words: adjectives and participles.
3. 3 line - three words: verbs or participles.
4. 4 line - a phrase reflecting the attitude of the author of the cinquain to the topic (personal statement, aphorism).
5. 5 line - one word, summary, as a rule, a noun is used.

Example:
The role-playing game

The role-playing game contributes to the effective understanding and transfer of Russian words to the lexical vocabulary asset (SUHKENKO, 2015). During the role-playing game, students develop communication skills, the ability to act out dialogue and achieve their goals. Also, the role-playing mechanism activates a special algorithm in the student’s mind, which helps him/her to wisely address the solution to the problem.

During the role-playing game, students assume the role they have chosen or assigned by the teacher, get used to it and act within the rules to achieve the educational task. Role-playing games should be carried out as close to natural conditions as possible. So, for example, the role-playing game “Press Conference” should reflect the realities of actual conferences, including the number of participants and attributes. If possible, it is recommended to use templates of existing events held at the university or those you took part in.

It should be emphasized that business games and role-playing games have a significant difference, despite the fact that their meaning largely coincides. If business games have a clear structure for conducting and distributing roles, when each role has strict regulation, the role-playing games are characterized by improvisation. Their main task is to train the student to maneuver within the circumstances, using the necessary learning material. The student himself can choose the specifics of the role and the means for acting it out.

It should be noted that role-playing games require no less thorough advance preparation of a teacher than other techniques. Despite the fact that acting out the role is the responsibility of the student, the course of the game must be planned and carefully thought out. Weak technical preparation or lack of interest in using this method leads to the haste of the game, and, as a result, lack of interest of students.

Brainstorming

Invented in 1938 by A. Osborn, the following method helps students to solve the suggested task with the help of Russian language resources in the conditions of classroom based workshop (BESANT, 2016). Alex Osborn was first to notice that some of people are easily suggest new ideas, and other are more willing to criticize them. The distinguishing feature of this method is it denies the criticism in regard to new ideas that students produce. This technique is most appropriate in a learning process that includes the assimilation of new vocabulary.

Practical course of teaching Russian as a second language in groups of students of technical universities should be divided into several stages. At the preliminary stage it is necessary to define a group goal. This stimulates students to look for lexical and grammatical means that will help express the result in the process of brainstorming. At the second stage, the teacher divides students into groups of 4-12 people and informs about the essence of the problem before the language workshop. The problem is described as clearly as possible and in a comprehensive manner, considering the main specialization of the group. It is necessary so that students prepare lexical material and work out scenarios for its application in the process of communication.

If the competence of students on the problem under discussion is insufficient, teacher then invites outside participants (other teachers, students, experts in this particular field - if possible). A good idea would be to appoint a temporary creative team leader among the students themselves. The modern information space (on-line resources, access to the electronic library resources of the university) allows students to prepare materials before the
start of the practical lesson. The instructor develops a checklist and glossary in case if students' ability to come up with new ideas weakens or they feel insecure with their vocabulary.

It is important to take into account the fact that the number of participants in the discussion affects the effectiveness of the brainstorming, so it should not exceed a certain number of people. During the brainstorming session the trainer should stimulate new ideas to come up. It makes sense to prepare handout material which may include: a glossary, cards with stable language clichés, phraseological expressions, standard phrases. In the process of "brainstorming" students learn to generate alternative ways to solve a problem using the Russian language.

All students are in an equal position, they are not bound by the relationship "weak student - strong student". This will help to bring communication to a new level and will give freedom to all participants in expressing their own ideas. The "brainstorming" effect is based on the emergence of free associations and the compilation of non-standard phrases using the Russian language. During the workshop on intercultural communication, participants are placed next to each other in a circle. This format stimulates the desire to participate in a lively discussion process. The teacher encourages the presentation of ideas and the use of a comprehensive approach to the discussion of the problem using as much of the lexical material as possible. The teacher can give a competitive impulse, which motivates students to spend additional intellectual efforts. All this has a beneficial effect on the learning process and the assimilation of the material. In the process of conducting the workshop "brainstorming" by means of the English language, it is necessary to draw students' attention to three basic rules:

- no criticism or harsh judgment is allowed. It has been proven that most people cannot reveal their linguistic potential in conditions of “psychological pressure”;
- bold and unconventional ideas are encouraged. Students must reveal their linguistic potential and express all ideas;
- combining and improving ideas is one of the basic conditions. This format of discussion helps to mutually improve, combine and guide the ideas of all participants.

Such language workshops should never be formal. At the end of the practice session students write down their thoughts. The result of a brainstorming session can be recreate in a form of a presentation that captures the most interesting thoughts and ideas. The effectiveness of a language workshop in the "brainstorming" format decreases with the constant composition of the groups and the presence of a leader (the composition of the groups can be changed).

Memory Map (Mind Map)

Relatively new methodological mechanism developed by T. Bewsen in 1974 provides the assimilation of upcoming information through integrated and organized way (Buzan & Buzan, 2003). The use of memory maps makes it possible to simplify the acceptance of newly acquired information. In the process of drawing up mental maps, the student comprehends real processes, he experiences specific situations, penetrates infiltrate this information, analyzes it. Consequently, when working with maps, the trainee needs skills in search, analysis, as well as the ability to compare and synthesize new data on the basis of comparison.

Drawing up their own memory maps allows the teacher to assess the level of students ‘understanding of the educational material, helps the student to extract and comprehend key information from the text, develops students’ ability to combine the information received into semantic groups and categories. In the methodology of teaching Russian as a second language, teachers actively use memory maps to introduce or consolidate lexical material. However, this technology can also be used in explaining grammatical material, since any grammatical rule or construction can be represented with the help of memory cards. Benefits of using memory cards are the following:

- saving time for processing and memorizing new words;
• generation of new ideas (meanings of words, translation options, contextual meanings, synonyms, antonyms, etc.);
• help in vocabulary brainstorming as a warm-up or revision;
• practicing skills of drawing up plans, structuring, finding logical associative links between words;
• checking or repeating vocabulary;
• a clear vision of the entire lexical topic, its main and secondary components.

The construction mechanism of a mind map consists in portraying the main image (subject of study) that symbolize the main idea. Issues and ideas related to the object of study diverge from the central image in the form of the first - and second - level branches. One keyword is recorded on each line. Pictures, symbols and other graphics associated with keywords are added wherever possible. Arrows are drawn to connect different concepts on different branches. The main thing is to remember that the human brain cannot perceive and remember more than seven main branches. This is a basic rule of thumb when making a smart mind map.

Due to its clarity and compactness mind cards also help students to prepare for grammar tests, reduce the time when repeating and systematizing already passed, but perhaps partially forgotten. It is also worth noting the universality of mind maps, since their use is possible at any level of learning Russian as a foreign language, from the elementary level to advanced, in a group of any national composition.

Note that not only the teacher prepares visual materials to explain a new grammatical topic in the form of mind maps but also the student himself. A student studying a foreign language can also be involved in this process, deriving tremendous benefit from it. The development of a mental map according to the grammatical rule chosen by the teacher may well act as one of the options for assignments offered to the student for individual work. In this case, the teacher is required to state the goal of this task clearly with a presentation of approximate options for mind maps and explain in detail the algorithm for their creation, indicating the computer programs in which it is most convenient to engage in this type of activity.

Case Study
One of the most active teaching approaches - the case method is a tool of active situational analysis the essence of which consists in solving specific problems-situations (solving cases). The method of “case study” is based on the description of a specific professional activity or emotional and behavioral aspects of human interaction, the professional process is modeled in real conditions in accordance with the content of training, for instance (GOLICH, 2000). This educational technology gives students the opportunity to put themselves in the place of a specialist who is faced with the need to make a decision. The hallmark is that this method has a professionally oriented focus, as it requires specific subject knowledge.

A feature of the approach is the ability to optimally combine theory and practice, which is very important in the training of future specialists of Technical Universities. The case method has a number of advantages, namely: introduces students to real life situations; stimulates critical thinking and involves finding a solution to the problem; develops communication skills, etc.

The case study method is characterized by collective cognitive activity, which involves a variety of techniques: exchange of ideas, discussion, interaction, which leads to active interpersonal communication. During the use of the method, students develop specific skills of working with information: search for the necessary knowledge through independent processing of source information, its analysis, synthesis; formulation of the problem and its individual components.

Note that the use of the case method gives a much greater effect than traditional teaching methods, because it focuses not so much on the acquisition of knowledge as on the formation of professional skills, a set of personal qualities, values, motives and attitudes.

The use of the case method contributes to the motivational and volitional development of future professionals; formation of the scientific worldview; education of universal, as well as
socially and professionally significant qualities of future farmers; formation of such professional qualities as the ability to analyze and diagnose problems of different levels of complexity; ability to clearly formulate and predict ways to solve problems; ability to express and defend one’s position; communicate, discuss, perceive and evaluate information; ability to adapt to extreme situations and make optimal decisions. In our opinion, all these qualities and skills are necessary for the professional activity of future farmers.

The content of the cases can be various professional texts, articles from newspapers, magazines, video and audio materials, etc. Thus, a group of students is asked to discuss a specific case that describes real events (situations). After getting acquainted with the case, students are asked to discuss it in small groups, determine the theoretical background of the conflict, and then answer questions. Learning based on practical examples contributes to the development of analytical and problem-solving skills, as well as allows future farmers to apply new knowledge and skills in practice; students learn to make professional decisions in the proposed situation.

Solving such situational problems, future graduates of Technical Universities gain their own experience necessary for future professional activity. This experience is important because usually most professional tasks require interaction with other people. Thus, in the case study, future specialists acquire the following professional skills: they learn to distribute tasks, establish communication (cooperate), make decisions and bear joint responsibility for the end result.

Thus, the use of the case method in the process of learning a foreign language contributes to the activation of cognitive activity of students, the development of socially significant and professionally important personal qualities.

**CONCLUSION**

Summing up this article, it is necessary to highlight the difficulties faced by the teacher of the Russian language when teaching students of technical universities of Kazakhstan:

- different levels of students’ knowledge of the Russian language;
- different levels of written and spoken Russian;
- insufficient psychological readiness of students;
- problems of an organizational nature (division into groups, the complexity of assessment, etc.);
- insufficient social sympathy, mutual understanding of the participants in the educational process within the group;
- not suitable material and technical base for the implementation of interactive teaching methods.

All these difficulties can be solved; they should not impede the teacher in the implementation of teaching Russian to students using interactive methods. Since interactive methods can be called methods of the present and future, they should form an integral element of the learning process of students in both oral and written speech.

Using interactive methods makes learning diverse, active, involves students in the educational process, which means it helps to increase the level of speech-cognitive activity. Based on the above mentioned, it possible to say that the interactive methods of teaching Russian to students of technical universities of Kazakhstan are effective.

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The use of interactive methods in teaching the Russian language in technical universities of Kazakhstan

O uso de métodos interativos no ensino da língua russa em universidades técnicas do Cazaquistão

El uso de métodos interactivos en la enseñanza del idioma ruso en las universidades técnicas de Kazajstán

Resumo
A relevância da pesquisa é determinada pela introdução do sistema trilingue CLIL, que inclui um estudo simultâneo de russo, cazaque e inglês de acordo com a política linguística do Cazaquistão. A pesquisa baseia-se na própria experiência pedagógica dos autores, nos documentos oficiais de direito e nas diretrizes estaduais sobre a política linguística no Cazaquistão e na análise da literatura científica sobre o assunto. O artigo revela as características do sistema educacional do Cazaquistão como resultado de recentes mudanças na política de Estado: orientação para os padrões europeus, aprendizagem de língua estrangeira para comunicação profissional como prioridade, digitalização da educação e seu foco prático.

Palavras-chave: Métodos de ensino interativos. Processo de ensino-aprendizagem. Política linguística. Russo como segunda língua. Ensino técnico.

Abstract
The relevance of the research is determined by the introduction of the CLIL trilingual system, which includes a simultaneous study of Russian, Kazakh, and English in accordance with the language policy of Kazakhstan. The research is based upon the authors’ own pedagogical experience, official law documents, and state guidelines regarding the language policy in Kazakhstan, and the analysis of the scientific literature on the matter. The paper reveals the features of the educational system of Kazakhstan as the result of recent state policy changes: orientation towards European standards, foreign language learning for professional communication as a priority, the digitalization of education, and its practical focus.

Keywords: Interactive teaching methods. Teaching-learning process. Language policy. Russian as second language. Technical education.

Resumen
La relevancia de la investigación está determinada por la introducción del sistema trilingüe AICLE, que incluye un estudio simultáneo de ruso, kazajo e inglés de acuerdo con la política lingüística de Kazajstán. La investigación se basa en la propia experiencia pedagógica de los autores, los documentos legales oficiales y las directrices estatales con respecto a la política lingüística en Kazajstán, y el análisis de la literatura científica sobre el tema. El documento revela las características del sistema educativo de Kazajstán como resultado de los recientes cambios en las políticas estatales: orientación hacia los estándares europeos, aprendizaje de idiomas extranjeros para la comunicación profesional como prioridad, la digitalización de la educación y su enfoque práctico.

Palabras-clave: Métodos de enseñanza interactivos. Proceso de enseñanza-aprendizaje. Política lingüística. Russo como segunda lengua. Educación técnica.