

APPLICATION OF GAME METHODS AS A BASIS FORMATION OF POSITIVE MOTIVATION NON-LINGUAL UNIVERSITY STUDENTS

Khafizova Mashkhura Aminovna

Samarkand State Medical University Acting Associate Professor of the

Department "Pedagogy-psychology" Telephone: +998972870077

mashxuraaminovna1967@gmail.com

Abstract:

The purpose of this article is to study and research methods and forms of using gaming technologies in mastering the Russian language, especially in non-linguistic higher education institutions. The methodology of the article is based on the effective use of various modern pedagogical approaches, accompanied by gaming technologies, when learning Russian as a foreign language. Results: Based on the synthesis and analysis of the motivational components and properties of cognitive games used in teaching Russian in non-linguistic universities, the main tasks and problems of activating the cognitive activity of students and improving the methods of teaching the Russian language were identified and considered. The practical significance of the article lies in the possibility of further application of the essential provisions and conclusions both in psychological and pedagogical activity and in the educational process.

Keywords: Organizational and educational games, motivated audience, motivational opportunities, Russian as a foreign language, grammatical skills, suggestopedia, gaming technologies.

Introduction

With the development of society and the improvement of various spheres of people's lives, new goals, objectives and, accordingly, new requirements for them appeared before humanity, which now include the ability to speak a foreign language not only simply, but also at a professional level. In recent decades, the attitude of people, especially young people, to learning foreign languages and mastering professional communication skills in a foreign language has changed significantly, becoming greater priorities in the process of employment, collaboration and interaction with modern world integrations. This has become one of the main reasons for improving the methods of teaching foreign languages, especially teaching a second language to students of non-linguistic educational institutions. It became known that the formation of a positive attitude towards learning Russian as a foreign language among students, especially students in non-linguistic universities, is considered one of the serious problems that require solutions to stimulate students' interest in acquiring foreign language skills, creating



professional motivation for learning a foreign language, activating the cognitive activity of students. [1] Despite the relatively increased interest of students of non-linguistic disciplines in learning foreign languages today, it is necessary to make efforts to improve the methodology of teaching second languages based on professional needs and to create appropriate theoretical foundations for the use of motivational skills in various pedagogical approaches for effective Presentation of material in the classroom.

Teaching the Russian language to students of higher educational institutions with a non-linguistic focus of study at the current stage of development of society, from a professional point of view, is faced with a second language that has similar and characteristic features of teaching linguistic and non-linguistic students are taken into account, a gradual transition to accelerated and effective methods of presenting material, and this differs significantly from the traditional forms of conducting a Russian lesson, which is reflected in a higher level of motivation among students.

It is known that one of the modern approaches to creating a favorable atmosphere in the classroom for learning the Russian language in general and acquiring professional communication skills in Russian in particular is to use the motivational abilities of various educational games when presenting the lesson that is being studied becomes.

According to teachers Z. Shumakhova and A. Toktanyazova, since the Russian language is considered a foreign language in the article, a positive attitude towards learning activities in a foreign language is expressed in speech activity, cognitive interest and positive motivation of students. [1] The formation of such motivation in students is most often associated with the use of cognitive organization and learning games during a foreign language lesson.

An organizational and educational game as a method of developing collective mental activity helps to increase students' interest in learning the Russian language and creates favorable conditions for improving not only the quality of teaching a foreign language, but also its cognitive and emotional value attractiveness of the language. In general, if we consider the effectiveness of teaching a second language, in particular Russian as a foreign language, to students of non-linguistic universities, it is worth noting the importance of using such pedagogical approaches and methods aimed at motivating students.

The purpose of conducting such a survey was to determine the opinions of students and their attitude to the teacher's use of organizational-pedagogical games and other cognitive techniques during Russian lessons. The methodology for developing and analyzing the questionnaire was developed by N.V. accepted. Kuzmina with the introduction of some additions [2]. Students were asked to select one answer from each pair of questions and underline it:

What do you think motivates you? Learn Russian?	What influences your motivation and when does it not? Learn Russian?
1. It is important that the teacher speaks in advance fully planned the course of the lesson.	1. Has no lesson plan of great importance for students when studying teaching materials.
2. It is important to introduce modern techniques and organizational and learning games in traditional education system.	2. Don't mix modern approaches and methods using traditional techniques teach language.

3. Teacher use is important. various drawings, stories and games technologies in the process of language learning.	3. Drawings, stories and gaming technologies are not influence the effectiveness of learning language.
4. It is important to conduct pair and group works	4. You shouldn't hold pairs or groups work, but only the interaction of the teacher with students.
5. The use of educational games is important and gaming technologies to improve productivity of the material being studied.	5. Gaming technologies need to be used only as a short break during or at the end of the lesson after learning a new Topics.
6. Students can also recommend own ideas about conducting educational games.	6. Plan and structure for the use of gaming technologies are compiled only teacher.
7. Pedagogical games held among students during class, contribute better memorization of the studied material.	7. Pedagogical games have no special values for improving ability retention of the studied material in memory.
8. It is important to use different games: visual, auditory and demanding physical movement.	8. Should not be used during a lesson different types of games as they are distracting Students from the main goal - learning material.

During the survey we conducted among students of Samarkand State Medical University, the following coefficients were calculated: The emotional satiation coefficient (ESC) is the ratio of the number of positive answers on the scale to the number of negative ones, and the relevance coefficient (CR) is the equality of the resulting number from dividing the difference between the positive and negative answers by the number of people who participated in the experiment. [3]

Literature Review

A number of psychologists, educators and linguists have devoted their scientific work to the study and research of the theory and methodology of teaching Russian as a foreign language, especially for students of non-linguistic educational institutions, in order to study ways and means of increasing the motivation of students to teach them Russian as a foreign language and another second language to improve the effectiveness of foreign language teaching at a non-linguistic university:

G.Kh.Bakieva, B.Kh.Karaeva, E.H.Korshunova, I.A.Kraeva, D.M.Teshabaeva, G.M.Frolova, Z.M.Shumakhova, A.E.Toktanyazova, E.V.Dvadnenko, N.I.Petryaeva, A.S.Kojevnikov, L.Shipelevich, N.G.Ksenofonotova, N.V.Kuzmina, E.N.Platonova, G.M.Kuchinskiy, M.A.Kudashova, M.I.Makhmutov, A.K.Markova, R.G.Rogova, E.V.Damoylova, O.V.Nazarova, M.M.Stepanova, L.A.Meteleva, Kh.N.Galimova, G.A.Khokhlova, S.V.Piskunova, R.V.Repina, M.A.Adamko, A.A.Potebnya..

Results

Based on the above observations, the relatively positive attitude of the majority of students in non-linguistic universities towards the introduction of game elements into the traditional system of teaching Russian is due to the presence of a number of psychological and pedagogical opportunities for the use of gaming technologies and organizational and educational games in Lessons because games:

- contribute to the development of collective intellectual activity;
- have a positive effect on the activation of students' cognitive activity;
- increase students' appropriate self-esteem;
- create professional motivation for learning a second language;
- contribute to the creation of a certain psychological climate, which implies conditions under which a student feels the desire to listen to foreign speech and speak another language;
- contribute to the activation of students' cognitive activity;
- Arouse interest in learning a foreign language among a relatively larger number of students.

It should also be noted that of the above positive factors in the use of motivational capabilities of gaming technologies, one of the important points is that games during the lesson can often create a favorable environment for psychological comfort, when the student develops a feeling of satisfaction from the ability to effectively use communication skills in the subject matter. language, which is the key to success and increased self-esteem. [1] One of the effective ways to solve this issue is that the teacher needs to constantly maintain eye contact with students, which is almost impossible.

allows their level of attentiveness to decrease during class.

The next important point is that when a teacher writes at the board, the degree of concentration among students increases significantly, since they direct their full attention to the board and the writing on it. Students were well focused while working on word problems, but less focused when they had to listen to a lecture from a teacher.

References:

1. Шумахова Зарема Нурбиевна, Токтаньязова Аида Эдуардовна Формирование положительного отношения к дисциплине «Иностранный язык» у студентов неязыкового вуза посредством введения организационно-обучающих игр в традиционную систему обучения // Вестник Майкопского государственного технологического университета. 2014. №2.
2. Кузьмина Н.В. Проблемы обучения и воспитания студентов в вузе. Л.: ЛГУ, 1976. 121
3. Кодзаева О. С. Мотивационные возможности неоднаправленных глаголов движения в методике преподавания русского языка как иностранного // Вестник Майкопского государственного технологического университета. 2016. №3.
4. Узбекский язык для стран СНГ : учебник/ Г.Х. Бакиева, Б.Х. Караева, Е.Н. Коршунова, И.А. Краева, Д.М. Тешабаева, Г.М.