

INTERACTIVE FORMS OF WORK IN TEACHING RUSSIAN  
ORTHOGRAPHY AND PUNCTUATION AT UNIVERSITY LEVEL<https://doi.org/10.5281/zenodo.15501830>**Tursunova Inobat Mirkamilovna**E- mail: [i.tursunova@nuu.uz](mailto:i.tursunova@nuu.uz)**Kalinina Olga Nikolaevna**E- mail: [o.kalinina@nuu.uz](mailto:o.kalinina@nuu.uz)*Teachers of the National University of Uzbekistan  
named after Mirzo Ulugbek***Abstract**

This article explores the implementation of interactive teaching methods in the instruction of russian orthography and punctuation at the university level. Mastery of spelling and punctuation rules is a crucial part of written language competence, yet many students struggle due to the complexity and the numerous exceptions inherent in russian grammar.

Traditional teaching methods often rely on rote memorization and repetitive exercises, which can lead to disengagement and superficial understanding. In contrast, interactive forms of work, including collaborative group tasks, educational games, peer review, and digital learning tools, actively involve students in the learning process. This engagement helps enhance motivation, deepen understanding, and improve the practical application of orthographic and punctuation rules in authentic contexts.

The article outlines key methodological principles for designing interactive activities, presents various examples of successful exercises, and discusses the benefits and challenges of applying these approaches in higher education settings. Ultimately, the study demonstrates that interactive learning not only supports the acquisition of linguistic norms but also develops critical thinking, self-editing, and communication skills necessary for academic and professional success.

**Keywords**

interactive teaching methods, russian orthography, punctuation, university education, collaborative learning, peer review, language learning, student engagement, digital tools, language pedagogy

Introduction. Orthography and punctuation constitute the foundation of effective written communication in any language. For learners of russian, mastering these components is often perceived as difficult because of the language's complex spelling conventions and punctuation rules. Traditionally, instruction in these areas has involved memorization of rules and repetitive drills, which may result in limited student engagement and poor retention.

Modern educational paradigms emphasize learner-centered approaches that foster active participation and collaboration. Interactive forms of work represent a shift from passive reception to active construction of knowledge, making abstract grammatical rules more tangible and easier to internalize. Through games, group editing, peer feedback, and digital tools, students engage with the material in diverse and meaningful ways.

At the university level, where students are preparing for professional careers and advanced academic work, the ability to apply orthographic and punctuation rules correctly is essential. Interactive methods not only improve linguistic competence but also encourage critical thinking, cooperation, and autonomy – skills that are valuable beyond the language classroom.

This article examines the theoretical foundations of interactive learning, outlines practical strategies for implementing interactive forms of work in teaching russian orthography and punctuation, and discusses both the advantages and potential obstacles in their application.

Theoretical foundations. Interactive learning is rooted in constructivist theories, which emphasize active knowledge construction through social interaction and meaningful tasks. Vygotsky's zone of proximal development highlights the importance of collaborative learning guided by peers or teachers. Applying these ideas to orthography and punctuation instruction can transform these traditionally rule-heavy subjects into dynamic learning experiences.

Methodological principles. When designing interactive activities for orthography and punctuation, the following principles should be considered:

- **Student engagement:** Activities must be motivating and relevant to students' interests and language needs.
- **Collaboration:** Group or pair work promotes discussion and error correction.
- **Immediate Feedback:** Using digital tools or teacher guidance to provide real-time corrections.
- **Contextualization:** Rules should be taught and practiced within meaningful texts and authentic language use.

### Examples of interactive activities

- **Orthographic games:** Quizzes, crosswords, and spelling bees adapted for russian orthography rules.
- **Punctuation workshops:** Group editing of authentic texts with focus on punctuation marks and their functions.
- **Peer review sessions:** Students exchange written assignments to identify and correct orthographic and punctuation errors.
- **Digital tools:** Using language learning apps and online platforms that provide interactive exercises and instant feedback.

### Benefits and challenges

#### Benefits:

- Increased student motivation and participation
- Enhanced retention of orthographic and punctuation norms
- Development of critical thinking and self-editing skills
- Positive classroom dynamics and peer support

#### Challenges:

- Time constraints within the curriculum
- Varied language proficiency levels among students
- Need for teacher training in interactive techniques and digital tools

**Conclusion. Interactive teaching methods have a profound impact on the effectiveness of learning russian orthography and punctuation at the university level. By moving beyond traditional rote memorization to dynamic, student-centered activities, educators can significantly increase learner motivation and engagement. Interactive forms of work such as collaborative editing, games, peer review, and the use of digital platforms help students internalize complex orthographic and punctuation rules in contexts that mirror real-life language use.**

Moreover, these approaches foster essential academic skills including critical thinking, self-assessment, and constructive peer interaction. Students become more autonomous learners capable of identifying and correcting their own errors, which leads to improved writing accuracy and confidence.

While challenges such as limited classroom time, varying student proficiency, and the need for teacher training exist, they can be addressed through careful planning and the integration of technological resources. Ultimately, incorporating interactive forms of work into the teaching of russian orthography and punctuation aligns with modern pedagogical goals and prepares students for successful academic and professional communication.

Educational institutions are encouraged to adopt and further develop interactive strategies, recognizing their potential to transform traditional language instruction into a more effective, engaging, and practical learning experience.

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